




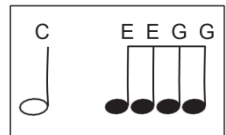

# Padstow

## Progression Map – Music 2022 – 2023

<b>EYFS Framework 2021</b> <u>ELG: Being Imaginative and Expressive</u> 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.		<b>National Curriculum KS1</b> 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.			<b>National Curriculum KS2</b> 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 6
<b>Controlling sounds through singing and playing (performing)</b>	<ul style="list-style-type: none"> <li>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>Remember and sing entire songs.</li> <li>Sing the pitch of a tone sung by another person ('pitch match').</li> </ul>	<ul style="list-style-type: none"> <li>To sing or rap nursery rhymes and simple songs from memory.</li> <li>To explore singing at different speeds and <b>pitch</b> to create moods and feelings.</li> <li>To discover how to use the voice to create loud and soft sounds.</li> </ul>	<ul style="list-style-type: none"> <li>To sing simple songs, chants and rhymes from memory, singing as a group and at the same <b>pitch</b>.</li> <li>Sing a wide range of call and response songs to control vocal pitch and to match the pitch they hear accurately (high and low).</li> </ul>	<ul style="list-style-type: none"> <li>To sing in unison tunefully with awareness of <b>pitch</b> and with expression.</li> <li>To perform actions confidently and in time to a range of actions songs.</li> <li>To walk, move or clap a steady <b>beat</b> with others, changing speed of the beat as the <b>tempo</b> of the music changes.</li> </ul>	<ul style="list-style-type: none"> <li>To sing in unison tunefully with the range of an octave, with awareness of <b>pitch</b> and <b>dynamics</b>, (crescendo, decrescendo).</li> <li>To sing rounds (3 part) and partner songs in different time signatures (2, 3 and 4 time</li> <li>To begin to sing repertoire with</li> </ul>	<ul style="list-style-type: none"> <li>To sing a broad range of songs, exploring <b>phrasing</b>, accurate <b>pitch</b> and style.</li> <li>To sing three- and four-part rounds, partner songs and songs with a verse and a chorus.</li> <li>To experience rapping and solo singing.</li> </ul>

