Ickleford Primary School **Progression Map: Music**

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocabulary	Listening and Responding listen - paying attention to sounds or music sound - a noise you hear quiet - soft, gentle sound loud - strong, powerful sound music - sounds put together in a special way feeling - how something makes you feel, like happy or sad respond - show how you feel by talking or moving Singing song - words and music together sing - use your voice to make music pitch - how high or low a sound is melody - the tune of a song match - make the same sound or tune create – make something new improvise - make up your own music or song Playing Instruments instrument - something you play to make music (like a drum or shaker) play - use an instrument to make sounds control - play carefully to make the sound you want express - show how you feel through music drum, tambourine, triangle, woodblock, cymbals, bongos, castanets, claves, guiro, djembe Movement and Dance	listen, sound, quiet, loud, music, feeling, respond, song, sing, pitch, melody, match, create, improvise, instrument, play, control, express, move, dance, performance, solo, group, beat, tempo, steady, pitch, high, low, higher/lower, step, leap, slide, falling/rising, ascending: low to high, descending: high to low, duration, long/short, dynamics, louder/quieter, timbre, splash, ripple, crash, bubbling, wooden rhythm, metre, patterns, phrase, accompany, voices, chant, un-pitched percussion, instruments: drum, triangle, claves, shaker, tambourine, jingles, cymbals, maracas, wood blocks, guiros (scrapers), finger cymbals, cymbals, bongos, pitched, chime bars, metallophones or xylophones, glissando (slide), notes EDCAB, GFEDC, graphic score, rehearse, perform, audience	contrast, listen, compose, recognise, respond, combine, sequence, identify, internalise, improve, evaluate, vocal, instrumental, expressive, , duet, song, lyrics, rhyming words, call and response, accompany, mood, musical elements, tempo, steady beats, dynamics, beat, timbre, rhythm, texture, structure, ostinato (repeating rhythm pattern), drone, pitch, pitch shape, steps and leaps, upwards and downwards, high notes, low notes, notation, melody, composition, improvisation, duration, untuned percussion, claves, ocean drum, cymbals, drums, tambours, rainstick, tabla, guiros, sleigh bells, cymbal, wind chimes, tambourines, two-tone wood block, beaters, guiro, djermbe, tambourine, woodblocks, Indian bells untuned, tuned accompaniment, body percussion, rap, orchestra, orchestral music, notes CD EFGADC', conductor,	descant recorder, note, notation, pitch, rhythm, beat, tempo, dynamics, melody, bar, rest, fingering, breath, breath mark, control, treble clef, time signature, ledger line, space, crotchet, quaver, semi breve, dotted semi breve, breve, stave, double bar line, repeat, phrase, notes: BAGE organise, notate, compare, record, appraise, timbre, ostinato, ostinati, pitch, pitch shape, mood, drone, tempo, metre, beat, rhythm, dynamics, expression, ternary (ABA structure), chorus, verse, rondo (ABACA structure), lyrics, chant, melodic, accompaniment, backing track, soundscape, compose, composition, improvise, performance, audience, sequences, layer, untuned percussion, castanets, cowbell, djembe, wood block, bass xylophones maracas, temple blocks, angklungs, electronic keyboards, conductor, tuned percussion, beaters/brushes, ukulele, keyboard, guitar, Boomwhackers, glockenspiel, aerophone, idiophone, chordophone, sitar, violin, steel pans, hand bells phrase, musical conversations, echo, round, structure, call and response, hocket, binary form, off-beat,	strings: violin, viola, cello, double bass, harp woodwinds: flute, piccolo, oboe, english horn, clarinet, bass clarinet, bassoon, contrabassoon, saxophone, brass: trumpet, French horn, trombone, bass trombone, tuba percussion: timpani, snare drum, bass drum, cymbals, triangle, tambourine, xylophone, marimba, glockenspiel, chimes, cymbal, drum kit keyboards: piano, organ perform, record, describe, appraise, evaluate, develop, contrast, listen, musical elements: timbre, rhythm, texture, layers, pitch , dynamics, crescendo, diminuendo, duration , tempo, structure, drone ostinato/ostinato, chant, introduction, coda, accompaniments, bass, composer, lyrics, aerophone, chordophone, membranophone, idiophone, beatbox/ing, break, spiritual, melody, unison, round, vibration, binary, groove, verse, chorus, jazz, syncopation, accompaniment, ternary, improvisation, score, rondo, bhangra, riff, fanfare, crescendo, circular score, pentatonic, gospel music, harmony, graphic notation, graphic score, Minimalism, audience,	strings: violin, viola, cello, double bass, harp woodwinds: flute, piccolo, oboe, english horn, clarinet, bass clarinet, bassoon, contrabassoon, saxophone, brass: trumpet, French horn, trombone, bass trombone, tuba percussion: timpani, snare drum, bass drum, cymbals, triangle, tambourine, xylophone, marimba, glockenspiel, chimes, cymbal, drum kit keyboards: piano, organ structure, verse, chorus, bridge, dynamics, timbre metre, conduct, verse, movement pattern, dynamics, melodic ostinato, dynamics, diminuendo, crescendo, texture, staff notation, melodic ostinato, accenting, texture,, structure, round, metre, lullaby, backing track, staff notation, melody, grid notation, lead vocal, backing vocal, cumulative, beat/pulse, tempo/tempi, Clusters •Symmetrical, vocal technique, •Pitch •Rhythm •Chord •Trill, bassline, opera, minor key, major key, chant, echo sections, Scale •Chromatic •Rhythm •Syncopation, syncopated rhythms, drone, unison, arrangement, vocal exercises, score percussion instruments, eg xylophone, metallophone, guiro,	semba rhythm, internalise, unison, harmony, verse, chorus, lyrics, ostinato, syncopation, dynamics, texture, groove, beat, duration, timbre, pitch, melody, dynamics, notation , score, texture, bridge, chord, major/minor key, scale, structure, unison, musical elements, structure, solo, canon bridge, pulse, rhythm melody, texture, arc, form, structure, meter, stagecraft, ensemble, rhythm, scat singing, harmony, song cycle, phrasing, major/minor key, middle eight, accompany, coda

