

**Music  
Curriculum**

**Communication**

**Collaboration**

**Curiosity**

### Progression Map: Music

| EYFS  | Rec   | KS1                            | Year 1   | Year 2   | KS2                                       | Year 3  | Year 4  | Year 5  | Year 6   |
|---|---|--------------------------------|--|--|---|---|---|---|--|
| <b>Performance</b>  |   |                                |  |  |   |   |   |   |  |
| <b>Use voices expressively and creatively by singing songs and speaking chants and rhymes</b> |   | <b>Use voices expressively</b> | To use voices in different ways such as speaking, singing and chanting   | Use voices expressively and creatively.<br>To sing with the sense of shape of the melody | <b>Sing songs in unison and two parts</b> | To sing in unison, becoming aware of pitch  | To sing in unison maintaining the correct pitch and using increasing expression | To sing in unison and begin to sing in parts with clear diction, controlled pitch and sense of phrase.  | To sing in solo, unison and in parts with clear diction, controlled pitch and with sense of phrase |
|   | e.g.<br>Use voices in different ways such as speaking, singing and chanting. Discuss the difference between the 3<br><br>Perform simple vocal patterns – e.g. learn and recite a rhyme<br><br>Sing and chant familiar songs and rhymes as part of a group and on own<br><br>Sing a variety of familiar songs, including acapella (unaccompanied) and using backing tracks |                                | e.g.<br><br>Chant and clap in time with a steady pulse<br><br>Chant words expressively using known songs and rhymes<br><br>Use the tune found in playground songs e.g. 'I'm the King of the Castle', to find their singing voice and match pitches<br><br>Slide the voice upwards in pitch to a high voice and downwards in pitch to a low voice<br><br>Follow the shape of the melody when singing songs. (Use hand/arm to gesture)<br><br>Sing songs while maintaining a |  |   | e.g.<br><br>Keep in time with a steady pulse when chanting, singing or moving.<br><br>Be aware of correct posture whilst singing/playing<br><br>Play singing games and clapping games<br><br>Sing/perform rhythmically straightforward parts (i.e. minims, crotchets, quavers in simple common meter)<br><br>Sing in tune in a group and alone<br><br>Sing using a limited range of notes (i.e. middle C to D octave above)<br><br>Sing words/phrases of a song in their heads (thinking voice) |   | e.g.<br><br>Create different vocal effects when singing and rapping<br><br>Sing songs in unison and two parts<br><br>Maintain their own part when singing songs written in two parts<br><br>Sing songs written in different meters - tap the pulse on the strong beats<br><br>Sing with control of pitch<br><br>Sing/play with increased control, expression, fluency and confidence<br><br>Sing with clear diction, a sense of phrase and musical expression<br><br>Control breathing, posture and |  |

|   |  |  |   |   |  |  |  |  |   |
|---|--|--|---|---|--|--|--|--|---|
|   | Keep to a steady pulse when singing / chanting |  | <p>steady beat: tapping/walking</p> <p>Sing songs at different speeds</p> <p>Sing the same song in different ways: loud, quiet; fast, slow, and in various moods</p> <p>Use the 'thinking voice' - ie sing the words in their head</p> <p>Play singing games in which children sing phrases alone</p> <p>Sing songs expressively increasingly in tune within a limited pitch (C-C)</p> <p>Recognise phrase lengths and know when to breathe with an attention to posture</p> <p>Use movements to show phrases</p> <p>Perform each phrase in a different way</p> |   |  | <p>Sing with expression</p> <p>Sing/play appropriate material confidently and fluently</p> <p>Make improvements to singing - rehearse together to achieve objectives</p> <p>Use graphic notation to illustrate the shape and formation of melodies</p> | <p>sound projection.</p> <p>Breathe in agreed places to identify phrases.</p> <p>Recognise structures in known songs (identify repeated phrases)</p> <p>Sing a round in two parts - identify the melodic phrases and how they fit together</p> <p>Use graphic/traditional/other notation to develop a deeper understanding of shape/form of melodies</p> |  |   |
| <b>Play (tuned and) untuned instruments correctly</b> |  | <b>Play tuned and un-tuned instruments musically</b> | <p>To create and choose sounds</p> <p>To perform simple rhythmical patterns, beginning to show an awareness of pulse.</p>   | <p>To create and choose sounds for a specific effect.</p> <p>To perform rhythmical patterns and accompaniments, keeping a steady pulse.</p> | <b>Play tuned and un-tuned instruments with control and accuracy</b> | <p>To perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes.</p>  | <p>To play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics.</p>  | <p>To play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression.</p> | <p>To play and perform with accuracy, fluency, control and expression</p> |
|   | Repeat short rhythmic and melodic patterns     |  | e.g.  | Handle and play a variety of tuned  |  | e.g.   | Keep in time with a steady pulse   | e.g.   | Play instruments with control and   |