	<ul style="list-style-type: none"> <li>• Join in with songs and rhymes, making some sounds.</li> <li>• Explore their voices and enjoy making sounds.</li> <li>• Anticipate phrases and actions in rhymes and songs, like 'Peepo'.</li> </ul>	<ul style="list-style-type: none"> <li>• To know songs have sections.</li> <li>• To sing along with a pre-recorded song and perform movements to a <b>steady beat</b>.</li> <li>• Perform any of the nursery rhymes by singing and adding actions or dance.</li> <li>• Perform any nursery rhymes or songs adding a simple instrumental part.</li> <li>• Record the performance to talk about.</li> </ul>	<ul style="list-style-type: none"> <li>• To sing with a sense of shape of the melody.</li> <li>• To know the meaning of <b>dynamics</b> and <b>tempo</b> and be able to demonstrate these when singing by responding to the leaders' directions and visual symbols (e.g. <b>crescendo</b>, <b>decrescendo</b> and <b>pause</b>).</li> <li>• To follow instructions on how and when to sing/play an instrument.</li> <li>• To make and control short and long sounds (<b>duration</b>) using voices and instruments. To include simple improvisation.</li> <li>• To take notice of others when performing.</li> <li>• Record the performance to talk about.</li> </ul>	<ul style="list-style-type: none"> <li>• To demonstrate a good singing posture.</li> <li>• To follow a leader when singing.</li> <li>• To sing with awareness of being 'in tune', pronouncing words carefully and breathe well.</li> <li>• To have an awareness of the <b>pulse</b> internally when singing.</li> <li>• Sustain a rhythmic ostinato/ drone/ melodic ostinato (riff) (to accompany singing) on an instrument (<b>tempo/ duration/ texture</b>).</li> <li>• Perform with control and awareness of what others are singing/ playing.</li> <li>• To listen to and follow musical instructions from a leader (crescendo, decrescendo and pause).</li> <li>• To record the performance and say how they were feeling, what they were pleased with</li> </ul>	<p>small and large leaps as well as a simple second part to introduce vocal harmony</p> <ul style="list-style-type: none"> <li>• Introduce and understand the differences between <b>minims</b>, <b>crotchets</b>, <b>paired quavers</b> and <b>rests</b>.</li> <li>• Read and perform <b>pitch notation</b> within a defined range.</li> <li>• Follow and perform simple <b>rhythmic scores</b> to a <b>steady beat</b>: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.</li> <li>• Perform a range of songs in school assemblies.</li> </ul>	<ul style="list-style-type: none"> <li>• To maintain own part in a round/ sing a harmony/ play accurately with awareness of what others are playing.</li> <li>• To sing with awareness of being 'in tune' - , pronouncing words carefully and breathe well.</li> <li>• Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.</li> <li>• Sing or play from memory with confidence.</li> <li>• Play more complex instrumental parts.</li> <li>• To record the performance and compare it to a previous performance.</li> <li>• To discuss and talk musically about it –</li> </ul>
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				what they would change and why.		<p>“What went well?” and “It would have</p> <ul style="list-style-type: none"> <li>• been even better if...?”</li> <li>• Play a musical instrument with the correct technique within the context of the Unit song.</li> <li>• To play more complex instrumental parts.</li> </ul>
<p><b>Creating and developing musical ideas (composing).</b></p>	<ul style="list-style-type: none"> <li>• Play instruments with increasing control to express their feelings and ideas.</li> <li>• Create their own songs, or improvise a song around one they know.</li> <li>• Make rhythmical and repetitive sounds.</li> </ul>	<ul style="list-style-type: none"> <li>• Play instruments to a <b>steady beat</b>.</li> <li>• Understand how to hold and play an instrument with care.</li> <li>• Explore the different sounds instruments make.</li> <li>• Choose an instrument to create a specific sound.</li> </ul>	<ul style="list-style-type: none"> <li>• Make a sequence of long and short sounds with help (<b>duration</b>).</li> <li>• Clap longer rhythms with help.</li> <li>• Make different sounds (high and low– <b>pitch</b>; loud and quiet– <b>dynamics</b>; fast and slow–<b>tempo</b>; quality of the sound- smooth, crisp, scratchy, rattling, tinkling etc.– <b>timbre</b>)</li> <li>• Improvise simple chants using question and answer phrases.</li> <li>• To create musical sounds effects and short <b>sequences</b> of sound in response</li> </ul>	<ul style="list-style-type: none"> <li>• To compose and perform melodies using three or four notes.</li> <li>• To make creative use of the way sounds can be changed, organised and controlled (including ICT).</li> <li>• To create accompaniments for tunes using drones or melodic <b>ostinato</b> (riffs).</li> <li>• To create (dotted) <b>rhythmic</b> patterns with awareness of <b>timbre</b> and <b>duration</b>.</li> <li>• To begin to use musical features such as <b>legato</b> (smooth) and</li> </ul>	<ul style="list-style-type: none"> <li>• To improvise on the instrument they are now learning.</li> <li>• To begin to use musical features such as <b>legato</b> (smooth) and <b>staccato</b> (detached/short) notes.</li> <li>• To combine rhythmic notation with letter names to create short <b>pentatonic</b> phrases.</li> <li>• To begin to learn about <b>major</b> and <b>minor chords</b>.</li> <li>• Record creative ideas</li> </ul>	<ul style="list-style-type: none"> <li>• To compose and perform melodies using five or more notes.</li> <li>• To compose short <b>ternary</b> pieces of music (ABA).</li> <li>• To compose melodic phrases using the <b>pentatonic</b> scale (e.g. C, D, E, G, A).</li> <li>• To improvise music over a simple <b>groove</b>, responding to a <b>beat</b> and creating a melody.</li> <li>• To experiment with a wider range of <b>dynamics</b>, including, very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and</li> </ul>

