

Highbank Primary and Nursery School **Progression Map** **Music**



Music at Highbank feeds directly into our school values of ambition and tenacity. Though teaching and developing the same core skills each year, exposing the children to a wide range of culturally diverse genres and giving them opportunities to rehearse and perform using instruments and vocals, we are expanding their musical horizons and giving them the skills they will need to be confident musicians. We plan carefully for progression from the EYFS through to Year 6 using the national curriculum and offer exciting and engaging lessons alongside enrichment opportunities.

To support the teaching of Music we access the 'Charanga' scheme. We use this for the basis of our knowledge and skills progression, but it is supplemented with links to our curriculum. We also work closely with outside providers such as the Nottingham Music Service and DPD drumming to deliver instrument specific music tuition. Each term there are opportunities for children to take part in performances and we have singing assemblies each week for rehearsal time. Where possible, we take opportunities to take our performances 'on tour' – engaging the community through performing in local churches, care homes and town centers.

Our aim is for children to-

- Develop confidence, skills and knowledge
- Have the opportunity to pursue musical ambitions
- Perform in front of others by both singing and playing instruments either alone or as part of an ensemble.
- Access music in different mediums and for different purposes (integrating technology)
- Have access to enrichment opportunities
- Leave us understanding the range of opportunities that Music can bring and having the skills to make those opportunities possible.

MUSIC CURRICULUM MAP

	Autumn		Spring		Summer	
Foundation	Me!	My Stories	Everyone	Our World	Big Bear Funk	Reflect, Rewind and Replay
Year 1	Me!	Introducing Beat	Everyone!	Adding Rhythm and Pitch	Big Bear Funk	Introducing tempo and dynamics
Year 2	Exploring simple patterns	Focus on dynamics and tempo	Exploring music through feelings	Inventing a musical story	Music that makes you dance	Exploring improvisation
Year 3	Developing notation skills	Enjoying improvisation	Composing using your imagination	Sharing musical experiences	Learning more about musical styles	Recognising different sounds
Year 4	Interesting time signatures	Combining elements to make music	Developing pulse and groove through music	Creating simple melodies together	Connecting notes and feelings	Purpose, identity and expression in music
Year 5	Getting started with music tech	Emotions and musical styles	Exploring key and time signatures	Introducing chords	Words, meaning and expression	Identifying important musical elements
Year 6	Developing melodic phrases	Understanding structure and form	Gaining confidence through performance	Exploring notation further	Using chords and structure	Respecting each other through composition

Links to learning in EYFS

In the EYFS, the development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children are given regular opportunities to explore and play with a wide variety of musical instruments, media and materials, to see, hear and participate in music making and performing.

Children are encouraged to listen with increasing attention to songs, remember and sing songs, as well as create and perform their own. Children are given regular opportunities to play instruments to express their feelings and ideas. The learning links closely to the specific area of Expressive Arts and Design, although songs and rhymes are used to teach other areas of learning within the setting throughout the EYFS.

