


## MUSIC – SKILLS, KNOWLEDGE AND VOCABULARY PROGRESS MAP

	<u>FS1</u>	<u>FS2</u>	<u>YEAR 1</u>	<u>YEAR 2</u>	<u>YEAR 3</u>	<u>YEAR 4</u>	<u>YEAR 5</u>	<u>YEAR 6</u>
<b><u>Context of study</u></b>	Owl Babies, Christmas story, Pirates, When I grow up, Elmer, Cleversticks, How to catch a star/peace at last, You can't take an elephant on a bus, Important people, Farmer Duck, Shark in the park		Instrument: Recorder Carnival of the Animals The Greatest Showman Seasonal Performance		Instrument: Ukulele/ Boomwhackers History of Popular Music (Motown, Jazz, Blues, Big Band) Seasonal Performance		Instrument: Ukulele/ Boomwhackers Peter and the Wolf Classical Composers Soundtracks Seasonal performance	
<b><u>National Curriculum</u></b>	<p><b>DM</b> Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. (PD)</p> <p>Listen with increased attention to sounds. (EAD)</p> <p>Respond to what they have heard, expressing their thoughts and feelings. (EAD)</p> <p>Remember and sing entire songs. (EAD)</p> <p>Sing the pitch of a tone sung by another</p>	<p><b>ELG</b> Listen attentively, move to and talk about music, expressing their feelings and responses. (EAD)</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses. (EAD)</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody. (EAD)</p> <p>Explore and engage in music making and dance,</p>	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the interrelated dimensions of music</p>		<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments.</p> <p>Improvise and compose music for a range of purposes</p> <p>Listen with attention to detail and recall sounds</p> <p>Use and understand staff and other musical notations</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music</p>		<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music</p>	

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	<p>person ('pitch match'). (EAD)</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. (EAD)</p> <p>Create their own songs or improvise a song around one they know. (EAD)</p> <p>Play instruments with increasing control to express their feelings and ideas. (EAD)</p>	<p>performing solo or in groups. (EAD)</p> <p>Sing a range of well-known nursery rhymes and songs. (EAD)</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. (EAD)</p>						
<b><u>Significant/ Diverse Individuals</u></b>	Pharrell Williams Babatunde Olatunji (African Drumming)	Elvis Presley Whitney Houston The Beatles Gustav Holst Camille Saint-Saëns Wolfgang Mozart Sérgio Mendes/Carlinhos Brown (Samba)	Stevie Wonder Glenn Miller Louis Armstrong Ma Rainey A.R. Rahman Anna Clyne Bhujangy Group (Bhangra)	Clara Schumann Sergei Prokofiev Ella Fitzgerald Nina Simone Hans Zimmer George Frideric Handel Ludwig Van Beethoven Ladysmith Black Mambazo (Choral)				
<b><u>Singing</u></b>	I can join in singing favourite songs.	I can sing a few familiar songs.	Sing simple songs, chants and rhymes from memory.	Sing songs regularly with a pitch range of do-so with	<i>Sing a widening range of unison songs of varying styles and</i>	<i>Continue to sing a broad range of unison songs with the range of an</i>	Sing a broad range of songs, beginning to show understanding of	Sing a broad range of songs, including those that involve

