

All Saints' Church of England Federation of Academies- Progression Map

Subject- Music							
Intent- At All Saints, we always encourage our children to develop a love of music whilst increasing self-confidence, creativity and a sense of achievement. Everyone has the opportunity to perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions. They learn to sing and to use their voices, to create and compose music on their own and with others. They will deepen their understanding of music in the world and just how music is created, produced and communicated. Children are encouraged to explore their own musical preferences and discuss these with confidence. In addition to music lessons, our children also take part in assemblies, church services and instrumental concerts which give the children the opportunity to share their musical skills and talents.							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum Objective	<p>ELG- Self-regulation Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>ELG- Being imaginative and expressive. Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.</p>	<ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music 		<ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music. 			

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Knowledge							
Pitch	To understand that what 'high' and 'low' notes are.	-To understand that pitch means how high or low a note sounds. -To understand that 'tuned' instruments play more than one pitch of notes.	-To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches. -To understand that a melody is made up from high and low pitched notes played one after the other, making a tune.	-To know that the group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad. - To know that some traditional music around the world is based on five-notes called a 'pentatonic' scale. - To understand that a pentatonic melody uses only the five notes C D E G A.	To know that a bass line is the lowest pitch line of notes in a piece of music, and a walking bassline (where patterns of notes go up then down again) is common in rock and roll. To know that a glissando in music means a sliding effect played on instruments or made by your voice. To know that 'transposing' a melody means changing its key, making it higher or lower pitched.	To understand that a minor key (pitch) can be used to make music sound sad. To understand that major chords create a bright, happy sound. To know that a 'bent note' is a note that varies in its pitch, eg the pitch may slide up or down. To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made	To know that the Solfa syllables represent the pitches in an octave. To understand that 'major' key signatures use note pitches that sound cheerful and upbeat. To understand that 'minor' key signatures use note pitches that can suggest sadness and tension. To know that a melody can be adapted by changing its pitch.
Duration	-To recognise that different sounds can be long or short.	-To know that rhythm means a pattern of long and short notes.	-To know that 'duration' means how long a note, phrase or whole piece of music lasts. -To know that the long and short sounds of a spoken phrase can be represented by a rhythm.	-To know that different notes have different durations, and that crotchets are worth one whole beat. -To know that written music tells you how long to play a note for.	To know that combining different instruments playing different rhythms creates layers of sound called 'texture'. To know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed. To know that a motif in music can	To know that 'poly-rhythms' means many different rhythms played at once. To know that the duration of a note or phrase in music can be shown using a repeated symbol or the size of a symbol on a graphic score.	To understand that all types of music notation show note duration, including the Kodaly method which uses syllables to indicate rhythms. To understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly. To know that a

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					be a repeated rhythm		quaver is worth half a beat
Dynamics	-To understand that instruments can be played loudly or softly.	-To know that dynamics means how loud or soft a sound is. -To understand that sounds can be adapted to change their mood, eg through dynamics.	-To know that dynamics can change the effect a sound has on the audience.	To know that the word 'crescendo' means a sound getting gradually louder.	To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music.	To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.	To know that a melody can be adapted by changing its dynamics.
Tempo	-To recognise music that is 'fast' or 'slow'. -To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music.	-To know that the 'pulse' is the steady beat that goes through music. -To know that tempo is the speed of the music.	-To understand that the tempo of a musical phrase can be changed to achieve a different effect.		To know that playing in time means all performers playing together at the same speed.	To understand that a slow tempo can be used to make music sound sad. To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.	To know that a melody can be adapted by changing its dynamics, pitch or tempo.
Timbre	-To know that different instruments can sound like a particular character.	-To know that 'timbre' means the quality of a sound; eg that different instruments would sound different playing a note of the same pitch. - To know that my voice can create different timbres to help tell a story.	-To know that musical instruments can be used to create 'real life' sound effects. -To understand an instrument can be matched to an animal noise based on its timbre.	To understand that the timbre of instruments played affect the mood and style of a piece of music	To know that grouping instruments according to their timbre can create contrasting 'textures' in music. To understand that both instruments and voices can create audio effects that describe something you can see.	To understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways.	To know that timbre can also be thought of as 'tone colour' and can be described in many ways eg warm or cold, rich or bright.

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Texture	To know that music often has more than one instrument being played at a time.	To know that music has layers called 'texture'	To know that a graphic score can show a picture of the layers, or 'texture', of a piece of music.	To know that many types of music from around the world consist of more than one layer of sound; for example a 'tala' and 'rag' in traditional Indian music.	To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'. To understand that harmony means playing two notes at the same time, which usually sound good together.	To understand that a chord is the layering of several pitches played at the same time. To know that poly-rhythms means many rhythms played at once.	To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change. To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes.
Structure	To recognise the chorus in a familiar song.	To know that a piece of music can have more than one section, eg a versed and a chorus.	To understand that structure means the organisation of sounds within music, eg a chorus and verse pattern in a song.	To know that in a ballad, a 'stanza' means a verse. To know that music from different places often has different structural features, eg traditional Chinese music is based on the five-note pentatonic scale.	To know that deciding the structure of music when composing can help us create interesting music with contrasting sections. An ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice. To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music	To know that a loop is a repeated rhythm or melody, and is another word for ostinato. To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords.	To know that a chord progression is a sequence of chords that repeats throughout a song. To know that a 'theme' in music is the main melody and that 'variations' are when this melody has been changed in some way.
Notation	To know that signals can tell us when to	To understand that music can be	To know that 'notation' means	To understand that 'reading' music	To know that 'performance	To know that simple pictures can be used	To know that 'graphic notation'

