

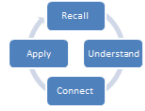


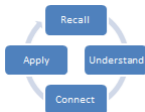
Music Progression Map

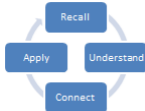
<p>Essential knowledge for music:</p> <ul style="list-style-type: none"> • Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. • As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon. 	<p>Essential skills for music:</p> <ul style="list-style-type: none"> • perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians • learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence • understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations
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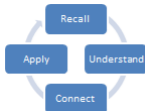
The teaching of music

	<u>EYFS</u>	<u>Key Stage 1</u>	<u>Lower Key Stage 2</u>	<u>Upper Key Stage 2</u>
<p>Listening and appraising: Knowledge</p>	<p>ELG: Listening, attention and understanding</p> <ul style="list-style-type: none"> - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions <p>ELG: Speaking</p> <ul style="list-style-type: none"> - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher <p>ELG: Listening, attention and understanding</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</p>	<ul style="list-style-type: none"> • To know 5 songs off by heart • To know what the songs are about. To know and recognise the sound and names of some of the instruments they use. To know some songs have a chorus or a response/answer part. • To know that songs have a musical style. 	<ul style="list-style-type: none"> • To know four songs from memory and who sang them or wrote them. • To know the style of the five songs. • To choose one song and be able to talk about: <ul style="list-style-type: none"> - Its lyrics: what the song is about - Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) - Identify the main sections of the song (introduction, verse, chorus etc.) - Name some of the instruments they heard in the song (Keyboard, electric guitar, bass, drums, backing vocal, piano, organ, acoustic guitar, percussion, digital/electronic sounds, turntables, synthesizers) 	<ul style="list-style-type: none"> • To know five songs from memory, who sang or wrote them, when they were written and, if possible, why? • Know and talk about that fact that we each have a musical identity • To know the style of the five songs and to name other songs from the Units in those styles. • To choose two or three other songs and be able to talk about: <ul style="list-style-type: none"> - Some of the style indicators of the songs (musical characteristics that give the songs their style) - The lyrics: what the songs are about - Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) - Identify the main sections of the songs (intro, verse, chorus etc.) - Name some of the instruments they heard in the songs - The historical context of the songs. What else was going on at this time musically and historically? • Know and talk about the fact that we each have a musical identity.
<p>Listening and appraising: skills</p>		<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • To confidently identify and move to the pulse. • To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics). • Talk about the music and how it makes them feel. • Listen carefully and respectfully to other people's thoughts about the music. • When you talk try to use musical words (pulse, rhythm, pitch, dynamics, tempo, texture, structure) 	<ul style="list-style-type: none"> • To identify and move to the pulse with ease. • 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, their similarities and differences. • Listen carefully and respectfully to other people's thoughts about the music. • Use musical words when talking about the songs. • To talk about the musical dimensions working together in the Unit songs. (pulse, rhythm, pitch, dynamics, tempo, structure, texture, timbre) • Talk about the music and how it makes you feel, using musical language to describe the music.

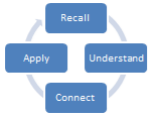
	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Performance with voice: Knowledge	<p>ELG: Managing self</p> <ul style="list-style-type: none"> - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge <p>ELG: Being imaginative and expressive</p> <ul style="list-style-type: none"> - 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 the music 	<ul style="list-style-type: none"> • To confidently sing or rap five songs from memory and sing them in unison. • To know that unison is everyone singing at the same time. • Songs include other ways of using the voice e.g. rapping (spoken word). • To know why we need to warm up our voices. 	<ul style="list-style-type: none"> • To know and be able to talk about: <ul style="list-style-type: none"> • Singing in a group can be called a choir • Leader or conductor: A person who the choir or group follow • Songs can make you feel different things e.g. happy, energetic or sad • Singing as part of an ensemble or large group is fun, but that you must <ul style="list-style-type: none"> • listen to each other • Texture: How a solo singer makes a thinner texture than a large group • To know why you must warm up your voice 	<ul style="list-style-type: none"> • To know and confidently sing three songs and their parts from memory, and to sing them with a strong internal pulse. • To know about the style of the songs so you can represent the feeling and context to your audience • To choose a song and be able to talk about: <ul style="list-style-type: none"> - Its main features - Singing in unison, the solo, lead vocal, backing vocals or rapping - To know what the song is about and the meaning of the lyrics - To know and explain the importance of warming up your voice
Performance with voice: Skills		<ul style="list-style-type: none"> • Learn about voices singing notes of different pitches (high and low). • Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm). • Learn to find a comfortable singing position. • Learn to start and stop singing when following a leader. 	<ul style="list-style-type: none"> • To sing in unison and in simple two-parts. • To demonstrate a good singing posture. • To follow a leader when singing. • To enjoy exploring singing solo. • To sing with awareness of being 'in tune'. • To re-join the song if lost. • To listen to the group when singing. 	<ul style="list-style-type: none"> • To sing in unison and to sing backing vocals. • To enjoy exploring singing solo. • To listen to the group when singing. • To demonstrate a good singing posture. • To follow a leader when singing. • To experience rapping and solo singing. • To listen to each other and be aware of how you fit into the group. • To sing with awareness of being 'in tune'.