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	<p>I can sing to myself and make up simple songs.</p>		<p>Sing collectively and at the same pitch, responding to simple visual directions (e.g. stop, start, loud, quiet) and counting in.</p> <p>Begin with simple songs with a very small range, mi-so, and then slightly wider. Include pentatonic songs.</p> <p>Sing a wide range of call and response songs to control vocal pitch and to match the pitch they hear with accuracy.</p>	<p>increasing vocal control.</p> <p>Sing songs with a small pitch range, pitching accurately.</p> <p>Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to the leader's directions and visual symbols</p>	<p><i>structures with a pitch range of do–so, tunefully and with expression.</i></p> <p><i>Perform forte and piano, loud and soft.</i></p> <p><i>Sing simple rounds and partner songs.</i></p> <p><i>Perform actions in time to a range of action songs.</i></p> <p><i>Sing with expression, by connecting with the meaning of a song and showing some control over dynamics.</i></p> <p>Perform as a choir in class and school assemblies</p>	<p><i>octave (do–do) pitching the voice accurately.</i></p> <p><i>Follow directions for getting louder (crescendo) and quieter (decrescendo).</i></p> <p><i>Sing rounds and partner songs in different time signatures (2, 3 and 4 time) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony</i></p> <p><i>Perform actions confidently and in time to a range of action songs.</i></p> <p>Sing with expression, by connecting with the meaning of a song and showing conscious control over dynamics.</p> <p>Perform a range of songs in class and school assemblies.</p>	<p>syncopated rhythms, from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and appropriate style.</p> <p>Sing three-part rounds, partner songs, and songs with a verse and a chorus.</p> <p>Perform a range of songs in school assemblies and in school performance opportunities.</p>	<p>syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style.</p> <p>Continue to sing three- and four-part rounds or partner songs, and experiment with positioning singers randomly within the group – i.e. no longer in discrete parts – in order to develop greater listening skills, balance between parts and vocal independence.</p> <p>Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.</p>
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<p><b><u>Listening and Appraising</u></b></p>	<p>I can respond to what I have heard, expressing my thoughts and feelings.</p>	<p>I can imitate movement in response to music.</p>	<p><i>Respond to different moods in music.</i></p> <p><i>Say how a piece of music makes them feel.</i></p> <p><i>Say whether they like or dislike a piece of music.</i></p> <p><i>Recognise repeated Patterns.</i></p> <p><i>Listen out for particular things when listening to music.</i></p>	<p><i>Respond to different moods in music in a variety of ways.</i></p> <p><i>Explain how a piece of music makes them feel.</i></p> <p><i>Explain whether they like or dislike a piece of music, giving reasons for their preferences.</i></p> <p><i>Identify two types of sound happening at the same time.</i></p>	<p><i>Use some musical words (the elements of music) to describe a piece of music and compositions.</i></p> <p><i>Use musical words to describe what they like and dislike.</i></p> <p><i>Recognise the work of at least one famous composer.</i></p> <p><i>Know that music has different purposes.</i></p>	<p><i>Use a wide range of musical words (the elements of music) to describe a piece of music and compositions.</i></p> <p><i>Use musical words to give a detailed opinion on a piece of music.</i></p> <p><i>Recognise the work of several famous composers.</i></p> <p><i>Explain the place of silence and say what effect it has.</i></p> <p><i>Start to identify the character of a piece of music.</i></p> <p><i>Describe and identify the different purposes of music.</i></p>	<p>Identify features of pieces of music that are typical of a specific time period or genre.</p> <p>Describe, compare and evaluate music using musical vocabulary.</p> <p>Explain why they think their music is successful or unsuccessful.</p> <p>Listen back to suggest improvements to their own or others' work.</p> <p>Contrast the work of famous composers and show preferences.</p>	<p>Describe features of pieces that are from a specific time period or genre.</p> <p>Listen back to refine and improve their work.</p> <p>Evaluate how the venue, occasion and purpose affects the way a piece of music is created.</p> <p>Analyse features within different pieces of music.</p> <p>Compare and contrast the impact that different composers from different times will have had on the people of the time.</p>
