



Padstow

Progression Map – Music 2023 – 2024

EYFS Framework 2021

ELG: Being Imaginative and Expressive

Children at the expected level of development will:

- ♣ 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.

National Curriculum KS1

Key stage 1 Pupils should be taught to:

- ♣ 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.

National Curriculum KS2

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.
- ♣ 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

	Nursery	Reception	Year 1/ 2	Year 3/4	Year 4/5	Year 5/6
Controlling sounds through singing and playing (performing)	<ul style="list-style-type: none"> • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Join in with songs and rhymes, making some sounds. • Explore their voices and enjoy making sounds. • Anticipate phrases and actions in rhymes and songs, like 'Peepo'. 	<ul style="list-style-type: none"> • To sing or rap nursery rhymes and simple songs from memory. • To explore singing at different speeds and pitch to create moods and feelings. • To discover how to use the voice to create loud and soft sounds. • To know songs have sections. • To sing along with a pre-recorded song and perform movements to a steady beat. • Perform any of the nursery rhymes by singing and adding actions or dance. • Perform any nursery rhymes 	<ul style="list-style-type: none"> • To sing simple songs, chants and rhymes from memory, singing as a group and at the same pitch. • Sing a wide range of call and response songs to control vocal pitch and to match the pitch they hear accurately (high and low). • To sing with a sense of shape of the melody. • To know the meaning of dynamics and tempo and be able to demonstrate these when singing by responding to the leaders' directions and visual symbols 	<ul style="list-style-type: none"> • To sing in unison tunefully with awareness of pitch and with expression. • To perform actions confidently and in time to a range of actions songs. • To walk, move or clap a steady beat with others, changing speed of the beat as the tempo of the music changes. • To demonstrate a good singing posture. • To follow a leader when singing. • To sing with awareness of being 'in tune', pronouncing words carefully 	<ul style="list-style-type: none"> • To sing in unison tunefully with the range of an octave, with awareness of pitch and dynamics, (crescendo, decrescendo). • To sing rounds (3 part) and partner songs in different time signatures (2, 3 and 4 time • To begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony • Introduce and understand the differences between minims, crotchets, 	<ul style="list-style-type: none"> • To sing a broad range of songs, exploring phrasing, accurate pitch and style. • To sing three- and four-part rounds, partner songs and songs with a verse and a chorus. • To experience rapping and solo singing. • To maintain own part in a round/ sing a harmony/ play accurately with awareness of what others are playing.

		<p>or songs adding a simple instrumental part.</p> <ul style="list-style-type: none"> Record the performance to talk about. 	<p>(e.g. crescendo, decrescendo and pause).</p> <ul style="list-style-type: none"> To follow instructions on how and when to sing/play an instrument. To make and control short and long sounds (duration) using voices and instruments. To include simple improvisation. To take notice of others when performing. Record the performance to talk about. 	<p>and breathe well.</p> <ul style="list-style-type: none"> To have an awareness of the pulse internally when singing. Sustain a rhythmic ostinato/ drone/ melodic ostinato (riff) (to accompany singing) on an instrument (tempo/ duration/ texture). Perform with control and awareness of what others are singing/ playing. To listen to and follow musical instructions from a leader (crescendo, decrescendo and pause). To record the performance and say how they were feeling, what 	<p>paired quavers and rests.</p> <ul style="list-style-type: none"> Read and perform pitch notation within a defined range. Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble. Perform a range of songs in school assemblies. 	<ul style="list-style-type: none"> To sing with awareness of being 'in tune', pronouncing words carefully and breathe well. Sing or play from memory with confidence. Play more complex instrumental parts. To record the performance and compare it to a previous performance. To discuss and talk musically about it – "What went well?" and "It would have been even better if...?" Play a musical instrument
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				they were pleased with what they would change and why.		with the correct technique within the context of the Unit song. <ul style="list-style-type: none"> To play more complex instrumental parts.
Creating and developing musical ideas (composing).	<ul style="list-style-type: none"> Play instruments with increasing control to express their feelings and ideas. Create their own songs, or improvise a song around one they know. Make rhythmical and repetitive sounds. 	<ul style="list-style-type: none"> Play instruments to a steady beat. Understand how to hold and play an instrument with care. Explore the different sounds instruments make. Choose an instrument to create a specific sound. 	<ul style="list-style-type: none"> Make a sequence of long and short sounds with help (duration). Clap longer rhythms with help. Make different sounds (high and low-pitch; loud and quiet-dynamics; fast and slow-tempo; quality of the sound- 	<ul style="list-style-type: none"> To compose and perform melodies using three or four notes. To make creative use of the way sounds can be changed, organised and controlled (including ICT). To create accompaniments for tunes using drones or 	<ul style="list-style-type: none"> To improvise on the instrument they are now learning. To begin to use musical features such as legato (smooth) and staccato (detached/short) notes. To combine rhythmic notation with letter names to create short 	<ul style="list-style-type: none"> To compose and perform melodies using five or more notes. To compose short ternary pieces of music (ABA). To compose melodic phrases using the pentatonic scale (e.g. C, D, E, G, A). To improvise music over a simple groove,

