

Music Progression Map



	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
SINGING	<p>Know the words and tune to simple nursery rhymes and be able to sing them from memory</p> <p>Know to increase or decrease their pitch and tempo to match the melody of a group when singing</p>	<p>Know the words and tune to simple chants and rhymes from memory</p> <p>Know to respond to visual directions with counting in</p> <p>Know to control their tempo to sing collectively as a group</p>	<p>Know the words and tune to simple songs from memory</p> <p>Know to control their vocal pitch in order to sing collectively as a group and to match the pitch accurately during call and response songs</p> <p>Know the meaning of the words <i>crescendo</i>, <i>decrescendo</i>, and <i>pause</i> in regards to singing</p>	<p>Know that singing in unison means everyone singing together at the same time</p> <p>Know the words to simple songs to be sung in unison</p> <p>Know the range of pitch from do-so</p> <p>Know that singing can be loud and soft</p>	<p>Know the range of an octave (do-do)</p> <p>Know to pitch their voice accurately when following crescendo or decrescendo directions</p> <p>Know to count in beats to match the tempo when singing in rounds and partner songs with different time signatures</p> <p>Know to sing with small and large leaps when singing repertoire</p> <p>Know that the pitch changes when singing in harmony with the melody</p>	<p>Know a variety of songs from memory and know the ensemble and performance requirements for these songs</p> <p>Know that rounds can be sung in three-parts</p>	<p>Know a range of songs, including those that involve syncopated rhythms</p> <p>Know songs that are performed as a part of a choir from memory</p> <p>Know what their position in a choir would be based on their pitch</p> <p>Know songs that include 3- and 4-part rounds from memory</p>

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PLAYING INSTRUMENTS	<p>Know how instruments are played</p> <p>Know to tap in rhythm to create a steady beat</p> <p>Know to use different instruments to create different sounds</p>	<p>Know that clapping and tapping is called body percussion</p> <p>Know that instruments have to be tuned to perform the right notes</p> <p>Know that different instruments have to be played in different ways depending on which instrument family they belong to</p>	<p>Know that tapping or banging with inanimate objects can create <i>classroom percussion</i> to imitate instruments</p> <p>Know the names of the note letters and how to play simple tunes on an instrument</p> <p>Know the names of the instrument families and know some of the names of instruments from each family</p> <p>Know to follow the lead of the teacher to perform copycat rhythms accurately</p>	<p>Know that short rhythm patterns must be performed in time to a steady beat</p> <p>Know that tuned and untuned percussion instruments can be used in response pieces</p> <p>Know that instruments can be used to accompany vocal songs and chants they already know</p> <p>Know the ukulele chords of C, A minor, C7 and F</p> <p>Name the different parts of the uke.</p> <p>Be able to play and sing a simple song at the same time</p>	<p>Know that instruments have varied levels of pitches</p> <p>Know the limited range of pitches on the instrument they are now learning</p> <p>Know the difference between normal chords, and minor/major chords</p> <p>Know the ukulele chords of C, A minor, C7, F, G7</p> <p>Begin to distinguish between different types of strumming</p> <p>Knowing songs that involve different chords and also songs that involve stopping and starting strumming with different patterns.</p> <p>Knowing how to pick the uke instead of strumming it</p>	<p>Know that a variety of tuned percussion and melodic instruments can accompany bass drone</p> <p>Know that a range of dynamics can be used, including fortissimo, pianissimo, mezzo forte, and mezzo piano when playing instruments</p> <p>Know simple melodies on tuned percussion instruments or keyboard</p> <p>Know how triads are formed and how to play them</p> <p>Know to match the pitch and tune of a phrase when copying longer phrases</p> <p>Know the uke chords of C, Am, C7, G7, G6, D, A7</p> <p>Be able to play with an up strum as well as a down strum.</p> <p>To be able to learn songs with many verses and involving more complicated strumming patterns.</p> <p>To learn songs with less repetition and more complicated chord progressions</p>	<p>Know to use block chords or a bass line to accompany a melody</p> <p>Know how to play multiple melodies on the instrument they are learning</p> <p>Know that instruments can be recorded using tablets or an online keyboard</p> <p>Know additional chords of E7, B flat 6, C sharp minor diminished.</p> <p>Learn individual pieces that other year 6 children have composed themselves and to talk about whether they have written suitably for the instrument</p>
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IMPROVISING/ EXPLORING	<p>Know that instruments can be used to add sound effects to stories</p> <p>Know that different types of music/sounds can be linked to their feelings</p> <p>Know that music can have visual representations</p>	<p>Know that symbols can be interpreted differently to create different tunes. Eg. Four dots could mean four taps on the drum, or a four beat pause.</p> <p>Know that use of percussion sounds can be used to enhance story telling and build atmosphere</p>	<p>Know that singing the same tune in high voices or low voices will change the sound and feel of the song</p> <p>Know that beats and rhythms can be combined into longer rhythms</p> <p>Know that changes in short melodic phrases can be indicated with actions (stand up/sit down, hands low/hands high, etc.)</p>	<p>Know that improvisation and exploring links to composure</p> <p>Know that trial and error in composure will improve musical pieces</p> <p>Know that echo or question and answer phrases can be used to create pieces with a beginning, middle and end</p>	<p>Know to improvise on pitch when full-range of pitch is limited by an instrument</p> <p>Know that melodic phrases often use the pentatonic scale (C, D, E, G, A) and how to use these in improvisation</p>	<p>Know that drone can be improvised freely over to develop sense of shape and character</p>	<p>Know that musical composition can be altered by changing the meaning of representative abstract symbols to keep the rhythm but change the pitch</p>
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COMPOSING	<p>Know to increase or decrease the speed in which they play an instrument/tap out a beat to increase or decrease the tempo</p> <p>Know that all music can be controlled by the composer and performer</p>	<p>Know that vocal chants can have improvisational elements by changing the answer in question-and-answer phrases</p> <p>Know the difference between a rhythm pattern and a pitch pattern</p> <p>Know that musical sound effects can be created in response to a prompt or stimuli – eg. Rain storm, or train journey</p>	<p>Know that vocal chants can have improvisational elements by changing question and answer phrases</p> <p>Know that the choice of instrument in composure will change the tone and mood of the music</p> <p>Know that composed music can be recorded using graphic symbols, dot notation, and stick notation</p> <p>Know that crotchets, quavers and crotchets rests can be used to record composition</p>	<p>Know that music technology can be used to capture and combine sounds</p> <p>Know that three notes (do, re, and mi) can be used to create rising and falling phrases</p> <p>Know that the stave, lines and spaces, and clef can be used with dot notation to show higher or lower pitch</p> <p>Know the difference between crotchets and paired quavers</p> <p>Know that syllables in chants can be linked to one musical note</p>	<p>Know that music technology can be used to imitate instruments and to compose beats and rhythms</p> <p>Know that simple images and symbols can be used to represent created sounds</p> <p>Know to use legato and staccato to change how smooth or detached musical features are</p> <p>Know that short, pentatonic phrases can be made using a limited range of 5 pitches</p> <p>Know that minim, crotchet, crotchet rest and paired quavers can be used to create a sequence of 2, 3, or 4 beat phrases when arranged into bars</p>	<p>Know that a range of dynamics can be used, including fortissimo, pianissimo, mezzo forte, and mezzo piano to compose a satisfying melodic shape</p> <p>Know that C major and A minor can be used to compose melodies from pairs of phrases</p> <p>Know that different tempo and pitch can be used to evoke a specific atmosphere, mood, or environment prompt</p> <p>Know the difference between semibreves, minims, crotchets, crotchet rests, paired quavers, and semiquavers</p> <p>Know the difference between 2/4, 3/4, and 4/4 time signatures</p>	<p>Know that sections within musical composure should include both repetition and contrast</p> <p>Know to use chord changes as part of an improvised sequence</p> <p>Know to extend melodies beyond 8 beats over a fixed groove, to create satisfying melodic shape</p> <p>Know that the pentatonic scale uses C, D, E, G and A</p> <p>Know that G major and E minor can be used to compose melodies from pairs of phrases</p> <p>Know that melodies can be enhanced with rhythmic or chordal accompaniment</p> <p>Make up their own composition for ukulele using their own lyrics, in groups.</p> <p>Use their ukulele's to support the songs that they compose and to use different strumming patterns within it.</p> <p>Make a presentation of their newly composed work and to perform it to their peers</p>