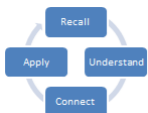
	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Performance with instruments: Knowledge	<p>ELG: Gross motor skills</p> <ul style="list-style-type: none"> - Demonstrate strength, balance and coordination when playing 	<p>Know the names of untuned percussion instruments (chime bars, drums, tambourines, wood blocks, cymbals, triangles) played in class.</p>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • The instruments used in class (a glockenspiel, recorder or ukulele). 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • Different ways of writing music down – e.g. staff notation, symbols • The notes C, D, E, F, G, A, B + C on the treble stave • The instruments used in class (recorder). • The instruments (Keyboard, recorder, electric guitar, bass, drums, piano, organ, acoustic guitar, ukulele) they might play or be played in a band or orchestra or by their friends
Performance with instruments: Skills		<ul style="list-style-type: none"> • Treat instruments carefully and with respect. • Play a tuned instrumental part with the song they perform. • Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part). • Listen to and follow musical instructions from a leader 	<ul style="list-style-type: none"> • Other instruments (Keyboard, electric guitar, bass, drums, piano, organ, acoustic guitar, ukulele) they might play or be played in a band or orchestra or by their friends. • To treat instruments carefully and with respect. • To rehearse and perform their part within the context of the Unit song. • To listen to and follow musical instructions from a leader. 	<ul style="list-style-type: none"> • Play a musical instrument with the correct technique within the context of the Unit song. • Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. • To rehearse and perform their part within the context of the Unit song. • To listen to and follow musical instructions from a leader. • To lead a rehearsal session.

	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Composing: Knowledge	ELG: Managing self - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge	<ul style="list-style-type: none"> Composing is like writing a story with music. Everyone can compose. 	To know and be able to talk about: <ul style="list-style-type: none"> A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. Different ways of recording compositions (letter names, symbols, audio etc.) 	To know and be able to talk about: <ul style="list-style-type: none"> A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure Notation: recognise the connection between sound and symbol
Composing: Skills		<ul style="list-style-type: none"> Help create three simple melodies with the Units using one, three or five different notes. Learn how the notes of the composition can be written down and changed if necessary 	<ul style="list-style-type: none"> Help create at least one simple melody using one, three or all five different notes. Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). 	<ul style="list-style-type: none"> Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. Explain the keynote or home note and the structure of the melody. Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).