smooth, crisp, scratchy, rattling, tinkling etc.– **timbre**)

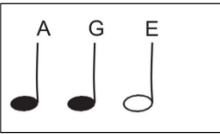
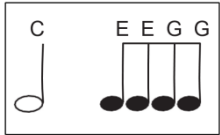
- Improvise simple chants using question and answer phrases.
- To create musical sounds effects and short **sequences** of sound in response to stimuli e.g. rainstorm or train journey. Combine to make a story (sound scape) choosing and playing classroom instruments or sounds makers.
- To understand the difference between creating a **rhythm pattern** and a **pitch pattern**.
- Invent, retain and recall **rhythm** and **pitch** patterns

melodic **ostinato** (riffs).

- To create (dotted) **rhythmic patterns** with awareness of **timbre** and **duration**.
- To begin to use musical features such as **legato** (smooth) and **staccato** (detached/short) notes.
- To combine rhythmic notation with letter names to create short **pentatonic** phrases.
- To begin to learn about **major** and **minor chords**.
- Record creative ideas using graphic scores, rhythm notation, staff notation and technology.

pentatonic phrases.


- To begin to learn about **major** and **minor chords**.
- Record creative ideas using graphic scores, rhythm notation, staff notation and technology.
- Use notation cards of known note values (i.e. **minim, crotchet, crotchet rest** and **paired quavers**) to create sequences of 2-, 3- or 4-**beat**



phrases, arranged into bars

responding to a **beat** and creating a melody.

- To experiment with a wider range of **dynamics**, including, very loud (**fortissimo**), very quiet (**pianissimo**), moderately loud (**mezzo forte**), and moderately quiet (**mezzo piano**).
- To begin to use **major** and **minor** chords to compose melodies.
- Show confidence, thoughtfulness and imagination in selecting sounds and structures to convey an idea.
- Create music reflecting given intentions and

			<p>and perform these for others, taking turns.</p> <ul style="list-style-type: none"> Recognise how graphic notation can represent created sounds. Explore and invent own symbols e.g.  <ul style="list-style-type: none"> To play tuned and untuned instruments musically. Use graphic symbols, dot notation and stick notation to record composed pieces. 			<p>record using standard notation.</p> <ul style="list-style-type: none"> Use ICT to organise musical ideas (where appropriate). Record creative ideas using graphic scores, rhythm notation, staff notation and technology. To play tuned, untuned and/or orchestral instruments.
<p>Responding and reviewing (appraising)</p>	<ul style="list-style-type: none"> Show attention to sounds and music. Respond emotionally and physically to music when it changes. Move and dance to music 	<ul style="list-style-type: none"> Express feelings in music by responding to different moods in a musical score. Listen to music and respond by using hand and whole- 	<ul style="list-style-type: none"> Hear and identify the pulse in music. Hear different moods in music. Identify texture– one sound or several sounds? 	<ul style="list-style-type: none"> Know how pulse stays the same but rhythm changes in a piece of music and dance. Listen to several layers of sound (texture) and talk about the 	<ul style="list-style-type: none"> Know how pulse stays the same but rhythm changes in a piece of music and dance. Use musical vocabulary confidently to describe music 	<ul style="list-style-type: none"> Use musical vocabulary confidently to describe music and dance structures such as canon, fugue, unison, rondo. Refine and improve own/ others' work.

