



Progression Map – Music

Penguins EYFS

By the end of EYFS, children should:

Listening

- respond to music through movement, altering movement to reflect the tempo, dynamics or pitch of the music
- explore lyrics by suggesting appropriate actions
- explore 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
- listen to sounds and matching 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 grouping them accordingly

Composing

- 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 action and mood
- experiment with playing instruments in different ways

Performing

- use voices to join in with well-known songs from memory
- remember and maintain role within a group performance
- move to music with instruction to perform actions
- participate in performances to a small audience.
- Stop and start playing at the right time

	<p>The inter-related dimensions of music</p> <ul style="list-style-type: none"> • understand that what ‘high’ and ‘low’ notes are • recognise that different sounds can be long or short • understand that instruments can be played loudly or softly • recognise music that is ‘fast’ or ‘slow’ • understand that we can match our body movements to the speed (tempo) or pulse (beat) of music • know that different instruments can sound like a particular character • know that music often has more than one instrument being played at a time • recognise the chorus in a familiar song or know that signals can tell us when to start or stop playing
<p>Turtles Year 1</p>	<p>By the end of Year 1, children should:</p> <p>Listening</p> <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 between two pieces of music • 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>Composing</p> <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 • begin to make improvements to their work as suggested by the teacher <p>Performing</p> <ul style="list-style-type: none"> • use voice expressively to speak and chant • sing short songs from memory, maintaining the overall shape of the melody and keeping in time

	<ul style="list-style-type: none"> • maintain the pulse (play on the beat) using hands, and tuned and untuned instruments • copy back short rhythmic and melodic phrases on percussion instruments • respond to simple musical instructions such as tempo and dynamic changes as part of a class performance • perform from graphic notation <p>The inter-related dimensions of music</p> <ul style="list-style-type: none"> • understand that pitch means how high or low a note sounds • understand that 'tuned' instruments play more than one pitch of notes • know that rhythm means a pattern of long and short notes • know that dynamics means how loud or soft a sound is • understand that sounds can be adapted to change their mood, eg through dynamics • know that the 'pulse' is the steady beat that goes through music • know that tempo is the speed of the music • know that 'timbre' means the quality of a sound; eg that different instruments would sound different playing a note of the same pitch • know that my voice can create different timbres to help tell a story • know that music has layers called 'texture' • know that a piece of music can have more than one section, eg a versed and a chorus • understand that music can be represented by pictures or symbols.
<p>Dolphins Year 2</p>	<p><i>By the end of Year 2</i>, children should:</p> <p>Listening</p> <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 <p>Composing</p>

- 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
- begin to suggest improvements to their own work

Performing

- use their voices expressively when singing, including the use of basic dynamics (loud and quiet)
- sing short songs from memory, with melodic and rhythmic accuracy
- copy longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse
- perform expressively using dynamics and timbre to alter sounds as appropriate
- sing back short melodic patterns by ear and playing short melodic patterns from letter notation

The inter-related dimensions of music

- know that some tuned instruments have a lower range of pitches and some have a higher range of pitches
- understand that a melody is made up from high and low pitched notes played one after the other, making a tune
- know that 'duration' means how long a note, phrase or whole piece of music lasts
- know that the long and short sounds of a spoken phrase can be represented by a rhythm
- know that dynamics can change the effect a sound has on the audience
- understand that the tempo of a musical phrase can be changed to achieve a different effect.
- know that musical instruments can be used to create 'real life' sound effects
- understand an instrument can be matched to an animal noise based on its timbre
- know that a graphic score can show a picture of the layers, or 'texture', of a piece of music
- understand that structure means the organisation of sounds within music, eg a chorus and verse pattern in a song
- know that 'notation' means 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

**Seahorses
Year 3/4**

By the end of Year 4, children should:

Listening

- discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz)
- 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 through movement
- begin to show an awareness of metre
- begin to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work
- 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 (Samba, Rock and Roll)
- identify common features between different genres, styles and traditions of music
- recognise, name and explain the effect of the interrelated dimensions of music
- identify scaled dynamics (crescendo/decrescendo) within a piece of music
- use musical vocabulary to discuss the purpose of a piece of music
- use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work

Composing

- compose a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing)
- 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
- 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

Performing

- sing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique
- sing and play in time with peers, with some degree of accuracy and awareness of their part in the group performance
- perform from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology
- sing 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
- sing and play in time with peers with accuracy and awareness of their part in the group performance
- play melody parts on tuned instruments with accuracy and control and developing instrumental technique
- play syncopated rhythms with accuracy, control and fluency.