	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Improvisation : Knowledge	ELG: Speaking - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher	<ul style="list-style-type: none"> Improvisation is making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Everyone can improvise, and you can use one or two notes. 	To know and be able to talk about improvisation: <ul style="list-style-type: none"> Improvisation is making up your own tunes on the spot When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. To know that using one or two notes confidently is better than using five To know that if you improvise using the notes you are given, you cannot make a mistake To know that you can use some of the riffs you have heard in the Challenges in your improvisations 	To know and be able to talk about improvisation: <ul style="list-style-type: none"> Improvisation is making up your own tunes on the spot When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. To know that using one, two or three notes confidently is better than using five To know that if you improvise using the notes you are given, you cannot make a mistake To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations To know know of well-known improvising musicians (Duke Ellington, Frank Sinatra, Michael Buble)
Improvisation : Skills		Use the improvisation tracks provided. Improvise using the three challenges: 1. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). 2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. 3. Improvise! – Take it in turns to improvise using one or two notes.	Improvise using instruments in the context of the song they are learning to perform. Using the improvisation tracks provided, children will complete the Bronze, Silver or Gold Challenges: <ul style="list-style-type: none"> Bronze Challenge: <ul style="list-style-type: none"> Copy Back – Listen and sing back Play and Improvise – Using instruments, listen and play your own answer using one note. Improvise! – Take it in turns to improvise using one note. Silver Challenge: <ul style="list-style-type: none"> Sing, Play and Copy Back – Listen and copy back using instruments, using two different notes. Play and Improvise – Using your instruments, listen and play your own answer using one or two notes. Improvise! – Take it in turns to improvise using one or two notes. 	mprovise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges. <ol style="list-style-type: none"> Play and Copy Back <ul style="list-style-type: none"> Bronze – Copy back using instruments. Use one note. Silver – Copy back using instruments. Use the two notes. Gold – Copy back using instruments. Use the three notes. Play and Improvise You will be using up to three notes: <ul style="list-style-type: none"> Bronze – Question and Answer using instruments. Use one note in your answer. Silver – Question and Answer using instruments. Use two notes in your answer. Always start on a G.

			<ul style="list-style-type: none"> ● Gold Challenge: <ul style="list-style-type: none"> - Sing, Play and Copy Back – Listen and copy back using instruments, two different notes. - Play and Improvise – Using your instruments, listen and play your own answer using two different notes. 	<ul style="list-style-type: none"> - Gold – Question and Answer using instruments. Use three notes in your answer. Always start on a G. 3. Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan: <ul style="list-style-type: none"> - Bronze – Improvise using one note. - Silver – Improvise using two notes. - Gold – Improvise using three notes.
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	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
History of Music: Knowledge	N/A	To listen to short, simple pieces of music and talk about when and why they may hear it. E.g: a lullaby or Wedding march.	To listen to and begin to respond to music drawn from different traditions and great composers and musicians.	To develop an understanding of the history of music from different, cultures, traditions, composers and musicians evaluating how venue, occasion and purpose effects the way that music is created and performed

	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Performance: knowledge	<p>ELG: Being imaginative and expressive</p> <ul style="list-style-type: none"> - Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with the music 	<ul style="list-style-type: none"> ● A performance is sharing music with an audience. ● A performance can be a special occasion and involve a class, a year group or a whole school. ● An audience can include your parents and friends. from the Scheme and perform it. 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ● Performing is sharing music with other people, an audience ● A performance doesn't have to be a drama! It can be to one person or to each other ● You need to know and have planned everything that will be performed ● You must sing or rap the words clearly and play with confidence ● A performance can be a special occasion and involve an audience including of people you don't know ● It is planned and different for each occasion ● It involves communicating feelings, thoughts and ideas about the song/music 	<ul style="list-style-type: none"> ● A performance can be a special occasion and involve an audience including of people you don't know ● It is planned and different for each occasion ● A performance involves communicating ideas, thoughts and feelings about the song/music
Performance: Skills		<ul style="list-style-type: none"> ● Choose a song they have learnt from the Scheme and perform it. ● They can add their ideas to the performance. ● Record the performance and say how they were feeling about it. 	<ul style="list-style-type: none"> ● To choose what to perform and create a programme. ● Present a musical performance designed to capture the audience. ● To communicate the meaning of the words and clearly articulate them. ● To talk about the best place to be when performing and how to stand or sit. ● To record the performance and say how they were feeling, what they were pleased with what they would change and why. 	<ul style="list-style-type: none"> ● 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 how to use it to best effect. ● 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...?”
Key Vocab		<p>Year 1: Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination.</p> <p>Year 2: Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel.</p>	<p>Year 3: Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco</p> <p>Year 4: Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality.</p>	<p>Year 5: Rock, bridge, backbeat, 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, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody</p> <p>Year 6: style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo, Blues, Jazz, improvise/improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony</p>