|  |   |  |   |   |   |  |  |  |   |
|--|---|--|---|---|---|--|--|--|---|
|  | <p>Chn taught the correct way to hold and play a range of untuned percussion instruments</p> <p>Recognise and explore how sounds can be made and changed such as holding a triangle by the string instead of with your hand.</p> <p>Play a range of tuned and untuned instruments as they were intended to be used.</p> <p><b>Focus on untuned percussion in EYFS</b></p> |  | <p>and un-tuned instruments with control</p> <p>Sing a song they know well - one group taps the pulse on their thighs the other group taps the rhythm with two fingers on the palm of their hands</p> <p>Add an instrument to play on the beat and one to play with the rhythm</p> <p>The children mark the pulse of a song with stamps/ claps</p> <p>Chant/sing, clap the rhythm of the song; transfer the rhythm onto an un-tuned instrument; use it to accompany the chanting</p> <p>Count with a steady pulse</p> <p>Contribute ideas and control sounds as part of a class composition and performance</p> <p><b>Focus on untuned percussion, with some simple tuned percussion introduced e.g. chime bars</b></p> |   |   | <p>when playing instruments</p> <p>Perform a repeated pattern to a steady pulse</p> <p>Maintain own part with awareness of how the different parts fit together to achieve an overall effect</p> |  | <p>rhythmic accuracy</p> <p>Perform a particular cyclic pattern i.e. rhythmic phrase structured, layered and repeated. SAMBA, STREET BAND or AFRICAN DRUMMING</p> <p>Perform a round confidently using voices and instruments.</p> <p>Be aware of other parts when playing an independent part</p> <p>Play simple chords in sequence</p> <p>Demonstrate awareness of own contribution - leading others, taking a solo part and/or providing rhythmic support/accompaniment</p> <p>Subdivide the pulse keeping to a steady beat. e.g. count in 4s - one part plays every beat (crotchets) another part plays every 2 beats (minims) holding each for 2 counts; another part plays every 4 beats (semi-breve) holding for 4 full beats</p> |   |
|  |   | <p><b>Rehearse and perform with others</b></p> | <p>To think about others when performing.</p>   | <p>To think about others while performing</p> | <p><b>Practise, rehearse and present performances with an awareness of the audience</b></p> | <p>To think about others while performing.</p>   | <p>To think about others while performing.</p> | <p>To maintain my own part and be aware how the different parts fit together.</p>  | <p>To think about the audience when performing and how to create a specific effect.</p> |
|  |   |  | <p>Handle and play a variety of tuned and un-tuned instruments with control</p> <p>Sing a song they know well - one group taps the pulse on their thighs</p>  |   |   | <p>Keep in time with a steady pulse when playing instruments</p> <p>Perform a repeated pattern to a steady pulse</p>   |  | <p>Play instruments with control and rhythmic accuracy</p> <p>Perform a particular cyclic pattern i.e. rhythmic phrase structured, layered and repeated. SAMBA,</p>  |   |

|  |  |  |  |  |  |   |
|--|--|--|--|--|--|---|
|  |  |  | <p>the other group taps the rhythm with two fingers on the palm of their hands</p> <p>Add an instrument to play on the beat and one to play with the rhythm</p> <p>The children mark the pulse of a song with stamps/ claps</p> <p>Chant/sing, clap the rhythm of the song; transfer the rhythm onto an un-tuned instrument; use it to accompany the chanting</p> <p>Count with a steady pulse</p> <p>Contribute ideas and control sounds as part of a class composition and performance</p> |  | <p>Maintain own part with awareness of how the different parts fit together to achieve an overall effect</p> | <p>STREET BAND or AFRICAN DRUMMING</p> <p>Perform a round confidently using voices and instruments.</p> <p>Be aware of other parts when playing an independent part</p> <p>Play simple chords in sequence</p> <p>Demonstrate awareness of own contribution - leading others, taking a solo part and/or providing rhythmic support/accompaniment</p> <p>Subdivide the pulse keeping to a steady beat. e.g. count in 4s - one part plays every beat (crotchets) another part plays every 2 beats (minims) holding each for 2 counts; another part plays every 4 beats (semi-breve) holding for 4 full beats</p> |
|--|--|--|--|--|--|---|