	F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge	<p>To know that we can move to the pulse of the music. Identify when a pulse is faster or slower.</p> <p>Explore high and low sounds</p> <p>To sing nursery rhymes and simple songs from memory.</p> <p>To know that a performance is sharing music</p> <p>Hear, listen and respond to the pulse in music.</p> <p>Use the starting note to explore melodic patterns using one or two notes.</p> <p>To know that songs have sections and that the words can tell stories and paint pictures.</p>	<p>Hear, listen and respond to the pulse in music.</p> <p>To know and recognise the sound and names of some of the instruments they use.</p> <p>Investigate pitch by using chime bars, copying high and low notes.</p> <p>Know how sounds are made and changed.</p> <p>Listen for different types of sounds.</p> <p>To know that composing is like writing a story with music.</p>	<p>Develop awareness of pitch by identifying higher and lower notes. Know some songs have a chorus or a response/answer part; songs have a musical style and that unison is everyone singing at the same time.</p> <p>Know music can be played or listened to for a variety of purposes (in history/ different cultures)</p> <p>Rhythms are different from the steady pulse.</p> <p>Recognise changes in timbre (sound quality-smooth, crisp, scratchy, rattling, tinkling etc.), dynamics (loud and quiet), tempo (fast and slow) and pitch (high and low).</p> <p>To know that we can create rhythms from words, our names, favourite food, colours and animals.</p> <p>Begin to recognise musical notation and follow a simple arrangement</p>	<p>To know the names of common instruments they can hear in music.</p> <p>Know the difference between pulse and rhythm.</p> <p>To know and be able to talk about the Djembe.</p> <p>To recognise the style of a piece of music</p> <p>Different ways of recording compositions (letter names, symbols, audio etc.)</p> <p>Know number of beats in a minim, crotchet, quaver and semibreve and recognise symbols (duration).</p>	<p>Know how pulse stays the same but rhythm changes in a piece of music.</p> <p>Use more musical dimensions vocabulary to describe music-duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony.</p> <p>Perform with an awareness of tempo and dynamic. Evaluate their own singing and make improvements.</p> <p>Listen to a second part and know that ostinato is a repeating pattern in singing.</p> <p>Identify orchestral family timbres.</p> <p>Read notes and know how many beats they represent (minim, crotchet, semibreve, quaver, dotted crotchet, rests).</p> <p>Know that sense of occasion affects performance. Describe different purposes of music in history/ other cultures.</p>	<p>Know how pulse, rhythm and pitch fit together.</p> <p>Use a range of words to describe music (eg. duration, timbre, pitch, dynamics, tempo, texture, structure, beat, rhythm, metre, silence, riff, ostinato, melody, harmony, chord, flat, sharp, dotted rhythm, staccato, legato, crescendo, diminuendo).</p> <p>Read/ work out the musical stave</p> <p>Describe different purposes of music in history.</p> <p>A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</p>	<p>Know how the other dimensions of music are sprinkled through songs and pieces of music.</p> <p>Use knowledge of how lyrics reflect cultural context and have social meaning to enhance own compositions.</p> <p>Use knowledge of musical dimensions to know how to best combine them.</p> <p>Use musical vocabulary confidently to describe music.</p> <p>Musical Leadership: creating musical ideas for the group to copy or respond to</p> <p>To know and be able to talk about the different ways of writing music down – e.g. staff notation, symbols and the notes C, D, E, F, G, A, B + C on the treble stave</p>
Skills	<p>Use a range of percussion instruments to accompany well known rhymes with a steady pulse.</p> <p>Select their own instrument</p> <p>Copy rhythms</p> <p>Suggest new actions/sounds for a well-known song or rhyme.</p> <p>Perform a nursery rhyme by adding a simple instrumental part.</p> <p>Copy-clap 3 or 4 word phrases from a song.</p> <p>Keep the beat of the song with a pitched note.</p> <p>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 the song.</p> <p>Respond to music they have created by listening to recordings.</p>	<p>Create patterns with their own voices (high, low to investigate pitch, quiet, loud for dynamics, long short for duration).</p> <p>Play a tuned instrumental part with the song they perform.</p> <p>Perform with an awareness of others. Take part in a group singing performance.</p> <p>Create patterns with their own voices (high, low to investigate pitch, quiet, loud for dynamics, long short for duration).</p> <p>Identify texture— one sound or several sounds?</p> <p>Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.).</p> <p>Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm.</p>	<p>Listen carefully and recall short rhythmic and melodic patterns.</p> <p>Sing songs in ensemble following the tune (melody) well.</p> <p>Perform songs to an audience.</p> <p>Learn to start and stop singing when following a leader.</p> <p>Create short musical patterns.</p> <p>Start to compose with two or three notes.</p> <p>Create sequences of long and short sounds-rhythmic patterns (duration).</p> <p>Carefully choose sounds to achieve an effect (including use of ICT).</p> <p>Order sounds to create an effect (structure-beginnings/endings).</p>	<p>Improvise within a group using 1 or 2 notes.</p> <p>Internalise the pulse in music.</p> <p>Describe different purposes of music in history/ other cultures.</p> <p>Sing simple songs with others or individually, remembering the melody and keeping in time.</p> <p>Perform in tune and with expression. Play notes on instruments clearly and including steps/ leaps in pitch.</p> <p>Start to use musical dimensions vocabulary to describe music.</p> <p>Identify where music works well/needs improving.</p> <p>Compose and perform melodies using two or three notes.</p> <p>Use sound to create abstract effects (including using ICT).</p> <p>Create/ improvise repeated patterns (ostinati) with a range of instruments.</p> <p>Effectively choose, order, combine and control sounds (texture/ structure).</p> <p>Play with a sound-thensymbol approach.</p> <p>Use silence for effect and know symbol for a rest (duration).</p>	<p>Sing a range of songs in tune with expression, as part of a group or individually.</p> <p>Compose and perform melodies using three or four notes.</p> <p>To rehearse and perform their part within the context of the Unit song</p> <p>Make creative use of the way sounds can be changed, organised and controlled</p> <p>Create (dotted) rhythmic patterns with awareness of timbre and duration.</p> <p>Listen to several layers of sound (texture) and talk about the effect on mood and feelings.</p> <p>Perform with control and awareness of what others are playing.</p> <p>Improvise (including call and response) within a group using 3 or 4 notes.</p>	<p>To compare and contrast songs in the same style using musical terminology.</p> <p>Sing a separate part in a group performance, keeping in time with the group, e.g. sing or play a part in a round.</p> <p>Perform with an awareness of tempo, dynamic and musical style.</p> <p>Evaluate different types of singing (gospel choir, rock band, solo voices) and give their preferences.</p> <p>Compose and perform melodies using four or five notes.</p> <p>Record own compositions.</p> <p>Create own songs (raps- structure).</p> <p>Perform songs in a way that reflects the meaning of the words, the venue and sense of occasion so that the audience appreciates it.</p> <p>Create music with an understanding of how lyrics, melody, rhythms and accompaniments work together effectively (pitch/texture/ structure).</p> <p>Use a variety of different musical devices including melody, rhythms and chords.</p> <p>Identify where to place emphasis and accents in a song to create effects (duration).</p>	<p>Sing an individual role in a group performance, from memory or by reading notation, singing solos, accompaniments or directing the group.</p> <p>Perform own part in a round or other split part.</p> <p>Maintain a harmony in a song.</p> <p>Evaluate different types of singing from different cultures and heritages</p> <p>Describe different purposes of music in history/ other cultures.</p> <p>Maintain own part in a round/ sing a harmony/ play accurately with awareness of what others are playing.</p> <p>Play more complex instrumental parts.</p> <p>Improvise using 5 notes of the pentatonic scale.</p> <p>Compose and perform melodies using five or more notes.</p> <p>Show confidence, thoughtfulness and imagination in selecting sounds and structures to convey an idea.</p> <p>Create music reflecting given intentions and record using standard notation.</p> <p>Use ICT to organise musical ideas</p> <p>Use increased aural memory to recall sounds accurately.</p>