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	start or stop playing.	represented by pictures or symbols.	writing music down so that someone else can play it I know that a graphic score can show a picture of the structure and / or texture of music	means using how the written note symbols look and their position to know what notes to play.	directions' are words added to music notation to tell the performers how to play.	to represent the structure (organisation) of music. To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.	means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'. To know that chord progressions are represented in music by Roman numerals
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Skill

Listening	<ul style="list-style-type: none"> Respond to music through movement, altering movement to reflect the tempo, dynamics or pitch of the music. Explore lyrics by suggesting appropriate actions. Exploring the story behind the lyrics or music. Listen to and follow a beat using body percussion and instruments. Consider whether a piece of music has a fast, moderate or slow tempo. 	<ul style="list-style-type: none"> Recognise and understand the difference between pulse and rhythm. Understand that different types of sounds are called timbres. Recognise basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower). Describe the character, mood, or 'story' of music they listen to, both verbally and through movement. Describe the differences 	<ul style="list-style-type: none"> Recognise timbre changes in music they listen to. Recognise structural features in music they listen to. Listen to and recognise instrumentation. Begin to use musical vocabulary to describe music. Identify melodies that move in steps. Listen to and repeat a short, simple melody by ear. Suggest improvements to their own and others' work. 	<ul style="list-style-type: none"> Discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary Understand that music from different parts of the world has different features. Recognise and explain the changes within a piece of music using musical vocabulary. Describe the timbre, dynamic, and textural details of a piece of music, both verbally, and 	<ul style="list-style-type: none"> Recognise the use and development of motifs in music. Identify gradual dynamic and tempo changes within a piece of music. Recognise and discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary Identify common features between different genres, styles and traditions of music. Recognise, name and explain the 	<ul style="list-style-type: none"> Recognise and confidently discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary Represent the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. Compare, discuss and evaluate music using detailed musical vocabulary. 	<ul style="list-style-type: none"> Recognise and confidently discuss the stylistic features of music and relate it to other aspects of the Arts Represent changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. Identify the way that features of a song can complement one another to create a coherent overall effect.
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	<ul style="list-style-type: none"> • Listen to sounds and match them to the object or instrument • Listen to sounds and identify high and low pitch. • Listen to and repeat a simple rhythm. • Listen to and repeat simple lyrics. • Understand that different instruments make different sounds and group them accordingly 	<p>between two pieces of music.</p> <ul style="list-style-type: none"> • Express a basic opinion about music (like/dislike). • Listen to and repeat short, simple rhythmic patterns. • Listen and respond to other performers by playing as part of a group 		<p>through movement.</p> <ul style="list-style-type: none"> • Begin to show an awareness of metre. • Begin to use musical vocabulary when discussing improvements to their own and others' work. 	<p>effect of the interrelated dimensions of music.</p> <ul style="list-style-type: none"> • Identify scaled dynamics (crescendo/decrecendo) within a piece of music. • Use musical vocabulary to discuss the purpose of a piece of music • Use musical vocabulary when discussing improvements to their own and others' work 	<ul style="list-style-type: none"> • Developing confidence in using detailed musical vocabulary to discuss and evaluate their own and others' work. 	<ul style="list-style-type: none"> • Use musical vocabulary correctly when describing and evaluating the features of a piece of music. • Evaluate how the venue, occasion and purpose affects the way a piece of music sounds. • Confident to use detailed musical vocabulary) to discuss and evaluate their own and others work
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<p>Composing</p>	<ul style="list-style-type: none"> ● Play untuned percussion 'in time' with a piece of music. ● Select classroom objects to use as instruments. ● Experiment with body percussion and vocal sounds to respond to music. ● Select appropriate instruments to represent actions. ● Experiment with playing instruments in different ways. 	<ul style="list-style-type: none"> ● Select and create short sequences of sound with voices or instruments to represent a given idea or character. ● Combine instrumental and vocal sounds within a given structure. ● Create simple melodies using a few notes. ● Choose dynamics, tempo and timbre for a piece of music. ● Create a simple graphic score to represent a composition. 	<ul style="list-style-type: none"> ● Select and create longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. ● Successfully combine and layer several instrumental and vocal patterns within a given structure. ● Create simple melodies from five or more notes. ● Choose appropriate dynamics, tempo and timbre for a piece of music. ● Use letter name and graphic notation to represent the details of their composition. Beginning to suggest improvements to their own work. 	<ul style="list-style-type: none"> ● Compose a piece of music in a given style with voices and instruments ● Combine melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). ● Use letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. ● Suggest and implement improvements to their own work, using musical vocabulary. 	<ul style="list-style-type: none"> ● Compose a coherent piece of music in a given style with voices, bodies and instruments. ● Begin to improvise musically within a given style ● Develop melodies using rhythmic variation, transposition, inversion, and looping. ● Create a piece of music with at least four different layers and a clear structure. ● Use letter name, graphic and rhythmic notation and key musical vocabulary to label and record their compositions. ● Suggest improvements to others' work, using musical vocabulary. 	<ul style="list-style-type: none"> ● Compose a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama). ● Improvise coherently within a given style. ● Combine rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. ● Use staff notation to record rhythms and melodies. ● Select, discuss and refine musical choices both alone and with others ● use musical vocabulary with confidence. ● Suggest and demonstrate improvements to own and others' work. 	<ul style="list-style-type: none"> ● Improvise coherently and creatively within a given style, ● Compose a multi-layered piece of music from a given stimulus with voices, bodies and Instruments. ● Compose an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure. ● Develop melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. ● Record own composition using appropriate forms of notation and/or technology and incorporating. ● Constructively critique their own and others' work, using musical vocabulary
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<p>Performing</p>	<ul style="list-style-type: none"> •Use their voices to join in with well-known songs from memory. •Remember and maintain their role within a group performance. Moving to music with instruction to perform actions. Participating in performances to a small audience. Stopping and starting playing at the right time. 	<p>Using their voices expressively to speak and chant. Singing short songs from memory, maintaining the overall shape of the melody and keeping in time. Maintaining the pulse (play on the beat) using hands, and tuned and untuned instruments. Copying back short rhythmic and melodic phrases on percussion instruments. *Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance. Performing from graphic notation</p>	<p>*Using their voices expressively when singing, including the use of basic dynamics (loud and quiet). Singing short songs from memory, with melodic and rhythmic accuracy. Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse. *Performing expressively using dynamics and timbre to alter sounds as appropriate. Singing back short melodic patterns by ear and playing short melodic patterns from letter notation.</p>	<p>Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. *Performing from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology.</p>	<p>*Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. Singing and playing in time with peers with accuracy and awareness of their part in the group performance. Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique. Playing syncopated rhythms with accuracy, control and fluency.</p>	<p>Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. *Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group. Performing with accuracy and fluency from graphic and simple staff notation. Playing a simple chord progression with accuracy and fluency</p>	<p>Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. *Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group. Performing a solo or taking a leadership role within a performance. Performing with accuracy and fluency from graphic and staff notation and from their own notation. Performing by following a conductor's cues and directions.</p>
<p>The history of music</p>				<p>Understanding that music from different times has different features.</p>	<p>Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary</p>	<p>*Confidently discussing the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time</p>	<p>Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the</p>

