



Music Progression Map

Respect

Compassion

Perseverance

Creation

Service

	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Children will have the opportunity to sing regularly in corporate singing assemblies throughout the year. Individual music lessons are also available.						
Listen & Appraise	To learn how they can enjoy moving to music.	To learn how songs can tell a story or describe an idea.	To think about what the words of a song mean. To take it in turn to discuss how the song makes them feel.	Listen carefully and respectfully to other people's thoughts about the music. When you talk try to use musical words	To think about the message of songs. To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.	To talk about the musical dimensions working together in the Unit songs. Talk about the music and how it makes you feel, using musical language to describe the music.
Singing	Learn about voices, singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm.	Learn to find a comfortable singing position. Learn to start and stop singing when following a leader	To follow a leader when singing. To sing with awareness of being 'in tune'. To have an awareness of the pulse internally when singing.	To sing in unison and in simple two-parts. To rejoin the song if lost. To listen to the group when singing.	To experience rapping and solo singing. To sing with awareness of being 'in tune'.	To sing in unison and to sing backing vocals. To demonstrate a good singing posture.

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Playing Instruments	Treat instruments carefully and with respect. Listen to and follow musical instructions from a leader	Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part). Play the part in time with the steady pulse.	Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation.	To experience leading the playing by making sure everyone plays in the playing section of the song. To rehearse and perform their part within the context of the song.	Play a musical instrument with the correct technique.	Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.
Improvisation	Listen and clap back, then listen and clap your own answer (rhythms of words).	Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.	Improvise using instruments in the context of the song they are learning to perform. Take it in turns to improvise using one note.	Listen and copy back using instruments, using two different notes. Using your instruments, listen and play your own answer using one or two notes. Take it in turns to improvise using one or two notes.	Copy back using instruments. Use the three notes. Question and Answer using instruments. Use three notes in your answer. Always start on a G. Improvise using three notes.	Improvise using three notes. Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)

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Composition	Help to create a simple melody using one, two or three notes.	Learn how the notes of the composition can be written down and changed if necessary.	Plan and create a section of music that can be performed within the context of a song. Talk about how it was created.	Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.	Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).	Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. Explain the keynote or home note and the structure of the melody.
Performance	Choose a song they have learnt and perform it. Record the performance and say how they were feeling about it.	Choose a song they have learnt from and perform it. They can add their ideas to the performance. Record the performance and say how they were feeling about it	To choose what to perform and create a programme. To record the performance and say how they were feeling, what they were pleased with what they would change and why.	To choose what to perform and create a programme. Present a musical performance designed to capture the audience. To communicate the meaning of the words and clearly articulate them.	To choose what to perform and create a programme. To talk about the venue and how to use it to best effect. To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”	To choose what to perform and create a programme. To record the performance and compare it to a previous performance. To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”
Influential Composers	Ravel	Tchaikovsky	Haydn	Beethoven	Chopin	Mozart

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<p>Key Vocabulary</p>	<p>Pulse, rhythm, pitch, rap, improvise, compose, melody, groove, audience, imagination.</p>	<p>Pulse, rhythm, pitch, improvise, compose, audience, melody, dynamics, tempo, perform/performance, audience</p>	<p>Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, hook, melody, texture, structure, riff, imagination</p>	<p>Tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, lyrics, choreography, by ear, notation</p>	<p>Bridge, backbeat, chorus, riff, hook, improvise, compose, appraising, syncopation, structure, tune/head, note values, note names, solo, ballad, verse, interlude, tag ending, cover, timbre, texture, groove, harmony.</p>	<p>Style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, producer, groove, hook, riff, solo, improvise/improvisation, by ear, ostinato, phrases, unison, harmony.</p>
<p>Trips, Visits and Visitors</p>	<p>Music 4 Life Amasing Shakespeare</p>					

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