


Progression Map



<p><u>Essential Knowledge for a Musician</u></p> <ul style="list-style-type: none"> Knowledge of the inter-related dimensions of music: pitch, duration, dynamics, tempo, timbre, texture, structure and notation. 	<p><u>Essential Skills for a Musician</u></p> <ul style="list-style-type: none"> To be a singer. To be a listener. To be a composer. To be a performer.
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	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<p>Singing</p>	<p>Sing or rap nursery rhymes and simple songs from memory. Understand songs have sections. Sing along with a pre-recorded song and add actions. Sing along with the backing track.</p>	<p>Sing as part of a choir. Have a go at singing a solo. Demonstrate good singing posture. Sing songs from memory. Sing with more pitch accuracy. Understand and follow the leader or conductor. Sing and try to communicate the meaning of the words. Listen for being 'in time' or 'out of time'. Add actions and perhaps movement to a song.</p>	<p>Sing as part of a choir with awareness of size: the larger the choir, the thicker and richer the musical texture. Rehearse and learn songs from memory and/or with notation. Sing in different time signatures: 2/4, 3/4 and 4/4. Demonstrate good singing posture. Demonstrate vowel sounds, blended sounds and consonants. Sing 'on pitch' and 'in time'. Sing expressively, with attention to breathing and phrasing. Sing expressively, with attention to staccato (Italian musical term for 'detached') and legato (Italian musical term for 'smooth') Talk about the different styles of singing used for different styles of song. Talk about how the songs and their styles connect to the world.</p>	<p>Rehearse and learn songs from memory and/or with notation. Sing a broad range of songs as part of a choir, including those that involve syncopated rhythms, with a good sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style. Continue to sing in parts, where appropriate. Sing in 2/4, 3/4, 4/4, 5/4 and 6/8. Demonstrate and maintain good posture and breath control whilst singing. Sing with and without an accompaniment. Sing syncopated melodic patterns. Lead a singing rehearsal. Talk about the different styles of singing used in the various styles of song visited throughout the year. Discuss with one another how connected they are to the music and songs, and how the songs and styles are connected to the world.</p>
<p>Listening</p>	<p>To know twenty nursery rhymes off by heart. To know the stories of some of the nursery rhymes. Learn that music can touch your feelings. Enjoy moving to music by dancing, marching, being animals or Pop stars.</p>	<p>Find and try to keep a steady beat. Invent different actions to move in time with the music. Move, dance and respond with their bodies in any way they can. Describe their thoughts and feelings when hearing the music.</p>	<p>Talk about the words of the song. Think about why the song or piece of music was written. Find and demonstrate the steady beat. Identify 2/4, 3/4, and 4/4 metre. Identify the tempo as fast, slow or steady. Discuss the structures of songs.</p>	<p>Talk about feelings created by the music. Justify a personal opinion with reference to the musical elements. Identify 2/4, 3/4, 4/4, 6/8 and 5/4 metre. Identify the following instruments by ear and through a range of media: bass guitar; electric guitar; percussion; sections of the orchestra such as brass, woodwind and strings; electric</p>

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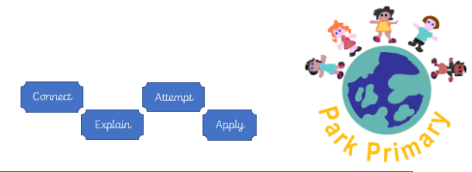