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<p><b><u>Composing and improvising</u></b></p>	<p>I can create sounds by banging, shaking and blowing.</p>	<p>I can explore and engage in music making and dance, performing solo or in groups.</p> <p>I can create movement in response to music.</p>	<p><i>Improvise simple vocal chants, using question and answer phrases.</i></p> <p><i>Create musical sound effects and short sequences of sounds in response to stimuli, e.g. a rainstorm or a train journey.</i></p> <p><i>Invent, retain and recall rhythm and pitch patterns.</i></p> <p><i>Use music technology to capture and combine sounds.</i></p> <p><i>Recognise how graphic notation can represent created sounds.</i></p> <p>Explore and invent own symbols</p>	<p><i>Create music in response to a musical and non-musical stimulus.</i></p> <p><i>Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation.</i></p> <p><i>Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.</i></p> <p><i>Use music technology to capture, change and combine sounds.</i></p>	<p><i>Become more skilled in improvising, inventing short 'on-the-spot' responses using a limited note-range.</i></p> <p>Structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end.</p> <p><i>Pupils should compose in response to different stimuli, e.g. stories, verse, images (paintings and photographs) and musical sources.</i></p> <p>Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes</p>	<p><i>Continue to improvise using tuned instruments within a limited note range.</i></p> <p>Make decisions about the structure of improvisations.</p> <p>Arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars</p> <p><i>Explore developing knowledge of pitch and tempo by composing music to create a specific mood, for example creating music to accompany a short film clip or a musical source.</i></p>	<p>Improvise over a simple groove or drone, responding to the beat, creating a satisfying melodic shape.</p> <p>Working in pairs, compose a short ternary piece.</p> <p>Use a selection of musical devices to evoke a specific atmosphere, mood or environment.</p> <p>Use chords to compose music to evoke a specific atmosphere, mood or environment.</p> <p>Capture and record creative ideas using any of:</p> <ul style="list-style-type: none"> <li>-graphic symbols</li> <li>-rhythm notation and</li> <li>-staff notation</li> <li>-technology</li> </ul>	<p>Extend improvisation by including chord changes.</p> <p>Create music with multiple sections that include repetition and contrast.</p> <p>Compose a ternary piece, discussing how musical contrasts are achieved.</p> <p>Use a wide variety of different musical devices in their composition to evoke a specific atmosphere, mood or environment.</p> <p>Capture and record creative ideas using any of:</p> <ul style="list-style-type: none"> <li>-graphic symbols</li> <li>-rhythm notation and</li> <li>-staff notation</li> <li>-technology</li> </ul>
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					Compose song accompaniments on untuned percussion using known rhythms and note values.			
<b><u>Instrumental Performance</u></b>	I can play instruments with increasing control to express their feelings and ideas.	I can play instruments with increasing control to express their feelings and ideas.	<p>Use correct hand positions to hold a recorder comfortably and without obstruction.</p> <p>Control breath to be able to blow notes for a steady pulse.</p> <p>Associate the notes B, A, G, with the corresponding finger positions.</p> <p>Begin to move between notes to play simple melodies.</p> <p>Play a range of melodies as a class group.</p>	<p>Control breath to be able to blow notes in simple rhythm patterns.</p> <p>Associate the notes B, A, G with their relative heights on the stave, being able to compare their pitch.</p> <p>Continue to move between the notes B, A, G with increasing confidence whilst playing.</p> <p>Increase confidence performing as part of a smaller group.</p>	<p>Use correct hold and posture to play the ukulele.</p> <p>Play a C major chord.</p> <p>Play simple chords using a single strum.</p> <p>Grow in confidence as part of whole class performance.</p> <p>Follow staff notation and tablature within a limited range.</p>	<p>Use correct hold and posture to play the ukulele with increasing confidence.</p> <p>Play an A minor chord and previously taught chords with confidence.</p> <p>Play simple chords using a down strum on a specific beat/s.</p> <p>Continue to grow in confidence by playing as part of small groups.</p> <p>Follow staff notation and tablature within a limited range to 'play by ear'.</p>	<p>Play an F chord and previously taught chords with confidence.</p> <p>Play melodies on Ukuleles progressing between chords. This should initially be done as a whole class with greater independence gained each lesson through smaller group performance.</p> <p>Begin to use strumming patterns appropriate to the piece being played. Perform a range of repertoire pieces.</p> <p>Follow staff notation and tablature to play</p>	<p>Play a G chord and previously taught chords with confidence.</p> <p>Play melodies on Ukuleles progressing between chords and making decisions about effects such as dynamics and strumming patterns.</p> <p>Play a range of repertoire pieces, including as accompaniment to a melody.</p> <p>Read and play from notation a four-bar phrase, confidently identifying note names and durations.</p>

