

Curriculum Progression Map - Music  
2020 / 2021

Year Group	Listening & Appraising	Composing	Performing
EYFS	<p><b>Skills</b></p> <p>To learn that music can touch your feelings. To enjoy moving to music by dancing, marching, being animals or Pop stars. To find the pulse by copying. To try to move in time with music. To copy basic rhythm patterns of words and phrases from songs. To explore high and low using voices and sounds in songs. To listen to high-pitched and low-pitched sounds on a glockenspiel.</p>	<p><b>Skills</b></p> <p>To invent a pattern using one pitched note, keep the pulse throughout with a single note and begin to create simple 2-note patterns to accompany the song. To add a 2-note melody to the rhythm of the words. To play with two pitched notes to invent musical patterns.</p>	<p><b>Skills</b></p> <p>To sing a range of well-known nursery rhymes and songs. To perform songs and rhymes with others. To sing along with a pre-recorded song and add actions. To sing along with the backing track. To perform any of the nursery rhymes by singing and adding actions or dance. To perform any nursery rhymes or songs adding a simple instrumental part. To record the performance to talk about.</p>
	<p><b>Knowledge</b></p> <p>To know some nursery rhymes off by heart. To know the stories of some of the nursery rhymes. To know that we can move with the pulse of the music. To know that the words of songs can tell stories and paint pictures.</p>	<p><b>Knowledge</b></p>	<p><b>Knowledge</b></p> <p>To understand that a performance is sharing music. To sing or rap nursery rhymes and simple songs from memory. To know that songs have sections.</p>
	<p><b>Vocabulary</b></p> <p>Music, beat, high, low, instruments, glockenspiel, nursery rhyme, sing, perform, actions, dance</p>		
Year 1 & 2	<p><b>Skills</b></p> <p>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. To learn how songs can tell a story or describe an idea. To listen to the rhythm and clap back. To use voices and instruments to listen and sing back. To listen and sing back, using their voices to</p>	<p><b>Skills</b></p> <p>To learn how the notes of the composition can be written down. To create rhythms for others to copy. To help create simple melodies. To learn how the notes of the composition can be written down.</p>	<p><b>Skills</b></p> <p>To learn about voices, singing notes of different pitches (high and low). To learn that they can make different types of sounds with their voices. To learn to find a comfortable singing position. To learn to start and stop singing when following a leader. To treat instruments carefully and with</p>

## Curriculum Progression Map - Music

2020 / 2021

	<p>copy back using 'la', whilst marching the steady beat. To find the pulse in music. To copy back short rhythmic phrases based on words, with one and two syllables whilst marching the steady beat.</p>		<p>respect. To play a tuned instrumental part with the song they perform. To learn to play an instrumental part. To play the part in time with the steady pulse. To listen to and follow musical instructions from a leader. To choose a song they have learnt and perform it. To add their ideas to the performance. To record the performance and say how they feel about it.</p>
	<p><b>Knowledge</b> To know songs off by heart. To know what songs are about. To know and recognise the sounds and names of some instruments. To know that music has a steady pulse, like a heartbeat. To know some songs have a chorus or a response/answer part. To know that songs have a musical style. To understand that rhythms are different from the steady pulse.</p>	<p><b>Knowledge</b> To understand that improvisation is about making up your own tunes on the spot. To understand that composing is like writing a story with music. To know that we add high and low sounds, pitch, when we sing and play our instruments.</p>	<p><b>Knowledge</b> To understand a performance is sharing music with other people, called an audience. To confidently know and sing songs from memory. To know that unison is everyone singing at the same time. To know that songs include other ways of using the voice e.g. rapping (spoken word). To learn the names of the notes in their instrumental part. To learn the names of the instruments they are playing. To know why we need to warm up our voices. To know the names of untuned percussion instruments played in class. To understand a performance is sharing music with an audience.</p>
	<p><b>Vocabulary</b> Pulse, rhythm, pitch, rap, improvise, compose, melody, dynamics, tempo, bass guitar, electric guitar, drums, deck, perform, singers, keyboard, percussion, trumpets, saxophones, glockenspiel, Blues, Baroque, Latin, Irish Folk, Funk, Reggae, groove, perform / performance, audience, imagination, questions and answer</p>		