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LISTENING / APPRAISING	<p>Know that different styles of music make them feel different emotions and know how to represent these feelings in drawings</p> <p>Know that dance and movement accompanies the tempo and pitch of the music</p> <p>Know that people have different opinions about music and instruments</p> <p>Know their favourite instrument sound</p>	<p>Know that there are a range of genres and know the names of some of these genres</p> <p>Know that music tells a story with words</p> <p>Know that music can tell a story without words through use of tempo, pitch, and variety of instrument type</p>	<p>Know that there are a range of genres and know the names of some of these genres and examples of music from some genres</p> <p>Know the origins and traditions behind different genres of music</p>	<p>Know the history behind different genres of music</p> <p>Know that an increase/decrease in speed or a raise/drop in pitch signifies a change in the mood of a song</p> <p><i>Know the importance of truly listening to music in regard to copying a given example</i></p>	<p>Know the social background behind different genres of music</p> <p>Know that different instruments are used in different music genres and be able to identify them by sound</p> <p><i>Knowing how to listen to the playing of a group and whether or not they are together on the beat</i></p> <p><i>Listening to themselves in regard to starting and ending their pieces together</i></p>	<p>Know that modern music is often influenced by other genres and styles</p> <p>Know the difference between a verse and a chorus</p> <p><i>Acquiring the ability to just sit and listen to music and absorb all it's different elements</i></p>	<p>Know the difference between a verse, chorus and bridge in a song</p> <p>Know a range of genres and the names of artists and songs that fit into each genre</p> <p>Know the rhythm/timing of 3- or 4-part rounds without being placed with their split parts</p> <p><i>Knowing about the different styles of music and how they affect the sound of a piece and then applying this to their own performances of their repertoire</i></p>
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