	move - change how your body is, like dancing or swaying dance - move your body to music performance - showing others what you can do solo - perform on your own group - perform with others			traditional Indian music, rap, Tuned percussion chords – notes DF#A;GBD; AC#E performance, rehearse perform	pitch shape, outro, unaccompanied conductor, backing track, rhythmic ostinato/ostinati, melodic ostinato/ostinato, rap, chord/chordal, rhythm notations, waltz, instrumental link,	tambour, triangle, claves, cymbal, swanee whistle, flexatone, semba	
Expressive Arts and Design (EYFS)	To listen with increased attention to sounds To respond to what they have heard, expressing their thoughts and feelings To remember and sing entire songs. To sing the pitch of a tone sung by another person ("pitch match") To sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs To create their own songs or improvise a song around one they know To play instruments with increasing control to express their feelings and ideas To listen attentively, move to and talk about music, expressing their feelings and responses To watch and talk about dance and performance art, expressing their feelings and responses						

	To sing in a group or on their own, increasingly matching the pitch and following the melody To develop storylines in their pretend play To explore and engage in music making and dance, performing solo or in groups						
Use their voices by singing songs and speaking chants and rhymes		To recognise pitch: make high and low vocal sounds To sing a song with contrasting high and low melodies To control vocal dynamics, duration and timbre To sing a song together as a group To rehearse and perform a rap with sound effects using voices To combine voices and movements to perform a chant and a song To use voices to create descriptive sounds	To develop the use of vocal sounds to express feelings To chant and sing in two parts while playing a steady beat To explore voices to create descriptive musical effects To understand pitch through singing, movement, and note names To prepare and improve performance using movement, voice and percussion	-			
Play tuned and untuned instruments musically		To learn to play percussion with control (e.g. changing dynamics To identify and keep a steady beat using instruments To explore and control dynamics, duration, and timbre with instruments To explore sounds on instruments and find	To listen to and repeat rhythmic patterns on body percussion and instruments To play pitch lines on tuned percussion To perform a steady beat and simple rhythms using movement, percussion, and body percussion To explore and develop an understanding of	-			