			<p>to stimuli e.g. rainstorm or train journey. Combine to make a story (sound scape) choosing and playing classroom instruments or sounds makers.</p> <ul style="list-style-type: none"> <li>To understand the difference between creating a <b>rhythm pattern</b> and a <b>pitch pattern</b>.</li> <li>Invent, retain and recall <b>rhythm</b> and <b>pitch</b> patterns and perform these for others, taking turns.</li> <li>Recognise how graphic notation can represent created sounds. Explore and invent own symbols e.g.  </li> <li>To play tuned and untuned instruments musically.</li> <li>Use <b>graphic symbols, dot notation</b> and <b>stick notation</b> to record composed pieces.</li> </ul>	<p><b>staccato</b> (detached/short) notes.</p> <ul style="list-style-type: none"> <li>To combine rhythmic notation with letter names to create short <b>pentatonic</b> phrases.</li> <li>To begin to learn about <b>major</b> and <b>minor chords</b>.</li> <li>Record creative ideas using graphic scores, rhythm notation, staff notation and technology.</li> </ul>	<p>using graphic scores, rhythm notation, staff notation and technology.</p> <ul style="list-style-type: none"> <li>Use notation cards of known note values (i.e. <b>minim, crotchet, crotchet rest</b> and <b>paired quavers</b>) to create sequences of 2-, 3- or 4-<b>beat phrases</b>, arranged into</li> </ul> <div data-bbox="1534 734 1758 869">  </div> <div data-bbox="1534 885 1758 1013">  </div> <p>bars</p>	<p>moderately quiet (mezzo piano).</p> <ul style="list-style-type: none"> <li>To begin to use <b>major</b> and <b>minor</b> chords to compose melodies (G major / E minor).</li> <li>Show confidence, thoughtfulness and imagination in selecting sounds and structures to convey an idea.</li> <li>Create music reflecting given intentions and record using standard notation.</li> <li>Use ICT to organise musical ideas (where appropriate).</li> <li>Record creative ideas using <b>graphic scores, rhythm notation, staff notation</b> and <b>technology</b>.</li> <li>To play tuned, untuned and/or orchestral instruments.</li> <li>To understand the differences between <b>semibreves, minims, crotchets, quavers</b> and <b>semiquavers</b>, and their equivalent <b>rests</b>.</li> </ul>
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<b>Responding and reviewing (appraising)</b>	<ul style="list-style-type: none"> <li>• Show attention to sounds and music.</li> <li>• Respond emotionally and physically to music when it changes.</li> <li>• Move and dance to music</li> </ul>	<ul style="list-style-type: none"> <li>• Express feelings in music by responding to different moods in a musical score.</li> <li>• Listen to music and respond by using hand and whole-body movements.</li> <li>• Listen to different sounds (animal noise, water etc.) and respond with voice and movement.</li> </ul>	<ul style="list-style-type: none"> <li>• Hear and identify the pulse in music.</li> <li>• Hear different moods in music.</li> <li>• Identify texture—one sound or several sounds?</li> <li>• Begin to recognise changes in <b>timbre</b> (sound quality—smooth, crisp, scratchy, rattling, tinkling etc.), <b>dynamics</b> (loud and quiet), <b>tempo</b> (fast and slow) and <b>pitch</b> (high and low).</li> <li>• Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.).</li> <li>• Start to recognise different instruments.</li> </ul>	<ul style="list-style-type: none"> <li>• Know how <b>pulse</b> stays the same but <b>rhythm</b> changes in a piece of music and dance.</li> <li>• Listen to several layers of sound (texture) and talk about the effect on mood and feelings. Interpret in dance.</li> <li>• Use more musical dimensions vocabulary to describe music—<b>duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony</b>.</li> <li>• Counting simple music when dancing.</li> <li>• To think about what the words of a song mean.</li> </ul>	<ul style="list-style-type: none"> <li>• Know how <b>pulse</b> stays the same but <b>rhythm</b> changes in a piece of music and dance.</li> <li>• Use musical vocabulary confidently to describe music and dance structures.</li> <li>• Refine and improve own/ others' work.