**Composition**

|   |   |                                |  |   |  |   |  |  |   |
|---|---|--------------------------------|--|---|--|---|--|--|---|
| <b>Begin to select and combine sounds</b> |   | <b>Create musical patterns</b> | To know about and experiment with sounds       | Repeat short rhythmic and melodic patterns                      | <b>Improvise, developing rhythmic and melodic material when performing</b> | To create simple rhythmical patterns that use a small range of notes.       | To create rhythmical and simple melodic patterns using an increased number of notes. | To create increasingly complicated rhythmic and melodic phrases within given structures. | To create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures. |
|   | Choose the most appropriate sound to match a theme (such as an animal, weather or event) when |                                | Explore different sounds using body percussion | Make various sound effects to describe selected/ thematic words |  | Recognise and explore the ways sounds can be combined and used expressively | Identify how songs are structured and accompanied                                    | Develop musical imagination through experimenting, improvising and adapting sounds       | Explore different textures of un-tuned  |

|  |   |  |  |  |   |  |
|--|---|--|--|--|---|--|
|  | <p>given a limited choice.</p> <p>Put two or more sounds into a sequence and repeat them.</p> <p>Select instruments based on the appropriate sounds for the intended purpose.</p> <p>Demonstrate some awareness of beat and mood in pieces performed and composed</p> |  | <p>Suggest which instruments would make a particular sound</p> <p>Select sounds and sound sources carefully in response to a story suggest what sounds could be added to depict ideas</p> <p>Make own short sequence of sounds using symbols as a support</p> <p>Make sounds and recognise how they can communicate ideas</p> <p>Create and choose sounds in response to stimulus e.g. night-time, the seaside etc.</p> <p>Suggest instruments that make sounds like those described by the selected words and create sound pictures</p> <p>Children order sounds in response to the stimulus and make their own short sequence of sounds using symbols as a support</p> <p>Create a sound story</p> |  | <p>Express song meanings/lyrics using voices or instruments</p> <p>Identify and control different ways instruments make sounds</p>                            | <p>sounds</p> <p>Explore the relationship between sounds</p> <p>Explore different combinations of vocal sounds</p>   |
|  |   |  | <p>Identify how sounds can be changed e.g. grip triangle to 'stop it from vibrating well and release it to enable a full, vibrating sound</p> <p>Identify the pulse and explore getting faster and slower</p> <p>Experiment with different timbres (sound qualities)</p> <p>Explore the concepts: loud/quiet, high/low, fast/slow</p> <p>Explore the effect of silence</p> <p>Experiment and change sounds</p> <p>Make instruction flash cards showing selected words or symbols and hold</p>  |  | <p>Explore repeated patterns in music/art/dance</p> <p>Create repeated patterns and combine several layers of sound with awareness of the combined effect</p> | <p>Devise more complex rhythmic patterns using semi-quavers and rests</p> <p>Improvise rhythmic patterns over a steady pulse with confidence</p> <p>Fit different rhythmic patterns together and maintain own part with awareness of the pulse</p> |