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							tuned instruments.	
<b><u>Musicianship</u></b>	I can tap out simple repeated rhythms	I can begin to move rhythmically.  I can watch and talk about dance and performance art, expressing my feelings and responses.	<p><i>Walk, move or clap to a steady beat.</i></p> <p><i>Use body and classroom percussion to follow repeated patterns led by the teacher.</i></p> <p>Respond to the pulse of music with movement.</p> <p><i>Perform word pattern chants.</i></p> <p><i>Compare high and low sounds in the environment.</i></p> <p><i>Compare loud and quiet sounds in the environment.</i></p> <p><i>Compare fast and slow (tempo) sounds in the environment.</i></p> <p><i>Sing familiar songs in high and low voices.</i></p>	<p><i>Understand that the speed of the beat can change, creating a faster or slower pace.</i></p> <p><i>Mark the beat of a piece by tapping or clapping.</i></p> <p><i>Walk in time to the beat of a piece of music.</i></p> <p><i>Play copycat rhythms and invent ones for other to copy.</i></p> <p><i>Read and respond to chanted rhythm patterns.</i></p> <p><i>Respond independently to pitch changes e.g. stand up/ sit down.</i></p> <p><i>Compare short and long sounds (duration) in the environment.</i></p>				

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			<p><i>Follow pictures and symbols to guide singing and playing.</i></p>	<p><i>Recognise dot notation and match it to 3-note tunes played on tuned percussion.</i></p>	
<p><b><u>Vocabulary and definitions</u></b></p>	<p><b>Loud:</b> producing much noise  <b>Quiet:</b> producing little noise  <b>Fast:</b> happening at a high speed  <b>Slow:</b> happening at a slow speed  <b>High:</b> shrill and sharp in pitch  <b>Low:</b> sounding deep and soft  <b>Song:</b> set of words set to music or meant to be sung.  <b>Rhyme:</b> have or end with a sound that corresponds to another  <b>Play:</b> to make music with an instrument, or to play recorded music.  <b>Stop:</b> to end  <b>Move:</b> change place or position  <b>Listen:</b> showing attention</p>	<p><b>Tempo:</b> the speed music should be played  <b>Dynamics:</b> refers to the volume of a sound or note  <b>Pitch:</b> higher or lower sounds  <b>Long:</b> a sound happening for a long time  <b>Short:</b> a sound happening for a short time  <b>Beat:</b> the basic unit of time (the pulse), or the speed at which a piece of music is played  <b>Note:</b> a musical sound  <b>Repeat:</b> to do something more than once  <b>Rest:</b> intervals of silence  <b>Rhythm:</b> sounds and silences put together to form patterns, which create rhythm  <b>Tune:</b> having correct musical pitch  <b>Lyrics:</b> the words to a song  <b>Chorus:</b> a part of a song which is repeated after each verse  <b>Rehearse:</b> practise  <b>Conductor:</b> a person who directs the performance of a group of musicians  <b>Appraising:</b> listening carefully  <b>Performance:</b> presenting a play, concert or form of entertainment  <b>Solo:</b> performing alone</p>	<p><b>Melody:</b> like a tune, a sequence of single notes that is musically satisfying  <b>Minim:</b> a half note, 2 beats  <b>Crotchet:</b> a quarter note, 1 beat  <b>Semibreve:</b> a whole note, 4 beats  <b>Composer:</b> a person who writes music  <b>Duration:</b> an amount of time or how long or short a note or phrase lasts  <b>Composition:</b> the process of creating or writing a new piece of music  <b>Ensemble:</b> a group of people who perform together  <b>Improvise:</b> create and perform spontaneously and without preparation  <b>Expression:</b> playing or singing with a personal response to the music (bringing the music to life)  <b>Notation:</b> a system used to visually represent music  <b>Rounds:</b> a song which can be sung by two or more groups of people  <b>Staff:</b> a set of 5 parallel lines on which a note is written to indicate its pitch  <b>Harmony:</b> a combination of musical notes to produce a pleasing sound</p>	<p><b>Variation:</b> material is repeated in an altered form  <b>Accompaniments:</b> music that accompanies something else  <b>Texture:</b> Layers of sound (number of instruments or voices playing together)  <b>Timbre:</b> the type of sound- whisper/hum/sing/talk (examples with the voice) or twinkly/hard/soft (examples with instruments)  <b>Rondo form:</b> a piece of music where the musical material stated at the beginning of the piece keeps returning  <b>Ternary form:</b> a musical form consisting of three sections with an ABA pattern  <b>Chord:</b> A group of notes sounded together  <b>Symphony:</b> an elaborate musical composition for full orchestra  <b>Motif:</b> A musical idea that is repeated.  <b>Timbre:</b> The quality and character of the sound.  <b>Ornamentation:</b> notes which are added to the main notes of a piece of music in order to make it more interesting.  <b>Instrument families:</b> brass, woodwind, strings, percussion  <b>Dynamics:</b> refers to the volume of a sound of a note - Wider range of dynamics including fortissimo (very</p>	

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			<p><b>Voice projection:</b> the strength of speaking or singing, whereby the voice is used loudly and clearly</p> <p><b>Sustain:</b> keep a sound going</p> <p><b>Orchestra:</b> an instrumental ensemble which combines instruments from different families.</p> <p><b>Rhythm:</b> a strong, regular repeated pattern of sound</p> <p><b>Structure:</b> The way the music is laid out –e.g. Verse, chorus, verse</p>	<p>loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet)</p> <p><b>Quaver</b> an eighth note, <math>\frac{1}{2}</math> beat</p> <p><b>Semi quaver:</b> sixteenth note, <math>\frac{1}{4}</math> beat</p> <p><b>Bar:</b> a small segment of music which holds a number of beats</p> <p><b>Time signature:</b> tells you how many of one kind of note there are in each measure (bar) of a song</p> <p><b>Octave:</b> the distance between two musical notes that have the same letter name.</p> <p><b>Scale:</b> playing a sequence of notes (in order) within an octave</p> <p><b>Tone:</b> the quality of a sound</p>
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