

# William Martin Schools and Nursery & St James' Church of England Primary School

## MUSIC PROGRESSION MAP

### EYFS

**EYFS Statutory Educational Programme: The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.**

### Expressive Arts and Design – Music

| 3 and 4-year-olds will be learning to:  |   |
|---|---|
| <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tune sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Create their own songs or improvise a song around one they know.</p> | <ul style="list-style-type: none"> <li>➤ When teaching songs to children be aware of your own pitch (high/low).</li> <li>➤ Children's voices are higher than adult voices. When supporting children to develop their singing voice use a limited pitch range. For example, 'Rain rain' uses a smaller pitch (high/low) range than many traditional nursery rhymes.</li> <li>➤ Children's singing voices and their ability to control them is developing. Encourage them to use their 'singing' voice: when asked to sing loudly, children often shout. Sing slowly, so that children clearly hear the words and the melody of the song. Use songs with and without words – children may pitch-match more easily without words.</li> <li>➤ Try using one-syllable sounds such as 'ba'. Clap or tap to the pulse of songs or music and encourage children to do this</li> </ul> |
| <p>Play instruments with increasing control to express their feelings and ideas.</p>  | <ul style="list-style-type: none"> <li>➤ Offer children a wide range of different instruments, from a range of cultures. This might also include electronic keyboards and musical apps on tablets. Teach children how to hold instruments and encourage children to experiment with different ways of playing instruments. Listen carefully to their music making and value it. Suggestion: record children's pieces, play the pieces back to the children and include them in your repertoire of music played in the setting.</li> </ul>   |



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| Children in reception will be learning to:   |  |
|--|--|
| <p>Listen to and discuss pieces of music (use the correct musical vocabulary to describe a piece of music)</p> <p>Listen to and learn entire songs.</p> <p>Listen to and copy rhythm patterns</p> <p>Improvise and compose music</p> | <ul style="list-style-type: none"> <li>➤ Identify changes in pitch (high/low); volume (loud/quiet); and tempo (fast/slow). Talk about how a piece of music makes you feel.</li> <li>➤ Children's singing voices and their ability to control them is developing. Encourage them to use their 'singing' voice: when asked to sing loudly, children often shout. Sing slowly, so that children clearly hear the words and the melody of the song. Use songs with and without words – children may pitch-match more easily without words. Vary volume and tempo when singing songs so that children can embed the musical vocabulary and experience changing the tempo and volume using their singing voice.</li> <li>➤ Children to have opportunity to learn what different instruments sound like. Play games such as 'Guess the sound' – children to identify the instrument they can hear. Explore ways to play different instruments and copy and repeat rhythm patterns. Try changing the pitch and tempo of the patterns.</li> <li>➤ Improvise and compose music related to a topic eg minibeasts. Create musical patterns that can represent each minibeast. Children to make decisions about which instrument/s could represent each minibeast. Children could draw what their music looks like using symbols or pictures, and then play their music back. Listen carefully to their music making and value it. Suggestion: record children's pieces, play the pieces back to the children and include them in your repertoire of music played in the setting.</li> <li>➤ Make movements and dance to music eg clapping, swaying, stamping, curling and stretching. Repeat movements in a pattern, copy movements and begin to show emotions in movement.</li> </ul> |
| <p>Perform music with increasing control. Discuss feelings and emotions linked to a piece of music.</p>  | <ul style="list-style-type: none"> <li>➤ Perform songs, perform musical patterns on instruments showing an understanding of pitch, volume and tempo.</li> </ul>  |



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| <b>Key Objectives:</b> know that music has a steady pulse like a heartbeat; know and recognise the sounds and names of some instruments; compose a melody |  |   |  |   |  |   |
|---|--|---|--|---|--|---|
| Elements  | Listening and Appraising   | Exploring, Responding, Describing sounds (terminology)  | Controlling Pulse, Rhythm and Pitch  | Playing Instruments musically   | Composition with Sounds (including notation)   | Singing and performing  |
| <b>Year 1</b>   | <p>Listen with concentration and understanding to a range of live and recorded music.<br/>Eg Move to Vivaldi's Four Seasons, Summer</p> <p>Listen to calming music: Meditation by Massenet<br/>Florence Price, Mississippi Suite<br/>Tomasi, Trombone Concerto 3<sup>rd</sup> movement<br/>Appalachian Spring<br/>Baaba Maal and Mansour Seck, Muudo Hormo</p> | <p>Describe volume/dynamics (loud/quiet); tempo (fast/slow) using this vocabulary.<br/>Describe pitch (high/low). Explore pitch using chime bars.</p> <p>Describe the mood of pieces of music. Identify any instruments being played. Describe pitch, tempo and dynamics and any changes throughout a piece of music.</p> <p>Know the names of some instruments: drum, chime bar, guiro</p> | <p>Listen for the pulse in pieces of music. Count it out loud: 1-2-3-4, 1-2-3-4 and Clap/ tap/ play an instrument along to the pulse of the music.</p> <p>Play the pulse on African drums and guiro. Improvise rhythms.</p> <p>Know that we can create rhythms from words, our names, favourite food, colours, animals.<br/>Listen to a rhythm and copy it back.</p> | <p>Learn how to hold percussion instruments, how to play them in different ways.<br/>Learn how to hold a beater and how to use it to play a chime bar.<br/>Explore ways of changing dynamics and tempo on percussion instruments.<br/>Listen to and play chime bars with varying pitch.</p> | <p>Know that composing is like writing a story with music.</p> <p>Help to create a simple melody using 1,2 or 3 notes on chime bars.</p> | <p>Know 5 songs by heart.</p> <p>Know how to warm up the voice and project it.<br/>Know that a performance is sharing music with an audience.<br/>Use voice expressively and creatively by speaking chants and rhymes, and singing songs.<br/>Listen and sing back.<br/>Choose a song and perform it.</p> <p>Record a performance and say how they were feeling about it.</p> |