|  |  |  |  |  |  |   |   |   |   |
|--|--|--|--|--|--|---|---|---|---|
|  |  |  | <p>up to play from to help children remember the different sections of a composition</p> <p>Experiment to improve the intended effect</p> <p>Give the composition a title</p>  |  |  |   |   |   |   |
|  |  | <b>Explore, choose and organise sounds and musical ideas</b> | <p>To recognise and explore how sounds can be organised, To identify and organise sounds using simple criteria e.g. loud, soft, high low.</p>  | <p>To begin to explore and choose and order sounds using the inter-related dimensions of music*.</p> | <b>Explore, choose, combine and organise musical ideas with musical structures</b> | <p>To begin to join simple layers of sound, e.g. a background rhythm and a solo melody.</p>   | <p>To join layers of sound, thinking about musical dynamics of each layer and understanding the effect.</p> | <p>To create increasingly complicated rhythmic and melodic phrases within given structures. (as above)</p>  | <p>To create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures. (as above)</p> |
|  |  |  | <p>Begin to internalise and create rhythmic patterns</p> <p>Use words/phrases (these could be from songs days of week/months of year) - tap them out</p> <p>Make up simple dance patterns – keeping in time with the pulse and including rhythms</p> <p>Use voices to provide sound effects</p> <p>Create long and short sounds on instruments.</p> <p>Find and play by ear, phrases of well-known songs on tuned instruments</p> <p>Make up three-note tunes independently</p> <p>Create songs of their own using high-middle-low pitches</p> |  |  | <p>Combine sounds to create textures</p> <p>Create sequences of sound - musical structures which express ideas or moods using lyrics/sounds/movements/actions</p> <p>Compose sequences using notated rhythms</p> <p>Join sequences together to create structures of rhythmic, descriptive or dance patterns</p> <p>Select and sequence pitches (limited range) to create melodic phrases</p> <p>Add words to melodic phrases to create a class/group song</p> <p>Compose music in pairs - and small</p> |   | <p>Create textures by combining sounds</p> <p>Compose music to describe images</p> <p>Create music that describes two contrasting moods Internalise sounds, then select, combine and exploit a range of different sounds to compose a sound-scape stimulated by...(topic)</p> <p>Develop more complex rhythmic ideas</p> <p>Devise rhythmic, melodic and harmonic accompaniments</p> <p>Apply knowledge and understanding of how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture</p> |   |

|  |  |  |  |  |        |   |  |   |
|--|--|--|--|--|--------|---|--|---|
|  |  |  |  |  | groups | Explore, choose, combine, organise and record musical ideas within musical structures | and silence can be organised within musical structures/forms and used to communicate different moods and effects | Compose music for different occasions using appropriate musical features and devices (melody, rhythms, chords and structures) |
|--|--|--|--|--|--------|---|--|---|

**Listening and appraising**

| <b>Listen with concentration and understanding to a range of live and recorded music</b>   | <b>To listen with concentration and recall sounds with increasing aural memory</b> | To begin to identify simple repeated patterns and follow basic musical instructions | To identify and recognise repeated patterns and follow a wider range of musical instructions | <b>To listen with attention to detail and to internalise and recall sounds.</b> | To listen with attention and begin to recall sounds.                           | To listen to and recall patterns of sounds with increasing accuracy.   | To listen to and recall a range of sounds and patterns of sounds confidently.  | To listen to, internalise and recall sounds and patterns of sounds with accuracy and confidence.                |
|--|--|---|--|---|--|--|--|---|
| Describe whether a piece of music is fast or slow, loud or quiet.<br><br>Say if a piece of music is happy or sad.<br><br>Say what they like about a piece of music that they have listened to, watched or taken part in. |  | Listen to short excerpts of music from a variety of styles, genres and traditions   | Identify a variety of instruments that can be heard and describe sounds                      |   | Learn new songs quickly; sing from memory                                      | Identify rhythmic patterns, instruments and repetitions of sound/pattern   | Identify musical features (scale, arpeggio, canon, drone, dynamics, ostinato, timbre...)   | Analyse and comment on the effectiveness of how sounds, images and lyrics are used to create different moods    |
|  |  | Identify the pulse in different pieces of music                                     | Tap knees in time with 'steady beat' music   |   | Internalise short melodies and play these on pitched instruments (play by ear) | Analyse and compare different sound qualities (TIMBRES) instrumental, vocal, environmental/ natural, synthesised | Recognise different tempi – speeds of music Identify different meters – grouping of the beat – counting and feeling the pulse on the strong beat | Describe the effect of different combinations of pitched notes using the terms tense-discord, relaxed - concord |
|  |  | Listen to different sounds in the environment                                       | Listen to different sounds in the environment  |   | Explain how sounds can create different intended effects                       | Recognise how the different musical elements are combined and used expressively                                  | Appraise own work by comparing/contrasting with work of others   | Improve performance through listening, internalising and analysing  |
|  |  | Recall short sequences / patterns of sounds   | Recall short sequences / patterns of sounds  |   |  |  |  |   |
|  |  | Sing a familiar song, identify then tap the rhythm of the words                     | Sing a familiar song, identify then tap the rhythm of the words                              |   |  |  |  |   |
|  |  | Sing back melodic phrases from known songs  | Sing back melodic phrases from known songs   |   |  |  |  |   |