		different ways to vary their sound To rehearse and perform a chant/rap with sound effects using instruments To use instruments to create descriptive sounds	pitch using percussion instruments To use instruments expressively in response to visual stimuli				
Listen with concentration and understanding to a range of high-quality live and recorded music		To recognise and respond to changes in tempo in music To identify a sequence of sounds (structure) in a piece of music To respond to music through movement Identify changes in pitch and respond to them with movement To listen in detail to a piece of orchestral music (e.g. identify instruments) To identify metre by recognising its pattern To understand musical structure by listening and responding through movement	To identify ways of producing sounds (e.g. shake, strike, pluck) To match descriptive sounds to images To use simple musical vocabulary to describe music To listen, describe and respond to contemporary orchestral music				
Experiment with, create, select and combine sounds using the inter-related dimensions of music* *Inter-related dimensions of music: pitch, duration, dynamics,		To explore and develop an understanding of pitch using the voice and body movements To explore and control dynamics (volume), duration, and timbre with voices, body percussion, and instruments To improvise descriptive music To relate pitch changes to graphic symbols and	To notate pitch shape and duration using simple line graphics To understand the structure of call and response songs To explore timbre and texture to understand how sounds can be descriptive To understand and perform rising and falling pitch direction	-			

tempo, timbre, texture, structure and appropriate musical notations		perform pitch changes vocally To explore sounds on instruments and find different ways to vary their sound To play fast, slow, loud, and quiet sounds on percussion instruments To create, play and combine simple word rhythms To create a picture in sound	To read and write simple pitch line notation To combine pitch changes with changes in other elements/dimensions To understand and differentiate between beat and rhythm To combine sounds to create a musical effect in response to visual stimuli To understand and play from simple notation				
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression				To sing in two-part harmony To accompany a song with a melodic ostinato on tuned percussion To layer rhythms using untuned percussion instruments To sing in two parts (two different melodies) with movements and percussion	To perform a poem as an ensemble with rhythmic accuracy to a steady beat To learn to sing partner songs To perform verse and chorus structure To chant in three parts To combine four body percussion ostinati as a song accompaniment To play a pentatonic song with leaps in pitch on tuned percussion To combine singing with untuned and tuned percussion in a performance To sing a song with three simple independent parts To play a piece with melody, chords, bass and rhythm parts from	To prepare for a performance by considering narration, performance space, setting up and other logistics To develop techniques of performing rap using texture and rhythm To create and present a performance of song, music and poetry To sing and play scales and chromatic melodies accurately To sing and play percussion in a group piece with changes in tempo and dynamics To perform music together in synchronisation with a short movie To sing a song in unison and three-part harmony Perform a song with a complex structure in four parts	To demonstrate understanding of beat and syncopation through singing and body percussion To demonstrate coordination and rhythm skills by participating in a complex circle game To convey lyrical meaning through expressive singing in a part-song with echoes To develop song cycles for performance, making decisions about texture, staging and dramatisation To learn to sing major and minor note patterns accurately To demonstrate planning, directing, and rehearsal skills through allocated roles, such as technicians and researchers

					graphic, rhythm and staff notations To combine singing, playing and dancing in a performance To play an instrumental accompaniment of rhythms, chords and riffs	To sing with attention to accuracy in rhythm, pitch and dynamics To develop ensemble playing, focusing on steady beat and placing notes accurately together To control short, loud sounds on a variety of instruments	To play a chordal accompaniment to a piece To develop, rehearse and perform a mini-musical, including dialogue, singing, playing and movement To refine vocal performance with consideration of posture, breathing and enunciation To perform complex song rhythms confidently To change vocal tone to reflect mood and style
Improvise and compose music for a range of purposes using the inter-related dimensions of music*				To select descriptive sounds to accompany a poem To choose different timbres to make an accompaniment To make choices about musical structure To develop a song by choosing lyrics and structure	To compose an introduction for a song Improvise in response to visual stimuli, with a focus on timbre To explore household items as instruments and match rhythms with appropriate soundmakers To improvise melodies with a given set of five notes (a pentatonic scale) To compose a rap To understand syncopation and clap improvised off-beat rhythms To compose a fanfare To compose and play sequences of word rhythms	To play and improvise using the whole tone scale To create musical effects using contrasting pitch To use the musical dimensions to create and perform music for a movie To evaluate and refine compositions with reference to the inter-related dimensions of music	To devise, combine and structure rhythms through dance
Listen with attention to detail				To identify the metre in a piece of music	To identify different instrument groups from a recording	To listen to music with focus and analyse	To revise, rehearse, and develop music for performance, with