The inter-related dimensions of music

- 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
- know that some traditional music around the world is based on five-notes called a 'pentatonic' scale
- understand that a pentatonic melody uses only the five notes C D E G A
- 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
- know that a glissando in music means a sliding effect played on instruments or made by your voice
- know that 'transposing' a melody means changing its key, making it higher or lower pitched
- know that different notes have different durations, and that crotchets are worth one whole beat
- know that written music tells you how long to play a note for
- know that combining different instruments playing different rhythms creates layers of sound called 'texture'
- know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed
- know that a motif in music can be a repeated rhythm

	<ul style="list-style-type: none"> • know that the word 'crescendo' means a sound getting gradually louder • know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music • know that playing in time means all performers playing together at the same speed <p>History of music</p> <ul style="list-style-type: none"> • understand that music from different times has different features • recognize and discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary <p>Instrumental scheme:</p> <ul style="list-style-type: none"> • know the key features of South African Gumboot music • know the key features of Calypso music • know the history and key features of salsa music • know the history and key features of gamelan music • know the history and key features of Bollywood music • know the history and key features of minimalist music • understand the key features of staff notation including: clefs, key signatures, time signatures, minims, semibreves, crotchets, rests, and how pitch is shown • understand how to read and play quavers from staff notation, and pitches from staff notation with letter name prompts • understand how to play pitches and rhythms from staff notation without prompts • understand the concept of an octave, recognise this on staff notation, and play it at the correct pitch • understand how to play complex melodies in two parts from staff notation without prompts • understand how to play melodies in three parts from staff notation without prompts • know the correct technique for playing tuned percussion instruments • be able to play tuned percussion with the correct technique
<p style="text-align: center;">Sharks Year 5/6</p>	<p>By the end of Year 6, children should:</p> <p>Listening</p> <ul style="list-style-type: none"> • recognise and confidently discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary. (South African, West African, Musical, Theatre, Blues, Dance Remix.)

- 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
- develop confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work
- discuss musical eras in context, identifying how they have influenced each other, and discuss the impact of different composers on the development of musical styles
- recognize and confidently discuss the stylistic features of music and relating it to other aspects of the Arts (Pop art, Film music)
- 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
- 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
- confidently use detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work

Composing

- 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, using musical vocabulary with confidence
- suggest and demonstrate improvements to own and others' work
- improvise coherently and creatively within a given style, incorporating given features
- 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

Performing

- sing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression
- work 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
- perform with accuracy and fluency from graphic and simple staff notation
- play a simple chord progression with accuracy and fluency
- sing songs in two or more secure parts from memory, with accuracy, fluency, control and expression
- work 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
- perform a solo or taking a leadership role within a performance
- perform with accuracy and fluency from graphic and staff notation and from their own notation
- perform by following a conductor's cues and directions

The inter-related dimensions of music

- understand that a minor key (pitch) can be used to make music sound sad
- understand that major chords create a bright, happy sound
- know that a 'bent note' is a note that varies in its pitch, eg the pitch may slide up or down
- understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made
- know that the Solfa syllables represent the pitches in an octave
- understand that 'major' key signatures use note pitches that sound cheerful and upbeat
- understand that 'minor' key signatures use note pitches that can suggest sadness and tension
- know that a melody can be adapted by changing its pitch
- know that 'poly-rhythms' means many different rhythms played at once
- 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

- understand that all types of music notation show note duration, including the Kodaly method which uses syllables to indicate rhythms
- understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly
- know that a quaver is worth half a beat
- understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made
- know that a melody can be adapted by changing its dynamics
- understand that a slow tempo can be used to make music sound sad
- understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made
- know that a melody can be adapted by changing its dynamics, pitch or tempo
- understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways
- 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
- understand that a chord is the layering of several pitches played at the same time
- know that poly-rhythms means many rhythms played at once
- understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change
- know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes
- know that a loop is a repeated rhythm or melody, and is another word for ostinato
- know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords
- know that a chord progression is a sequence of chords that repeats throughout a song
- know that a 'theme' in music is the main melody and that 'variations' are when this melody has been changed in some way
- know that simple pictures can be used to represent the structure (organisation) of music

- understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note
- know that 'graphic notation' 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'
- know that chord progressions are represented in music by Roman numerals

History of music

- confidently discuss the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time. (Also part of the Listening strand)
- discuss musical eras in context, identifying how they have influenced each other, and discuss the impact of different composers on the development of musical styles