|  |  |  |   |   |   |   |   |  |
|--|--|--|---|---|---|---|---|--|
|  |  |  | <p>Listen to pieces of music that describe e.g. The Sea/ Fireworks etc</p> <p>Describe different images created by music Identify features e.g. Loud/quiet, fast/slow, high/low, pulse, rhythm, sound effects...</p> <p>Listen to a selection of music that has long (often slow) and short (often fast) sounds</p> <p>Recognise long and short sounds and make longer and shorter sounds with their voices</p> |   |   |   |   |  |
|  |  | <p><b>Explore and express ideas and feelings about music using movement, dance and familiar language</b></p> | <p>To talk about how music makes you feel or want to move.<br/>E.g. it makes me want to jump / shout / dance /sleep...</p>  | <p>To respond to different moods in music and explain thinking about changes in sound</p> | <p><b>Analyse and compare sounds</b></p> <p><b>Explore and express ideas and feelings about music using movement, dance and expressive musical language</b></p> | <p>To explore and comment on the ways sounds can be used expressively.</p>  | <p>To recognise and explore the ways sounds can be combined and used expressively and comment on this effect</p>  | <p>To describe, compare and evaluate different types of music beginning to use musical words.</p> <p>To describe, compare and evaluate different types of music using a range of musical vocabulary, including the inter-related dimensions of music</p> |
|  |  |  | <p>Recall and perform rhythmic patterns to a steady pulse</p> <p>Use instruments to copy back 4-beat rhythm patterns</p> <p>Introduce the Xylophone or metallophone</p> <p>Play 'High-middle-low': prepare two chime bars an octave apart,</p> <p>Introduce the middle note, G</p> <p>Illustrate stories or nursery rhymes by playing up or down the notes at appropriate moments</p>                           |   |   | <p>Identify descriptive features in art and music</p> <p>Explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary</p> <p>Evaluate how venue, occasion and purpose affects the way music is created performed and heard</p> <p>Describe, compare and evaluate different kinds of music using an appropriate musical vocabulary</p> <p>Develop an understanding of a wide range of live and recorded music from different styles, genres and traditions</p> | <p>Listen with concentration and some engagement to longer pieces of instrumental and vocal music</p> <p>Explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary</p> <p>Identify how music reflects different intentions Identify how music reflects time and place</p> <p>Show knowledge and understanding of how time and place can influence the way music is created, performed and heard.</p> |  |

|  |  |   |   |   |   |  |  |   |  |
|--|--|---|---|---|---|--|--|---|--|
|  |  |   | <p>Use movement and dance to reinforce the enjoyment of music and the sense of pulse</p> <p>Respond to long and short sounds through movement - match actions to long and short sounds</p> <p>Talk about high and low sounds in the environment and everyday life and imitate them with voices</p> <p>Use hand position to reinforce high, middle, low</p> <p>Sing back melodic phrases from known songs</p> <p>Express thoughts and feelings about music and respond physically through simple demonstration, language, movement and other art forms, giving simple justifications of reasons for response</p> |   | <p>from a variety of composers and musicians</p>                                      | <p>Identify and explore musical device</p> <p>Describe, compare and evaluate different kinds of music using an appropriate musical vocabulary e.g. pitch, tempo, timbre, lyrics</p> <p>Develop a broad understanding of a wide range of live and recorded music from different styles, genres and traditions from a variety of composers and musicians</p> |  |   |  |
|  |  | <b>Make improvements to my own work</b> | <p>To think about and make simple suggestions about what could make their own work better.<br/>E.g. play faster or louder</p>   | <p>To identify and make changes to own work, including altering use of voice, choice and playing of instruments</p> | <b>Reflect on and improve own and others' work in relation to its intended effect</b> | <p>To comment on effectiveness of own work, identifying and making improvements</p>  | <p>To comment on effectiveness of own work, identifying and making improvements based on the intended outcome</p>  | <p>To comment on effectiveness of own and others' work, identifying and making improvements based on the intended outcome</p> | <p>To evaluate the success of own and others' work, making specific suggestions based on the intended outcomes and comment on how this could be achieved</p> |
|  |  |   | <p>Evaluate own music and that of others</p> <p>Discuss what was good</p> <p>Suggest how it might be improved</p>   |   |   | <p>Suggest and make improvements to work and that of others, commenting on the intended effect and how to achieve it</p> <p>Contribute to a class performance</p> <p>Rehearse together to achieve</p>  | <p>Rehearse with others and help achieve a high quality performance showing an awareness of the audience</p> <p>Refine and improve their own and others' work in relation to the intended effect</p> |   |  |