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	<p>Explore high and low using voices and sounds of characters in the songs. Listen to high-pitched and low-pitched sounds on a glockenspiel.</p>	<p>Talk about why they like or don't like the music. Talk about any other music they have heard that is similar. Talk about any instruments they might hear and perhaps identify them. Recognise some band and orchestral instruments. Identify a fast or slow tempo. Mark the beat of a listening piece by tapping or clapping, and recognise tempo as well as changes in tempo. Identify loud and quiet sounds as an introduction to understanding dynamics. Begin to understand where the music fits in the world. Begin to understand different styles of music.</p>	<p>Explain what a main theme is and identify when it is repeated. Identify:</p> <ul style="list-style-type: none"> Call and response A solo vocal/instrumental line and the rest of the ensemble A change in texture - The articulation of certain words Programme music <p>Know and understand what a musical introduction is and its purpose. Recall by ear memorable phrases heard in the music. Identify major and minor tonalities. Recognise the sound and notes of the pentatonic scale by ear and from notation. Describe legato and staccato. Recognise the style of music they are listening to. Recognise the following styles and any important musical features that distinguish each style: 20th and 21st Century Orchestral, Reggae, Soul, R&B, Pop, Folk, Jazz, Disco, Musicals, Classical, Rock, Gospel, Romantic, Choral, Funk and Electronic Dance Music.</p>	<p>organ; congas; piano and synthesisers; and vocal techniques such as scat singing. Identify the sound of a Gospel choir and soloist, a Rock band, a symphony orchestra and A cappella groups. Discuss the structure of the music with reference to the verse, chorus, bridge and instrumental break. Recall by ear memorable phrases heard in the music. Explain the role of a main theme in musical structure. Understand what a musical introduction and outro are and know their purpose. Identify major and minor tonalities and chord triads. Identify the musical style of a song, using some musical vocabulary to discuss its musical elements. Recognise the following styles and any key musical features that distinguish the style: 20th and 21st Century Orchestral, Soul, Pop, Hip Hop, Jazz: Swing, Rock, Disco, Romantic, Zimbabwean Pop, R&B, Folk, Gospel, Salsa, Reggae, Musicals and Film Music.</p>
Composing	<p>Move with the pulse of the music. Know that the words of songs can tell stories and paint pictures. Copy basic rhythm patterns of single words, building to short phrases from the song/s. Invent a pattern using one pitched note, keep the pulse throughout with a single note and begin to create simple 2-note patterns to accompany a song.</p>	<p>G, A G, A, B G, A, B, D G, A, B, D, E Start and end on the note G (pentatonic on G). F, G F, G, A F, G, A, C F, G, A, C, D</p>	<p>D, E D, E, F D, E, F, G D, E, F, G, A Start and end on the note D (D minor). G, A G, A, B G, A, B, D G, A, B, D, E Start and end on the note G (pentatonic on G).</p>	<p>D, E D, E, F D, E, F, G D, E, F, G, A Start and end on the note D (D minor). F, G F, G, A F, G, A, B\flat F, G, A, B\flat, C Start and end on the note F (F major). F, G</p>

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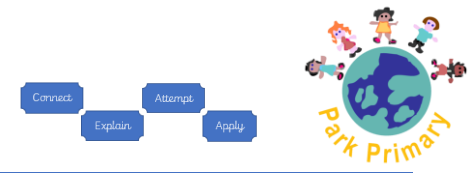


