

Music Progression Map

On website

Subject Name: **Music**

Vision (taken from National Curriculum)

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.

Our learning aims:

In **Key Stage 1** children will learn 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.

In **Key Stage 2** children will learn 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.

[Link to Progression document](#)

Year Group	Term	Unit	Overarching question/Key objective	Skills	Outcome
R	Autumn	Me!	Getting used to performing together.	<p>Singing: Learning to sing /sing along with nursery rhymes and action songs.</p> <p>Playing: Using classroom instruments to accompany songs.</p> <p>Improvising: Making up rhythms on classroom instruments.</p> <p>Listening: Listening to a variety of nursery rhymes, action songs and songs of different styles. Listening and responding to different styles of music. Listening and watching each other's performances and sharing whether they liked it or not.</p>	Children will be able to sing a variety of songs relating to the theme of 'Me!' and use classroom instruments to accompany.
R	Spring	Everyone	Developing confidence and awareness of others when performing.	<p>Singing: Learning to sing nursery rhymes and action songs, and performing them with growing confidence and awareness of others in the class.</p> <p>Playing: Using classroom instruments with growing confidence and accuracy to accompany songs</p> <p>Composing/improvising: Using a given note, choosing rhythms to play in a piece of music.</p> <p>Listening: Listening to a variety of nursery rhymes, action songs and songs of different styles. Listening and responding to different styles of music. Listening and watching each other's performances and sharing whether they liked it or not.</p>	Children will be able to sing a variety of songs relating to the theme of 'Everyone' and use classroom instruments to accompany.

R	Summer	Big Bear Funk	Beginning to develop composition skills.	<p>Singing: Learning to sing Big Bear Funk confidently.</p> <p>Playing: Playing instruments in an instrumental section in Big Bear Funk.</p> <p>Composing/improvising: Improvisation using voices and instruments. Riff-based composition.</p> <p>Listening: Listening to and appraising Funk music. Sharing and performing the learning that has taken place, and giving feedback.</p>	Children will learn to sing and play instrumental parts in Big Bear Funk.
1	Autumn	Down by the Sea	How do we use sounds to describe the seaside?	<p>Singing: Singing 'By the Seaside' in tune and with control.</p> <p>Playing: Playing instruments/body percussion with control. Keeping the pulse when playing alongside the class.</p> <p>Improvising: Learning to change timbre, tempo, pitch and dynamics.</p> <p>Composing: Choosing sounds and using them expressively to respond to a stimulus (the seaside).</p> <p>Listening: Listening and responding to a seaside field recording. Listening to and responding to each other's ideas.</p>	Children will compose a soundscape to accompany a story about the seaside.
1	Spring	Planes, Trains and Automobiles	How can we use different instruments and sounds to describe transport?	<p>Singing: Singing 'Wheels on The Bus' and Transport song in tune and in time with the class.</p> <p>Playing: Playing instruments with control and accuracy.</p>	Children will compose their own transport song which includes their own lyrics, and instruments chosen to reflect them.

				<p>Improvising: Clapping/playing/speaking rhythm the action chosen in Wheels on the Bus and Transport song.</p> <p>Composing: Composing and performing lyrics for 'Transport song'. Choosing appropriate instruments and sounds to describe different types of transport.</p> <p>Listening: Listening to and responding to each other's ideas and the example version of 'Transport song'</p>	
1	Summer	I Went to the Pavilion	What is improvisation?	<p>Singing: Changing and controlling timbre, tempo, pitch, and dynamics using our voices when singing "I Went To The Pavilion".</p> <p>Playing: Playing and grouping different instruments.</p> <p>Improvising/composing: Exploring and improvising using a simple pentatonic scale (black notes). Exploring and changing sounds.</p> <p>Listening: Listening to and responding to Chinese music ('The Emperor' and 'Tea-Picking Music') and a pentatonic scale. Listening to and responding to each other's ideas and compositions.</p>	Children will have explored improvising and embedded those skills in a performance of 'I Went to The Pavilion'.
2	Autumn	The Great Fire of London	What makes a good song performance?	<p>Singing: Learning and singing 'September 1666' as a class. Children singing their own songs in groups.</p> <p>Playing: Instrumentalists play to accompany the songs (extension activity). Pupils to play untuned percussion to keep the pulse.</p>	Children will perform 'September 1666', and their own version of 'London's Burning'.