|   |  |  |  |  |  |  |   |  |  |
|---|--|--|--|--|--|--|---|--|--|
|   |  |  |  |  |  | objectives<br>Suggest Ideas and preparations for performances  |   |  | Perform with awareness of audience, venue and occasion   |
| <b>Inter-related dimensions of music</b>                                |  |  |  |  |  |  |   |  |  |
| <b>Hear differences in musical elements</b>                             | To recognise obvious changes in sounds and take account of musical instructions (e.g. get faster or louder)<br><br>Focus elements:<br>Pulse, dynamics, tempo | <b>Know how the combined musical elements can be organized and used expressively within simple structures</b>            | See below for progression throughout all IDM<br><br>Focus elements:<br>Pulse, dynamics, tempo  | <b>Focus elements:<br/>Pulse, dynamics, tempo, pitch</b>                             | <b>Know how the combined musical elements can be organized and used expressively within musical structures and used to communicate different moods and effects</b> | <b>Focus elements:<br/>Dynamics, pitch, tempo, timbre</b>  | <b>Focus elements:<br/>Dynamics, pitch, tempo, timbre, duration</b>                           | <b>Focus elements:<br/>Dynamics, pitch, tempo, timbre, duration, structure</b>   | <b>Focus elements:<br/>Dynamics, pitch, tempo, timbre, duration, structure, texture</b>                              |
| <b>Musical notations (To use alongside composition and performance)</b> |  |  |  |  |  |  |   |  |  |
|   |  | <b>To understand that sounds can be made in different ways and described using given and invented signs and symbols.</b> | To begin to represent sounds with simple sounds including shapes and marks.  | To confidently represent sounds with a range of symbols, including shapes and marks. | <b>To know that music is produced in different ways and described through relevant established and invented notations.</b>   | To begin to recognise simple notations to represent music, including pitch and volume.   | To understand and begin to use established and invented musical notations to represent music. | To recognise and use a range of musical notations including staff notation.  | To use and apply a range of musical notations including staff notation, to plan, revise and refine musical material. |
|   |  |  | Use language of high, middle and low pitch to describe sounds<br><br>Record (notate) their own tunes, using colours instead of note names<br><br>Draw a picture to 'describe' their composition / a piece of music |  |  | Use a variety of notations including 'graphic score' - pictograms etc.<br><br>Develop an ability to represent sounds and symbols in movement/words/with instruments<br><br>Use staff notation as a support |   | Use standard and additional methods of notation as appropriate across a range of different contexts.<br><br>Be aware of some of the basic major scales<br><br>Play from pitched notation (read music)<br><br>Show understanding of how music is produced in different ways and described through relevant established and invented notations |  |
| <b>Appreciation (of traditions, composers and musicians)</b>            |  |  |  |  |  |  |   |  |  |

|                         |  |  |  |   |  |   |   |  |  |
|-------------------------|--|--|--|---|--|---|---|--|--|
|                         |  | <b>To know how music is used for particular purposes</b> | To listen to short, simple pieces of music and talk about when and why they may hear it. E.g. a lullaby or wedding march.  | To listen to pieces of music and discuss where and when they may be heard, explaining why using simple musical vocabulary. E.g. It's quiet and smooth so it would be good for a lullaby | <b>To understand how time and place can influence the way music is created</b> | To listen to and begin to respond to music drawn from different traditions and great composers and musicians.   | To listen to and begin to respond to a range of music drawn from different traditions and great composers and musicians.  | To listen to a range of music from different traditions, composers and musicians and begin to discuss their differences and how music may have changed over time | To develop an understanding of the history of music from different, cultures, traditions, composers and musicians, evaluating how venue, occasion and purpose affects the way music is created and performed |
|                         |  |  | Listen to music from a variety of traditions, cultures and musicians and: <ul style="list-style-type: none"> <li>- Say where they might hear a piece of music like this</li> <li>- Begin to compare it with other pieces they've heard – e.g. "It has a similar mood to the lullaby from Ghana but the instruments are different"</li> <li>- Use features of a piece of music to try and determine where / when it might be from or what its purpose could be</li> </ul> |   |  | Explore music from the country / culture of the class text. <ul style="list-style-type: none"> <li>- Listen to a range of music from the culture</li> <li>- Look for patterns or common themes/instruments/distinct features</li> </ul> | Explore music from the country / culture of the class text. <ul style="list-style-type: none"> <li>- Listen to a range of music from the culture</li> <li>- Look for patterns or common themes/instruments/distinct features</li> <li>- Use context learned through studying the book to begin to explore reasons for the distinct features (e.g. Does access to raw materials affect instrument choice? Did political / historical events affect themes or lyrics?)</li> </ul> |  |  |
| <b>History of music</b> |  |  |  |   |  |   |   |  |  |
|                         |  |  |  |   | <b>Develop an understanding of the history of music</b>                        | Overview of musical eras.<br><br>Listen to a variety of composers.  | Composer study:<br>Medieval<br><br>Renaissance  | Composer study:<br>Baroque<br><br>Classical  | Composer study:<br>Romantic<br><br>20 <sup>th</sup> -21 <sup>st</sup> century music  |