## William Martin Schools and Nursery & St James' Church of England Primary School

**Key Objectives:** to describe the pitch dynamic and tempo of a piece of music; know how to compose a piece of music using percussion instruments, and how to represent this with non-standard notation

| Elements      | Listening and Appraising   | Exploring, Responding, Describing sounds (terminology)  | Controlling Pulse, Rhythm and Pitch   | Playing Instruments musically   | Composition with Sounds (including notation)  | Singing and performing  |
|---------------|--|---|---|---|---|---|
| <b>Year 2</b> | <p>Know who the composer Saint-Seans was and that 'The Carnival of the Animals' is a piece of music with 14 movements describing different animals</p> <p>Listen to and appraise Carnival of the Animals.</p> <p>Discuss how the composer represents different animals through music.</p> <p>Use vocabulary of pitch, tempo and dynamics when discussing a piece of music.</p> | <p>Pitch (high/low)<br/>Know that pitch is how high or low sounds are when we sing or play an instrument.</p> <p>Tempo (fast/ slow)<br/>Dynamics (loud/quiet)<br/>Crescendo (gradually getting louder)</p> <p>Know the names of untuned percussion: drum, triangle, tambourine, maraca, cabasa, wood block, tambour, guiro, Indian bells, cymbals, claves; And tuned percussion: chime bars, glockenspiel</p> | <p>Know that music has a steady pulse like a heartbeat. Listen for the pulse in pieces of music. Count it out loud: 1-2-3-4, 1-2-3-4 and Clap/ tap/ play an instrument along to the pulse of the music.</p> <p>Know that rhythms are different from a steady pulse, and can be played over the pulse of the music.</p> <p>Know that we can create rhythms from words our names, favourite food, colours, animals.</p> | <p>Copy rhythms by clapping back and playing back on an instrument.</p> <p>Improvise music to create sounds and rhythms that represent different animals.</p> | <p>Create, select and combine sounds using the inter-related dimensions of music: pitch, tempo and dynamics</p> <p>Compose music that represents an animal movements and characteristics. Vary either pitch, dynamic or tempo; or a combination of 2 or 3 of these.</p> <p>Draw pictures and symbols (non-standard notation) to record the composition. Read back and play the composition.</p> | <p>Use voice warm up exercises to sing 'la' at a high and low pitch.</p> <p>Use voice expressively and creatively by singing songs.</p> <p>Know 5 songs by heart.</p> <p>Perform compositions to an audience.</p> |



## William Martin Schools and Nursery & St James' Church of England Primary School

**Key Objectives:** know how pitch, rhythm and pulse work together to create a song; develop an understanding of formal written notation (crotchets and rests); play and perform in solo and ensemble contexts (using singing voice and recorder)

| Elements      | Listening and Appraising  | Exploring, Responding, Describing sounds (terminology)  | Controlling Pulse, Rhythm and Pitch  | Playing Instruments musically  | Composition with Sounds (including notation)  | Singing and performing  |
|---------------|---|---|--|--|---|---|
| <b>Year 3</b> | <p>Talk about a song – the style of music, its lyrics, dimensions (pitch, tempo, dynamics, rhythm, texture), some instruments played in the song, identify verse and chorus.</p> <p>Think about what the lyrics mean.</p> <p>Discuss how a song makes you feel.</p> <p>Listen carefully to other people's thoughts about the music.</p> | <p>Pulse – the constant beat in a piece of music</p> <p>Rhythm – structured group of beats</p> <p>Crotchet – 1 beat</p> <p>Crotchet rest – 1 beat rest</p> <p>Compose – when a composer writes down and records a musical idea.</p> | <p>Copy rhythm patterns and create rhythm patterns.</p> <p>Copy back a rhythm with notation: crotchet and crotchet rests.</p> <p>Know the difference between pulse and rhythm.</p> | <p>Play a one note part on a recorder, in time to a song.</p> <p>Improvise a piece of music using one, two or three notes on a recorder.</p> | <p>In a group compose (create) a simple melody using 1, 3 or 5 different notes.</p> <p>Keep that piece of music by recording it on paper using standard notation of crotchet and crotchet rests.</p> <p>Record the music and listen back to the performance.</p> <p>Compose a simple composition about The Iron Man and how he moves, using untuned percussion and recorders.</p> | <p>To understand the importance of warming up the voice.</p> <p>To know 5 songs from memory and know who sang them and wrote them.</p> <p>Sing in a group, in unison and in two simple parts.</p> <p>Choose what to perform, record it and say how they were feeling.</p> |