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	<p>Add a 2-note melody to the rhythm of the words. Playing with two pitched notes to invent musical patterns.</p>	<p>Start and end on the note F (pentatonic on F). Explore and create graphic scores:</p> <ul style="list-style-type: none"> • Create musical sound effects and short sequences of sounds in response to music and video stimuli. • Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces. • Create a story, choosing and playing classroom instruments. • Create and perform their own rhythm patterns with stick notation, including crotchets, quavers and minims. • Use music technology, if available, to capture, change and combine sounds. 	<p>Successfully create a melody in keeping with the style of the backing track. This could include:</p> <ul style="list-style-type: none"> • Composing over a simple chord progression • Composing over a simple groove • Composing over a drone. <p>Use music technology, if available, to capture, change and combine sounds Start to use simple structures within compositions, eg introduction, verse and chorus or AB form. Use simple dynamics. Create a tempo instruction. Compose song accompaniments on tuned and un-tuned percussion, using known rhythms and note values. Create a melody using crotchets, minims, quavers and their rests. Use a pentatonic scale. Begin to understand the structure of the composition. Explain its musical shape, identifying melodic intervals (a melody that leaps) and melodic steps (a melody that moves to the next note). Perform their simple composition/s using their own choice of notes.</p>	<p>F, G, A F, G, A, C F, G, A, C, D S Start and end on the note F (pentatonic on F). Plan and compose an eight or 16-beat melodic phrase using a pentatonic scale, eg C, D, E, G, A, and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody. Either of these melodies can be enhanced with rhythmic or simple chordal accompaniment. Create a simple chord progression. Compose a ternary (ABA form) piece. Use available music software/apps to create and record it, discussing how musical contrasts are achieved. Use music technology, if available, to capture, change and combine sounds. Create music in response to music and video stimuli. Start to use and understand structures within compositions, eg introductions, multiple verse and chorus sections, AB form or ABA form (ternary form). Use rhythmic variety. Compose song accompaniments, perhaps using basic chords. Use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet). Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, plus all equivalent rests. Explain its musical shape, identifying melodic intervals (a melody that leaps) and melodic</p>
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				<p>steps (a melody that moves to the next note). Include a home note to give a sense of an ending; coming home.</p> <p>Perform their simple composition/s, using their own choice of notes.</p> <p>Successfully create a melody in keeping with the style of the backing track and describe how their melodies were created.</p> <p>Create their composition/s with an awareness of the basic chords in the backing track.</p>
<p>Musicianship (KS1) Performing (KS2)</p>	<p>Know a performance is sharing music. Perform any of the nursery rhymes by singing and adding actions or dance. Perform any nursery rhymes or songs adding a simple instrumental part. Record the performance to talk about.</p>	<p>Rehearse a song and then perform it to an audience, explaining why the song was chosen.</p> <p>Perform the song from memory. Add actions to the song.</p> <p>Follow the leader or conductor. Continue to play tuned and un-tuned instruments musically within the performance.</p> <p>Continue to use the voice expressively and creatively by singing simple songs.</p> <p>Continue to play together as a group /band /ensemble.</p> <p>Talk about the performance afterwards; saying what they enjoyed and what they think could have been better.</p>	<p>Rehearse and enjoy the opportunity to share what has been learnt in the lessons. Perform, with confidence, a song from memory or using notation.</p> <p>Play and perform melodies following staff notation, using a small range, as a whole class or in small groups.</p> <p>Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance.</p> <p>Explain why the song was chosen, including its composer and the historical and cultural context of the song.</p> <p>Communicate the meaning of the words and articulate them clearly.</p> <p>Reflect on the performance and how well it suited the occasion.</p> <p>Discuss and respond to any feedback; consider how future performances might be different.</p>	<p>Create, rehearse and present a holistic performance for a specific event, for an unfamiliar audience, with a detailed understanding of the musical, cultural and historical contexts.</p> <p>Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.</p> <p>Perform from memory or with notation.</p> <p>Understand the value of choreographing any aspect of a performance.</p> <p>Understand the importance of the performing space and how to use it.</p> <p>Rehearse and lead parts of the performance, individually or as a group.</p> <p>Record the performance and compare it to a previous one.</p> <p>Collect feedback from the audience and reflect on how the audience believed in/supported the performance.</p> <p>Discuss how the performance might change if it were repeated in a larger/smaller performance space.</p>
<p>Vocabulary Elements of Music</p>	<p>Pulse – The regular heartbeat of the music; its steady beat.</p> <p>Rhythm – A combination of notes and rests; long and short sounds/silences or patterns that happen over the pulse.</p> <p>Pitch – High and low sounds/notes.</p> <p>Tempo – The speed of the music; fast, slow or somewhere in between.</p>			

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	<p>Dynamics – How loud or quiet the music is. Timbre – The character or colour of a particular instrument or sound. All instruments, including voices, have a certain sound quality, eg the trumpet has a very different sound quality to the violin. Texture – Layers of sound in music. Layers of sound working together make music very interesting to listen to. Structure and Form – The shape of a piece of music and how it’s put together. Every piece of music has a structure, eg an introduction, verse, chorus and ending. Notation – The link between sound and symbol; how we write music down.</p>
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