## Curriculum Progression Map - Music

2020 / 2021

<p><b>Year 3 &amp; 4</b></p>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>To confidently identify and move to the pulse.</li> <li>To think about what the words of a song mean.</li> <li>To take it in turns to discuss how the song makes them feel.</li> <li>To listen carefully and respectfully to other people's thoughts about the music.</li> <li>To clap and say back rhythms.</li> <li>To copy back with instruments, without then with notation.</li> <li>To talk about the musical dimensions working together in songs.</li> <li>To use musical words when they talk.</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>To create their own simple rhythm patterns.</li> <li>To improvise using one, two or three notes.</li> <li>To listen and copy back using instruments.</li> <li>To listen and play back their own answer using one or two notes.</li> <li>To listen and sing back melodic patterns.</li> <li>To help create simple melodies using one, three or five notes.</li> <li>To plan and create a section of music and talk about how it was created.</li> <li>To talk about how their music was created.</li> <li>To listen to and reflect upon their developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</li> <li>To record their composition in an appropriate way.</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>To sing in unison and in simple two-parts.</li> <li>To demonstrate a good singing posture.</li> <li>To follow a leader when singing.</li> <li>To enjoy exploring singing solo.</li> <li>To sing with awareness of being 'in tune'.</li> <li>To rejoin the song if lost.</li> <li>To listen to the group when singing.</li> <li>To have an awareness of the pulse internally when singing.</li> <li>To treat instruments carefully and with respect.</li> <li>To play a tuned instrument from memory or using notation.</li> <li>To rehearse and perform their part.</li> <li>To listen to and follow musical instructions from a leader.</li> <li>To choose what to perform and create a programme.</li> <li>To communicate the meaning of the words and clearly articulate them.</li> <li>To talk about the best place to be when performing and how to stand or sit.</li> <li>To experience leading the playing.</li> <li>To present a musical performance designed to capture the audience.</li> <li>To record their performance and say how they were feeling, what they were pleased with, what they would change and why.</li> </ul>
	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>To know songs from memory, who sang or wrote them and the style of them.</li> <li>To be able to talk about the style of a song, its lyrics, what the song is about, musical dimensions in the song, the main sections of the song and the instruments heard in the song.</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>To know that improvisation is making up your own tunes on the spot that has never been heard before and belongs to them.</li> <li>To know that using one or two notes confidently is better than using five.</li> <li>To know that if they improvise using the notes they are given, they cannot make a mistake.</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>To know that singing in a group can be called a choir.</li> <li>To know that a person who the choir or group follow is a leader or conductor.</li> <li>To know that songs can make you feel different things.</li> <li>To know that you must listen to each other</li> </ul>

## Curriculum Progression Map - Music

2020 / 2021

	<p>To know how to find and demonstrate the pulse.          To know that rhythm is the long and short patterns over the pulse.          To know the difference between pulse and rhythm.          To know how pulse, rhythm and pitch work together to create a song.          To know that every piece of music has a pulse/steady beat and how to keep the internal pulse.          To know the difference between a musical question and an answer.          To know that high and low sounds create melodies.</p>	<p>To know that they can use some of the riffs they have heard in their improvisations.          To know that a composition is music created by them that is kept in some way and played or performed again.          To know that composition is like writing a story.          To know some different ways of recording compositions.          To understand that musical leadership is creating musical ideas for a group to copy or respond to.</p>	<p>when singing as part of an ensemble or large group.          To know that a solo singer makes a thinner texture than a large group.          To know why they must warm up their voice.          To be able to talk about the instruments used in class and other instruments that may be played in a band or an orchestra.          To know that performing is sharing music with other people, an audience.          To understand that a special occasion performance can involve an audience they don't know.          To know that a performance can be to one person or to each other.          To understand that they need to know and have planned everything they will perform.          To know they must sing or rap the words clearly and with confidence.          To know that a performance involves communicating feelings, thoughts and ideas.</p>
<p><b>Vocabulary</b>          structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, acoustic guitar, keyboard, piano, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, riff, melody, Reggae, pentatonic scale, imagination, disco, solo, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, by ear, notation, percussion, birdsong, civil rights, racism, equality</p>			
<p><b>Year 5 &amp; 6</b></p>	<p><b>Skills</b>          To identify and move to the pulse with ease.          To think about the message of songs.          To compare songs in the same style, talking about what stands out musically and their similarities and differences.          To listen carefully and respectfully to other people's thoughts about music.          To use musical words when they talk.          To talk about the musical dimensions working</p>	<p><b>Skills</b>          To copy back rhythms based on the words of a song that include syncopation/off beat.          To copy back riffs using simple and syncopated rhythm patterns.          To copy back riffs by ear and with notation.          To lead the class by inventing rhythms for others to copy back.          To know how to keep the internal pulse.          To questions and answer using different notes.</p>	<p><b>Skills</b>          To sing in unison and to sing backing vocals.          To enjoy exploring singing solo.          To listen to the group when singing.          To listen to each other and be aware of how they fit into the group.          To demonstrate a good singing posture.          To follow a leader when singing.          To experience rapping and solo singing.          To sing with an awareness of being 'in tune'.</p>