				<p>Improvising: Pupils to sing/chant/clap something they know about The Great Fire of London in a warm-up activity.</p> <p>Composing: Composing lyrics and word rhythms their own version of London's Burning.</p> <p>Listening: Listening to and responding to a recording of September 1666. Listening to and responding to each other's work .</p>	
2	Spring	Weather Music	<p>Develop an understanding of how subtle changes to pitch, tempo, dynamics can create different effects.</p>	<p>Singing: Singing 'I Hear Thunder' expressively to reflect a mood. Using voice expressively in compositions.</p> <p>Playing: Playing instruments expressively in response to a stimulus. Changing sounds gradually for a more sophisticated effect.</p> <p>Improvising: Exploring different sounds from instruments/body percussion. Experimenting with gradual changes e.g. getting louder/quieter, higher/lower, faster/slower.</p> <p>Composing: Composing a piece of music to describe the weather, using gradual changes in pitch, tempo, dynamics.</p> <p>Listening: Listening and responding to a variety of pieces of music from different times and cultures. Listening and commenting on each other's performances.</p>	Children will compose a weather soundscape. This will be notated using a graphic score.
2	Summer	Ice World Explorers	<p>What is a graphic score? How can we use music to describe a journey?</p>	<p>Singing: Singing 'Snow Wolf' in time and in tune with the rest of the class.</p> <p>Playing: Playing instruments/body percussion to create sounds for the soundscape.</p>	Children will compose music to describe an explorers journey through the Arctic.

				<p>Improvising: Exploring and gradually changing sounds e.g. pitch, dynamics, tempo, timbre.</p> <p>Composing: Creating a detailed graphic score which shows how sounds will be changed. Using sounds appropriate to a stimulus and being able to explain reasons for choices.</p> <p>Listening: Listening to and discussing 'Snow Wolf' before singing. Watching, listening and discussing an example of a soundscape. Listening to and reflecting on each other's compositions.</p>	
3	Autumn	Stone Age Baby!	What is an ostinato?	<p>Singing: Learning the song 'Stone Age Baby' and 'We Will Rock You' to understand the effect of building up ostinatos.</p> <p>Composing: Using notation to compose our own ostinatos</p> <p>Listening: Listening and watching back ostinato pieces.</p> <p>Playing: Playing and maintaining a rhythmic ostinato on a percussion instrument.</p>	
3	Spring	Ancient Egyptians	What is standard notation?	<p>Singing: Singing Amazing Egyptians and Building a Pyramid in tune and in time with the rest of the class. Following performance directions. Clear diction.</p> <p>Playing: Maintaining a part independently with rhythmic accuracy. Reading standard notation – crotchets, quavers, minims, semibreves and rests.</p>	Children will rehearse and perform 'Amazing Egyptians'.

				<p>Improvising: Playing a rhythm in a circle warm-up activity.</p> <p>Composing: (Extension activity) Composing a rhythm introduction to Amazing Egyptians.</p> <p>Listening: Listening and responding to a performance track of Amazing Egyptians. Listening to (and reading) the rhythms of the instrument parts. Listening to and reviewing recordings of the class performing.</p>	
3	Summer	Carnival of the Animals	What is programme music?	<p>Singing: Singing as part of compositions if pupils choose to use their voices.</p> <p>Playing: Playing instruments/body percussion during composing activity.</p> <p>Improvising: Exploring sounds before composing activity.</p> <p>Composing: Choosing and organising sounds in order to create a piece of programme music to describe an animal. Being able to justify reasons for choices made in composing process.</p> <p>Listening: Listening to and responding to 'Carnival of the Animals'. Listening to and reviewing each other's work. Accepting feedback and suggestions from others.</p>	Children will compose a piece of programme music to describe an animal.
4	Autumn	I Went to the Rainforest	What makes a good song?	<p>Singing: Children will rehearse and sing their song they have written. They will ensure they sing confidently, accurately and with an awareness of the audience.</p>	Children will compose a Rainforest soundscape, and will also compose a Rainforest-themed song.

				<p>Composing: Exploring song structure and lyric writing in order to write their Rainforest song. Exploring the effects of layering up sounds when composing a Rainforest Soundscape.</p> <p>Listening: Listening to a variety of songs and compositions, and each other's song verses. Listening back to own an others work and giving feedback.</p> <p>Playing: Playing instruments in the soundscape, and in the song.</p>	
4	Spring	Groovy Greeks	What is improvisation?	<p>Singing: Learning and performing the song 'Greek Myth Rock' – with confidence and accuracy and memorised lyrics.</p> <p>Composing: Improvising during the instrumental part of the song.</p> <p>Listening: Listening to each other's improvisations and also to a variety of improvised music.</p> <p>Playing: Playing an instrumental accompaniment part on pitched percussion, keyboards and own instruments during the instrumental part of the song</p>	Children will develop improvisation skills, and also will continue to develop their singing skills through learning Greek Myth Rock.
4	Summer	We Are Composers Pupils will use Garageband to explore structure and compose a piece of music	How can we use Garageband to compose a piece of music?	<p>Singing: Pupils may choose to sing as part of their composition.</p> <p>Playing: Using Garageband to play in music with awareness of pulse, rhythm and shape of melody.</p> <p>Composing: Using Garageband to explore structure and create a unique piece of music</p>	Children will compose a piece of music using Garageband.