		<p>body movements.</p> <ul style="list-style-type: none"> Listen to different sounds (animal noise, water etc.) and respond with voice and movement. 	<ul style="list-style-type: none"> Begin to recognise changes in timbre (sound quality- smooth, crisp, scratchy, rattling, tinkling etc.), dynamics (loud and quiet), tempo (fast and slow) and pitch (high and low). Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.). Start to recognise different instruments. 	<p>effect on mood and feelings. Interpret in dance.</p> <ul style="list-style-type: none"> Use more musical dimensions vocabulary to describe music- duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony. Counting simple music when dancing. To think about what the words of a song mean. 	<p>and dance structures.</p> <ul style="list-style-type: none"> Refine and improve own/ others' work. Use a range of words to describe music (eg. duration, timbre, pitch, dynamics, tempo, texture, structure, beat, rhythm, metre, silence, riff, ostinato, melody, harmony, chord, flat, sharp, dotted rhythm, staccato, legato, crescendo, diminuendo). Use these words to identify strengths and weaknesses in own and others' music. Identify orchestral family. 	<p>Use a range of words to describe music (eg. duration, timbre, pitch, dynamics, tempo, texture, structure, beat, rhythm, metre, silence, riff, ostinato, melody, harmony, chord, flat, sharp, dotted rhythm, staccato, legato, crescendo, diminuendo).</p> <ul style="list-style-type: none"> Use these words to identify strengths and weaknesses in own and others' music. To think about the message of songs. To compare two songs in the same style, talking about what stands out musically in each of them,
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						<p>their similarities and differences</p> <ul style="list-style-type: none"> Identify orchestral family.
<p>Listening and applying knowledge and understanding.</p>	<ul style="list-style-type: none"> Explore a range of sound makers and instruments and play them in different ways. Make rhythmical and repetitive sounds. 	<ul style="list-style-type: none"> Choose different instruments, including the voice, to create sound effects in play Investigate a variety of ways to create sound with different materials. Experiment performing songs and music together with body movements to a steady beat. 	<ul style="list-style-type: none"> To begin to recognise instruments being played in a piece of music. To being to recognise simple repeated patterns and follow musical instruction (tempo, dynamics). Know how sounds are made and changed. To understand how changing musical elements can create different moods and effects. To begin to represent sounds with a range of symbols, 	<ul style="list-style-type: none"> To listen with attention and begin to recall sounds with increasing accuracy. To understand how musical elements are combined and used for effect. To begin to use simple dot notations to show higher and lower pitch. To know what the stave line and clef represent. To begin to understand how many beats a musical note is worth (quaver, crochet, minim, rest). To describe different purposes of 	<ul style="list-style-type: none"> To describe different purposes of music in history/their cultures. To describe different purposes of music in history/ other cultures. To listen to music identify instruments and suggest historical period. To know the names of Classical composers such as Mozart, Beethoven and Hayden. To listen to recorded performances , complementin g this with opportunities 	<ul style="list-style-type: none"> To listen and recall a range of sounds and patterns with accuracy and confidence. To use increased aural memory to recall sounds accurately. To know and use standard musical notation to perform and record own music (adding semiquavers, semibreves). To understand the difference between 2/4, 3/4 and 4/4 time signatures. To play melodies following staff notation.

			<p>shapes and marks (graphic notation).</p> <ul style="list-style-type: none"> • To know music can be played or listened to for a variety of purposes. 	<p>music in history/ other cultures.</p> <ul style="list-style-type: none"> • To listen to music identify instruments and suggest historical period. • To know the names of Classical composers such as Mozart, Beethoven and Hayden. • Respond in movement and dance to musical scores. 	<p>to experience live music making in and out of school.</p>	<ul style="list-style-type: none"> • To use different venues and occasions to vary performances. • To describe different purposes of music in history/ other cultures. • To retain knowledge of musical periods and assign key works to historical period through deduction. • To know of key composers and which period they relate to.
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