## Curriculum Progression Map - Music

2020 / 2021

	<p>together in songs. To talk about how music makes them feel using musical language to describe.</p>	<p>To copy back using instruments and up to three notes. To improvise using up to three notes. To improvise with a feeling for the style of Bossa Nova and swing using given notes and note patterns. To create simple melodies using up to five different notes. To create simple rhythms that work musically in the given style. To explain the keynote or home note and the structure of the melody. To listen to and reflect upon their developing compositions and make musical decisions about how the melody connects with the song. To record their compositions in appropriate ways.</p>	<p>To play a musical instrument with the correct technique. To learn instrumental parts from memory or using notation. To rehearse and perform their part. To listen to and follow musical instructions. To lead a rehearsal session. To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the venue and to use it to the best effect. To record their performance and compare it to a previous performance. To discuss and talk musically about their performance, including what went well and what could have been better.</p>
	<p><b>Knowledge</b> To know songs from memory, who sang or wrote them, when they were written and why. To know the style of songs and to name other songs of the same style. To be able to talk about the style indicators of songs, the lyrics, musical dimensions featured and the main sections. To identify the structure of songs. To be able to talk about singing in unison, the solo, lead vocal, backing vocals or rapping. To know what a song is about and the meaning of the lyrics. To name the instruments they hear in songs. To know the historical context of songs. To know how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and connect in a song. To know how to keep the internal pulse.</p>	<p><b>Knowledge</b> To understand that musical leadership is creating musical ideas for a group to copy or respond to. To know that improvisation is making up your own tunes on the spot that has never been heard before and belongs to them. To know that using a few notes confidently is better than using five. To know that if they improvise using the notes they are given, they cannot make a mistake. To know that they can use some of the riffs they have heard in their improvisations. To know well-known improvising musicians. To know how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music. To know that a composition is music created by them that is kept in some way and played</p>	<p><b>Knowledge</b> To know and confidently sing songs from memory and with a strong internal pulse. To know and explain the importance of warming up their voices. To know different ways of writing music down. To know the notes C, D, E, F, G, A, B and C on the treble stave. To know the name of instruments they might play or that are played in a band or orchestra. To know that performing is sharing music with other people, an audience, with belief. To understand that a special occasion performance can involve an audience they don't know. To know that what they perform must be planned and learned. To know that they must sing or rap clearly and play with confidence.</p>

## Curriculum Progression Map - Music

2020 / 2021

	<p>To know and talk about the fact that they each have a musical identity.</p>	<p>or performed again.          To know that composition is like writing a story.          To know that a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, tempo and structure.          To recognise the connection between sound and symbol when using notation.</p>	<p>To know about the style of songs so they can represent the feeling and context to their audience.          To know that a performance involves communicating ideas, thoughts and feelings.</p>
<p><b>Vocabulary</b>          rock, bridge, backseat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, synthesizer, deck, baking loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, harmony, style indicators, dimensions of music, Neo Soul, producer, groove, Motown, Blues, Jazz, by ear, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, harmony</p>			