				<p>Listening: Listening to their own and others work. Reviewing each other's work. Listening to songs to analyse their structure.</p>	
5	Autumn	Dance Hall Songs	<p>What is a dance hall song?</p>	<p>Singing: Sing in time with others with confidence, expression and with an awareness of others.</p> <p>Playing: Following the shape of a melody when playing/singing parts in a piece of music. Maintain pulse to keep in time.</p> <p>Improvising: Exploring lyric writing, structure melodies and accompaniments.</p> <p>Composing: Composing part of a Pop Goes the Weasel, with an awareness of melody, accompaniment and structure. Music can be notated through standard notation or other preferred way.</p> <p>Listening: Listening to and evaluating music from the Victorian Dancehall and sharing opinions with others. Listening to and sharing feedback on their own/others performances.</p>	<p>Children will compose, rehearse and perform their own arrangement of Pop! Goes The Weasel.</p>
5	Spring	Viking Sagas	<p>What is a fanfare?</p> <p>Develop an awareness of how songs can tell a story, and how the feelings within the story can be conveyed.</p>	<p>Singing: Singing a variety of Viking Saga songs with confidence, expression and awareness of the audience.</p> <p>Playing: Playing instruments as part of a composition and ensuring that the music is followed accurately.</p> <p>Composing: Composing Thor 'Fanfares'.</p> <p>Listening: Listening analytically to the Viking Saga songs, and music using 'Viking instruments' – Listening to how songs can tell a story Listening to each other's compositions and sharing feedback.</p>	<p>Children will rehearse and perform a range of Viking Saga songs. They will have also composed and performed Thor Fanfares.</p>

	Summer	Soundmakers (10 Week Cello Course Delivered by Brighton & Hove Music & Arts)	Develop basic cello skills.	<p>Singing: Learning and singing a two-part song. Singing with cello accompaniment.</p> <p>Playing: Learning to play a variety of pieces on the cello with an awareness of pulse, rhythm, and shape of melody.</p> <p>Improvising: Improvising in a 'Blues'-themed piece.</p> <p>Listening: Listening to each other's performances, and to the cello accompaniments that they are playing along to.</p>	Children will perform a number of pieces on the cello in a Soundmakers Concert
5	Summer (final 4 weeks)	River Journey	How can music be used to tell a story?	<p>Singing: Singing Hydrologic Cycle Rag with confidence, expression and awareness of the audience.</p> <p>Playing: Using garageband to play in music. Playing instruments as part of a composition ensuring that the music is followed accurately.</p> <p>Composing: Composing with an awareness of how the dimensions of music can be combined to describe a river journey using instruments and ICT.</p> <p>Listening: Listening analytically to 'Ma Vlast' and recognising how the dimensions of music can be combined to describe the different sections of the river journey. Listening to each other's compositions and sharing feedback.</p>	Children will rehearse and perform Hydrologic Cycle Rag. They will also compose a piece of 'programme music' describing a River Journey.
6	Autumn	Global Traveller Raps	What are the features of Rap?	Singing: Performing rap lyrics with fluidity and rhythmic accuracy (pupils may choose to compose a sung 'chorus')	Children will compose and perform their own raps based on the topic of Global Traveller.

				<p>Playing: Playing beats (and bassline parts as an extension) into Garageband to create a rap backing track, with an awareness of pulse and rhythm.</p> <p>Improvising: Experimenting with lyrics and fitting them into a line to ensure fluidity.</p> <p>Composing: Composing a rap and rap backing with a theme of Global Traveller. Ensuring that lyrics fit smoothly into each line.</p> <p>Listening: Listening to a variety of rap and hip-hop examples in order to discuss their features and origins. Listening to a reviewing own and each other's work.</p>	
6	Spring	Djembe Drumming	What are the features of Djembe Drumming?	<p>Singing: Singing in a call and response activity. (Extension: Adding vocals to drumming piece)</p> <p>Playing: Playing drum rhythms with accuracy. Keeping to a pulse and given tempo. Understanding and responding to signals to signify the structure of the piece.</p> <p>Improvising: Improvising drum rhythms and fills.</p> <p>Composing: Composing rhythmically accurate and clear rhythms which can combined and put into a structure to create an original piece.</p> <p>Listening: Listening to and responding to a variety of pieces of drumming music from different times and cultures. Listening and responding to own and other's work.</p>	Children will rehearse and perform a variety of African drumming pieces. Children will also compose their own drum rhythms to contribute towards an original composition.
6	Summer	Celebrating Music	Composing meaningful lyrics to reflect it's given	<p>Singing: Singing with clarity and accuracy with the rest of the class and independently.</p>	Children will compose, rehearse and perform their

			<p>intentions (leavers song – celebration of school journey)</p>	<p>Playing: Playing instrument parts of a song/songs with accuracy and following notation (standard or other).</p> <p>Improvising: Experimenting with lyrics, chords and rhythms.</p> <p>Composing: Composing a Year 6 leaving song. Adhering to a song structure. Composing a riff.</p> <p>Listening: Listening to a variety of songs to discuss what makes a good song. Listening to and responding to own and each other's work.</p>	<p>own Leavers Song in their Leavers Assembly.</p> <p>Children will also revisit their favourite songs and perform them in their Leavers Assembly.</p>
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