



Music Progression Map



<u>Year 1</u>	<u>Year 2</u>
<p data-bbox="360 277 768 304"><u>National Curriculum Objectives</u></p> <p data-bbox="35 312 385 339">Pupils should be taught to:</p> <ul data-bbox="85 347 1081 1313" style="list-style-type: none"><li data-bbox="85 347 1081 571">● Use their voices expressively and creatively by singing songs and speaking chants and rhymes. e.g. copy back examples, stress the importance of warm up activities to get a good sound quality and projection, learn songs focussing on the importance of diction, pulse and rhythm, emphasise the importance of working together in a group.<li data-bbox="85 635 1081 858">● Play tuned and untuned instruments musically. e.g. demonstrate and explain how we treat instruments with respect, learn when to start and stop appropriately, practise the instrumental parts and decide when everyone is confident to play independently or in smaller groups, stress the importance of playing together as part of a group.<li data-bbox="85 898 1081 1090">● Listen with concentration and understanding to a range of high-quality live and recorded music. e.g. use movement to feel/find the pulse, identify musical instruments, discuss how the music makes them feel, discuss how the dimensions of music fit together (dynamics and tempo).<li data-bbox="85 1129 1081 1313">● Experiment with, create, select and combine sounds using the inter-related dimensions of music. e.g. clap/play/sing question and answer rhythmic patterns, take it in turns to improvise using one or two notes, understand the difference between improvisation and composition.	<p data-bbox="1417 277 1825 304"><u>National Curriculum Objectives</u></p> <p data-bbox="1115 312 1464 339">Pupils should be taught to:</p> <ul data-bbox="1164 347 2116 1313" style="list-style-type: none"><li data-bbox="1164 347 2116 571">● Use their voices expressively and creatively by singing songs and speaking chants and rhymes. e.g. copy back examples, stress the importance of warm up activities to get a good sound quality and projection, learn songs focussing on the importance of diction, pulse and rhythm, emphasise the importance of working together in a group.<li data-bbox="1164 635 2116 858">● Play tuned and untuned instruments musically. e.g. demonstrate and explain how we treat instruments with respect, learn when to start and stop appropriately, practise the instrumental parts and decide when everyone is confident to play independently or in smaller groups, stress the importance of playing together as part of a group.<li data-bbox="1164 898 2116 1090">● Listen with concentration and understanding to a range of high-quality live and recorded music. e.g. use movement to feel/find the pulse, identify musical instruments, discuss how the music makes them feel, discuss how the dimensions of music fit together (dynamics and tempo).<li data-bbox="1164 1129 2116 1313">● Experiment with, create, select and combine sounds using the inter-related dimensions of music. e.g. clap/play/sing question and answer rhythmic patterns, take it in turns to improvise using one or two notes, understand the difference between improvisation and composition.

Bold= NC objectives, Not bold= suggested activities



Music Progression Map



Year 3

National Curriculum Objectives

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- **Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.**

e.g. use vocal warm-ups, explaining the importance of warming up the voice in order to get good projection and sound quality. Learn to sing each part of the song, stressing the importance of diction, pulse and rhythm. How to treat instruments with respect. Learn the instrumental part (sound before symbol), practise and play together when all are confident. Stress the importance of working together as a group.

- **Improvise and compose music for a range of purposes using the inter-related dimensions of music.**

e.g. sing/play/clap question an answer exercises, play and improvise using two notes, understand the difference between improvisation and composition, listen to the sound of the composition and make decisions about it.

- **Listen with attention to detail and recall sounds with increasing aural memory.**

e.g. listen to different styles of music (children will begin to identify basic style indicators of Jazz, Baroque, Romantic, Rock, Reggae and

Year 4

National Curriculum Objectives

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- **Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.**

e.g. use vocal warm-ups, explaining the importance of warming up the voice in order to get good projection and sound quality. Learn to sing each part of the song, stressing the importance of diction, pulse and rhythm. How to treat instruments with respect. Learn the instrumental part (sound before symbol), practise and play together when all are confident. Learn how to join in and stop as appropriate. Rehearse as a class or in small groups. Stress the importance of working together as a group.

- **Improvise and compose music for a range of purposes using the inter-related dimensions of music.**

e.g. sing/play/clap question an answer exercises, play and improvise using the selected notes, understand the difference between improvisation and composition, listen to the sound of the composition and make decisions about it.

- **Listen with attention to detail and recall sounds with increasing aural memory.**

Bold= NC objectives, Not bold= suggested activities



Music Progression Map



Contemporary. use movement to find/feel the pulse and begin to understand what the pulse is/does/means, identify the instruments, discuss how the music makes us feel using musical language, discuss the context of the music, discuss how simple dimensions of music work together.

- **Use and understand staff and other musical notations.**

e.g. record the composition in any way that is appropriate (graphic, pictorial notation, using IT, video or formal notation).

- **Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.**

e.g. listen to a range of musical genres and create own musical work from these, singing, improvisation, composition etc. Live music can be heard through additional internal and external opportunities, concerts, performances etc.

- **Develop an understanding of the history of music.**

e.g. listen to different styles of music (children will begin to identify basic style indicators of Reggae, Jazz, Baroque, Romantic, Rock and Contemporary, discuss the purpose of the piece in relation to historical context.

e.g. listen to different styles of music (children will begin to identify basic style indicators of Impressionist, Romantic, Musical Theatre, Rap and Baroque, use movement to find/feel the pulse and begin to understand what the pulse is/does/means, identify the instruments, discuss how the music makes us feel using musical language more confidently, discuss the context of the music, discuss how dimensions of music work together.

- **Use and understand staff and other musical notations.**

e.g. record the composition in any way that is appropriate (graphic, pictorial notation, using IT, video or formal notation).