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							development of musical styles.
Vocabulary							
Vocabulary	tempo Diwali celebration Hanukkah harp flute cymbals tambourine action songs voice sounds instrument loud quiet high low soft deep body sounds tempo - fast, quickly slowly pitch repeat pulse audience compose band shake tap bang	chant clap copy instrument in time percussion choir composing perform fast quiet repeat rhythm silence slow picture of sounds layers pitch pulse instruments oboe flute clarinet pulse repeated phrase volume	backing track call and response composition copy in time rhythm sequence sounds tempo timbre dynamics pitch instruments in an orchestra- strings, brass, woodwind notation pulse mood motif symbols lyrics	backing track call and response chorus compose dynamics emotions lyrics melody nonsense words phrases rehearse rhyme verse atmosphere letter notation melodic pattern notation pitch repeated pattern sound effect tempo timbre tuned percussion untuned percussion layer lyrics key change major and minor key notation crescendo grid notation pentatonic melody jazz improvisation	contrasting rhythms dynamics layer loop repeated melodies melody line pitch record rhythmic patterns rock and roll sequence sharp notes style walking bass A capella breath control cue harmony line melody ostinato in the round vocal ostinato composing forte glissando haiku piano pitch pizzicato silent sound effects carnival crescendo metronome rhythmic break	ensemble minim minor and major key notation - stave crotchet, minim ascending scale bar blues scale chord expression sharp and flat notes break A capella call and response eight beat break improvisation major chord syncopation graphic score layering mood vocal sounds fragment looped rhythm melody line ostinato remix riff structure backdrop character song comic opera dialogue	crotchet crotchet rest minim music critic quaver rhythmic canon syllable TA, Tii depict graphic score improvisation notation compare contrast complement control counter-melody harmonise lyrics notate octave phrasing score chords chromatics clashing crescendo diminuendo forte largo interval major and minor modulate sequence tension

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				off beat motif ragtime scat singing Bollywood drone sitar tala sarangi	samba breaks syncopated rhythms unison crotchet minim key signature loop lyrics vocal warm ups		tremolo $\frac{3}{4}$ time 4/4 time accidentals legato pizzicato semi-quaver vocal line notation ritando stave notation upbeat
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