</li> <li>• Use a range of words to describe music (eg. <b>duration, timbre, pitch, dynamics, tempo, texture, structure, beat, rhythm, metre, silence, riff, ostinato, melody, harmony, chord, flat, sharp, dotted rhythm, staccato, legato, crescendo, diminuendo</b>).</li> <li>• Use these words to identify strengths and weaknesses in own and others' music.</li> </ul>	<ul style="list-style-type: none"> <li>• Use musical vocabulary confidently to describe music and dance structures such as cannon, fugue, unison, rondo.</li> <li>• Refine and improve own/ others' work. Use a range of words to describe music (eg. <b>duration, timbre, pitch, dynamics, tempo, texture, structure, beat, rhythm, metre, silence, riff, ostinato, melody, harmony, chord, flat, sharp, dotted rhythm, staccato, legato, crescendo, diminuendo</b>).</li> <li>• Use these words to identify strengths and weaknesses in own and others' music.</li> <li>• To think about the message of songs.</li> <li>• To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences</li> <li>• Identify orchestral family.</li> </ul>
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					Identify orchestral family.	
<b>Listening and applying knowledge and understanding.</b>	<ul style="list-style-type: none"> <li>Explore a range of sound makers and instruments and play them in different ways.</li> <li>Make rhythmical and repetitive sounds.</li> </ul>	<ul style="list-style-type: none"> <li>Choose different instruments, including the voice, to create sound effects in play</li> <li>Investigate a variety of ways to create sound with different materials.</li> <li>Experiment performing songs and music together with body movements to a steady beat.</li> </ul>	<ul style="list-style-type: none"> <li>To begin to recognise instruments being played in a piece of music.</li> <li>To begin to recognise simple repeated patterns and follow musical instruction (<b>tempo, dynamics</b>).</li> <li>Know how sounds are made and changed.</li> <li>To understand how changing musical elements can create different moods and effects.</li> <li>To begin to represent sounds with a range of symbols, shapes and marks (graphic notation).</li> </ul> <p>To know music can be played or listened to for a variety of purposes.</p>	<ul style="list-style-type: none"> <li>To listen with attention and begin to recall sounds with increasing accuracy.</li> <li>To understand how musical elements are combined and used for effect.</li> <li>To begin to use simple <b>dot notations</b> to show higher and lower <b>pitch</b>.</li> <li>To know what the <b>stave line</b> and <b>clef</b> represent.</li> <li>To begin to understand how many beats a musical note is worth (<b>quaver, crochet, minim, rest</b>).</li> <li>To describe different purposes of music in history/ other cultures.</li> <li>To listen to music identify instruments and suggest historical period.</li> <li>To know the names of Classical composers.</li> </ul>	<ul style="list-style-type: none"> <li>To describe different purposes of music in history/their cultures.</li> <li>To describe different purposes of music in history/ other cultures.</li> <li>To listen to music identify instruments and suggest historical period.</li> <li>To know the names of Classical composers such as Mozart, Beethoven and Hayden.</li> <li>To listen to recorded performances , complementin g this with opportunities to experience live music making in and out of school.</li> </ul>	<ul style="list-style-type: none"> <li>To listen and recall a range of sounds and patterns with accuracy and confidence.</li> <li>To use increased aural memory to recall sounds accurately.</li> <li>To know and use standard musical notation to perform and record own music (adding semiquavers, semibreves).</li> <li>To understand the difference between 2/4, 3/4 and 4/4 <b>time signatures</b>.</li> <li>To play melodies following staff notation.</li> <li>To describe different purposes of music in history/ other cultures.</li> <li>To retain knowledge of musical periods and assign key works to historical period through deduction</li> <li>To know of key composers and</li> </ul>

				<ul style="list-style-type: none"><li>Respond in movement and dance to musical scores.</li></ul>		which period they relate to.
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