- **Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.**

e.g. listen to a range of musical genres and create own musical work from these, singing, improvisation, composition etc. Live music can be heard through additional internal and external opportunities, concerts, performances etc.

- **Develop an understanding of the history of music.**

e.g. listen to different styles of music (children will begin to identify basic style indicators of Rap, Impressionist, Romantic, Musical Theatre and Baroque, discuss the purpose of the piece in relation to historical context.

Bold= NC objectives, Not bold= suggested activities



Music Progression Map



<u>Year 5</u>	<u>Year 6</u>
<p data-bbox="398 236 801 263" style="text-align: center;"><u>National Curriculum Objectives</u></p> <p data-bbox="85 272 1093 411">Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p data-bbox="85 453 436 480">Pupils should be taught to:</p> <ul data-bbox="136 489 1108 1300" style="list-style-type: none"><li data-bbox="136 489 1108 976">● Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. e.g. use vocal warm-ups, explaining the importance of warming up the voice in order to get good projection and sound quality. Learn to sing each part of the song, stressing the importance of diction, pulse and rhythm. How to treat instruments with respect. Learn the instrumental part (sound before symbol), practise and play together when all are confident. Continue to learn how to join in and stop as appropriate. Use the correct techniques to play different instruments. Stress the importance of working together as a group. Rehearse as a class or in small groups. Perform in front of an audience, taking into account their needs. Record the performance and learn from watching it back.<li data-bbox="136 1043 1108 1300">● Improvise and compose music for a range of purposes using the inter-related dimensions of music. e.g. sing/play/clap question an answer exercises, play and improvise using selected notes, understand the difference between improvisation and composition, listen to the sound of the composition and make decisions about it. Discuss who will sing/play and when. Rehearse as a class/groups. Discuss improvements.	<p data-bbox="1444 236 1848 263" style="text-align: center;"><u>National Curriculum Objectives</u></p> <p data-bbox="1137 272 2145 411">Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p data-bbox="1137 453 1489 480">Pupils should be taught to:</p> <ul data-bbox="1189 489 2161 1300" style="list-style-type: none"><li data-bbox="1189 489 2161 1054">● Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. e.g. use vocal warm-ups, explaining the importance of warming up the voice in order to get good projection and sound quality. Learn to sing each part of the song, stressing the importance of diction, pulse and rhythm. Understand how melody and words should be interpreted. How to treat instruments with respect. Choose parts according to ability, learn the instrumental part (sound before symbol), practise and play together when all are confident. Use the correct techniques to play different instruments. Demonstrate musical qualities (clear starts, ends of phrases, technical accuracy, fluency in maintaining the pulse). Stress the importance of working together as a group. Rehearse as a class or in small groups. Perform in front of an audience, taking into account their needs. Record the performance and learn from watching it back.<li data-bbox="1189 1121 2161 1300">● Improvise and compose music for a range of purposes using the inter-related dimensions of music. e.g. sing/play/clap question an answer exercises, play and improvise using selected notes, understand the difference between improvisation and composition, listen to the sound of the composition and make

Bold= NC objectives, Not bold= suggested activities



Music Progression Map



- **Listen with attention to detail and recall sounds with increasing aural memory.**
e.g. listen to different styles of music (children will begin to identify basic style indicators of Impressionist, Gospel, Rhythm and Blues, Baroque. Film Soundtracks and Classical, children should start to identify different musicians and identify features of their style (selection of voices, use of instruments, structure of songs etc.), use movement to find/feel the pulse and begin to understand what the pulse is/does/means, identify the instruments, discuss how the music makes us feel using musical language, discuss the context of the music, discuss how dimensions of music work together.
- **Use and understand staff and other musical notations.**
e.g. record the composition in any way that is appropriate (graphic, pictorial notation, using IT, video or formal notation).
- **Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.**
e.g. listen to a range of musical genres and create own musical work from these, singing, improvisation, composition etc. Live music can be heard through additional internal and external opportunities, concerts, performances etc.
- **Develop an understanding of the history of music.**
e.g. listen to different styles of music (children will begin to identify basic style indicators of Impressionist, Gospel, Rhythm and Blues, Baroque. Film Soundtracks and Classical, discuss the purpose of the piece in relation to historical context. Understand how music is created

decisions about it. Discuss who will sing/play and when. Rehearse as a class/groups. Discuss improvements.

- **Listen with attention to detail and recall sounds with increasing aural memory.**
e.g. listen to different styles of music (children will begin to identify basic style indicators of Verdi, Wagner, Tchaikovsky, Pop/Rock, Motown, and Contemporary, children should start to identify different musicians and identify features of their style (selection of voices, use of instruments, structure of songs etc.), use movement to find/feel the pulse and begin to understand what the pulse is/does/means, identify the instruments, discuss how the music makes us feel using musical language, discuss the context of the music, discuss how dimensions of music work together.
- **Use and understand staff and other musical notations.**
e.g. record the composition in any way that is appropriate (graphic, pictorial notation, using IT, video or formal notation). Play different parts moving on to notated scores when appropriate.
- **Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.**
e.g. listen to a range of musical genres and create own musical work from these, singing, improvisation, composition etc. Live music can be heard through additional internal and external opportunities, concerts, performances etc.
- **Develop an understanding of the history of music.**
e.g. listen to different styles of music (children will begin to identify basic style indicators of Verdi, Wagner, Tchaikovsky, Pop/Rock, Motown and Contemporary, discuss the purpose of the piece in relation to historical context. Understand how music is created and has been

Bold= NC objectives, Not bold= suggested activities



Music Progression Map



and has been developed through the decades, discuss how the sound of instruments and recordings has changed over time.

developed through the decades, discuss how the sound of instruments and recordings has changed over time.

Bold= NC objectives, Not bold= suggested activities