## Progression in the Inter-related Dimensions of Music

\* See progression map for focus elements for each year group. These are also highlighted. Non-highlighted elements will be covered in other strands within the progression map (e.g. in performance or composition).

| Year           | Dynamics  | Tempo   | Pitch   | Timbre  | Duration  | Texture  | Structure  |
|----------------|---|---|---|---|---|--|--|
| <b>N and R</b> | Play loud and soft sound  | Move appropriately to music at different speeds, e.g. running, crawling...                                      | Sing and recognise high and low pitch                                   | Know that sounds are made in different ways   | Move to rhythms e.g. marching, skipping, running                                | Sing in unison   | Sing songs with a verse/chorus structure   |
| <b>1</b>       | Play sounds that get louder and softer  | Play untuned instruments at fast and slow tempos and moving between the two i.e. getting faster, getting slower | Read and write simple graphic representations of rising / falling pitch | Choose sounds to match pictures, stories, emotions etc.   | Clap or sing back rhythms<br><br>Play rhythm games                              | Sing in rounds<br><br>Play untuned percussion in unison (pairs or group)   | Listen to songs with a verse/chorus structure and distinguish between the two                          |
| <b>2</b>       | Listen to and identify loud and soft dynamics (including getting louder/softer)   | Describe music as fast or slow  | Compare high and low pitch in different music                           | Choose sounds to match pictures, stories, emotions etc., explaining reasons for choice  | Play rhythms on untuned (and tuned) percussion<br><br>Play rhythm games         |  | Recognise repetition   |
| <b>3</b>       | Describe changes in dynamics  | Compare music using the terms 'faster' and 'slower'   | Read and write notes middle C to E progressing to C to G                | Recognise the sounds of individual instruments (solo)   | Read crotchets, quavers, minims and crotchet rests                              | Sing and play untuned percussion at the same time (i.e. by keeping a simple pulse on a drum/claves etc.)                     | Compose simple sequences using a given form, e.g. verse / chorus<br>A B A<br>A A B B                   |
| <b>4</b>       | Use the musical vocabulary <i>forte</i> , <i>piano</i> – identify and play  | Describe changes in tempo   | Read and write notes middle C to B                                      | Recognise the sounds of individual instruments (solo)<br><br>Recognise families of instruments (visually and aurally), e.g. string, woodwind... | Read and write crotchets, quavers, minims and crotchet rests                    | Sing in parts<br><br>Play tuned instruments in unison  |  |
| <b>5</b>       | Use the musical vocabulary <i>forte</i> , <i>piano</i> , <i>crescendo</i> , <i>diminuendo</i> – identify and play           | Introduce musical vocabulary, e.g. <i>lento</i> , <i>allegro</i>  | Read and write notes middle C to top F                                  | Recognise the sounds of individual instruments playing in an ensemble and their contribution to the overall sound                               |   | As part of an ensemble, play tuned and untuned percussion in two parts (i.e. rhythm and melody)                              | Recognise a range of different structures and describe them using letters, e.g. A B A<br>A B A C A ... |
| <b>6</b>       | Understand and identify <i>pp</i> , <i>p</i> , <i>mp</i> , <i>mf</i> , <i>f</i> , <i>ff</i> , <i>cresc.</i> and <i>dim.</i> | Develop musical vocabulary, e.g. <i>andante</i> , <i>presto</i>   |   |   | Read and write crotchets, quavers, minims, semibreves and 1, 2 and 4-beat rests | As part of an ensemble, play tuned and untuned percussion in three parts (i.e. rhythm, melody and harmony OR a 3-part round) | Experiment with and choose a suitable structure for own composition; explain reasoning                 |