and recall sounds with increasing aural memory				To explore musical phrases, melodic imitation and rounds	To demonstrate understanding of how sounds are produced by making instruments To compare and contrast the structure of two pieces of music To copy rhythms and a short melody To identify the metre of a new song or piece	using musical vocabulary To hear and understand the features of the whole tone scale To compare and contrast two pieces of 19th century Romantic music To identify changes in tempo and their effects To demonstrate understanding of the effect of music in movies To explore and analyse a song arrangement and its structure To rehearse, improve and analyse an ensemble performance, with attention to balance and staying in time	reference to the inter-related dimensions of music To experience and understand the effect of changing harmony To listen to and understand modulation in a musical bridge
Use and understand staff and other musical notations				To recognise rhythm patterns in staff notation To understand and use pitch notations To read simple rhythm notation To read graphic notation to play a melody on tuned instruments	To compose and notate pentatonic melodies on a graphic score To explore layers and layering using a graphic score To play and sing repeated patterns (ostinati) from staff notation To match short rhythmic phrases with rhythm notation To learn to play a Renaissance dance from notations (graphic, rhythm and staff)	To read a melody in staff notation To develop a structure for a vocal piece and create graphic scores To read grid or staff notation to play a bassline To interpret graphic notation on various sound makers with an understanding of their qualities and capabilities To learn about and use cue scores To create sounds for a movie, following a timesheet	To demonstrate understanding of pitch through singing from simple staff notation To follow and interpret a complex graphic score for four instruments To play tuned instrumental parts confidently from graphic scores with note names

Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians				To learn about ternary form To understand how music can be organised in sequences and layers To learn a traditional Caribbean song To listen to and learn about Hindustani classical music To learn how sounds are produced and how instruments are classified To understand and perform binary form	To explore the descriptive music of two famous composers of the 20th and 21st century To listen to and play along with Bhangra music Perform a piece in rondo form To describe the structure of a piece of orchestral music To use rondo structure to build a performance To learn about and sing an African-American spiritual To develop listening skills by analysing and comparing music from different traditions To learn a traditional West African call and response song	To listen to a 19th century tone poem and describe its effects and use of the musical dimensions To explore extended vocal techniques through listening to and composing 'a capella' (unaccompanied) vocal music based on graphic scores To sing and play an American spiritual To learn about and explore techniques used in movie soundtracks	To learn a 1980s pop song with understanding of its structure To learn to sing and play ostinati from an early 20th-century orchestral work
Develop an understanding of the history of music				To listen to and learn about a medieval antiphon To listen to, learn about, play and dance to Tudor dance music	To listen to and learn about 1940s dance band music Identify key features of minimalist music To listen to and analyse 20th-century ballet music To learn a dance and play music from a 19th-century German opera To listen to and learn about Renaissance instruments To learn a 1960s pop song and popular dance styles of the time	To listen to and learn about modern classical/avant garde music (20th century) To listen to and analyse 19th century impressionist music using musical vocabulary To learn about the music of an early Baroque opera	To learn to sing a 21st-century British choral work To learn to sing and play ostinati from an early 20th-century orchestral work

Ickleford Primary School **Progression Map: Music**

National Curriculum Outcomes:

Key stage 1

1. Use their voices expressively and creatively by singing songs and speaking chants and rhymes
2. Play tuned and untuned instruments musically
3. Listen with concentration and understanding to a range of high-quality live and recorded music
4. Experiment with, create, select and combine sounds using the inter-related dimensions of music.

Key Stage 2

1. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
2. Improvise and compose music for a range of purposes using the inter-related dimensions of music
3. Listen with attention to detail and recall sounds with increasing aural memory
4. Use and understand staff and other musical notations
5. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
6. Develop an understanding of the history of music