## William Martin Schools and Nursery & St James' Church of England Primary School

**Key Objectives:** To confidently recognise and explore a range of musical styles and instruments: learn how to convey an emotion or action through improvisation and composition; how to use informal and some formal notation to write a piece of music.

| Elements      | Listening and Appraising   | Exploring, Responding, Describing sounds (terminology) | Controlling Pulse, Rhythm and Pitch  | Playing Instruments musically  | Composition with Sounds (including notation)  | Singing and performing  |
|---------------|--|--|--|--|---|---|
| <b>Year 4</b> | Recognise percussion instruments and some orchestral instruments. Use musical language to appraise a piece of music: pitch, tempo, dynamics, pulse, texture, rhythm, melody. Discuss how music makes you feel. | Crotchet: 1 beat note<br>Quaver: ¼ beat note           | Improvise a pattern when clapping or playing percussion. Copy increasingly challenging rhythms | Copy formal notation when playing an untuned percussions instrument and a recorder.<br>To know how to hold and blow into a recorder.<br>Play notes confidently on a recorder.<br>Develop musical leadership: create own ideas for the group to listen to and respond to. | Compose music using formal written notation including rests, crotchets and quavers.<br><br>Play percussion to express different emotions. Record this music using informal notation that can be read back and performed.<br><br>Compose music to describe characters in a book, eg Matilda, Roald Dahl. | Sing a part of an ensemble with confidence and precision. Sing songs in parts and in unison. Understand the importance of warming up the voice before singing. Perform compositions to an audience. |



## William Martin Schools and Nursery & St James' Church of England Primary School

**Key Objectives:** to recognise and improvise elements of jazz music; to compose by creating a motif, ostinato and coda; to write formal musical notation using crotchets, quavers, rests and minims.

| Elements      | Listening and Appraising  | Exploring, Responding, Describing sounds (terminology)  | Controlling Pulse, Rhythm and Pitch   | Playing Instruments musically   | Composition with Sounds (including notation)  | Singing and performing  |
|---------------|---|---|---|---|---|---|
| <b>Year 5</b> | <p>Understand the history and context of 5 songs/ pieces of music.<br/>Think about the message of songs<br/>Compare two songs from the same style<br/>Talk about how a song makes you feel.<br/>Listen to and discuss jazz music and its structure.<br/>Listen to and discuss the inter-related dimensions of music in The Planets, Gustav Holst.</p> | <p>Explore motifs (a musical sentence) and ostinato (a repeating musical pattern)<br/>Inter-related dimensions of music: Pulse, rhythm, pitch, tempo, dynamics, texture, structure, motif, ostinato and coda.</p> | <p>To know that a composition has a pulse, rhythm and pitch that work together, and are shaped by tempo, dynamics, texture and structure.</p> | <p>Play a glockenspiel with the correct technique and follow written music to play simple tunes.<br/><br/>Improvise in Bossa nova and swing styles.</p> | <p>Know different ways of writing music down: staff notation, symbols, the notes C, D, E, F, G, A, B on the treble stave.<br/>Create simple melodies using up to 5 different notes.<br/>Create a coda (ending) to a composition.<br/>Write formal notation: crotchets, rests, quavers and minims.</p> | <p>Sing as part of an ensemble with confidence and precision.<br/>Sing in unison and in parts.<br/>To rehearse and perform a short piece of music on glockenspiels with some control, accuracy, fluency and expression.<br/>Record a performance and reflect on what went well and how to improve it.</p> |



## William Martin Schools and Nursery & St James' Church of England Primary School

**Key Objectives:** to improvise, compose and perform music using untuned and tuned percussion instruments; to write formal notation using crotchets, rests, quavers, minims and semibreves.

| Elements      | Listening and Appraising  | Exploring, Responding, Describing sounds (terminology)   | Controlling Pulse, Rhythm and Pitch   | Playing Instruments musically  | Composition with Sounds (including notation)  | Singing and performing   |
|---------------|---|--|---|--|---|--|
| <b>Year 6</b> | <p>Discuss the different dimensions of music within a piece of music, using musical language. Develop and understanding of the history and context of music.</p> <p>Listen to John Williams, Hedwig's theme and appraise the music using music terminology.</p> | <p>Describe the inter-related dimensions of music within a piece of music and within own compositions (Pulse, rhythm, pitch, tempo, dynamics, texture, structure, motif, ostinato and coda)</p> <p>.</p> | <p>To know that a composition has a pulse, rhythm and pitch that work together, and are shaped by tempo, dynamics, texture and structure.</p> <p>To know that an ostinato is played over the pulse of the music and to play an ostinato with increasing control and in time with the pulse.</p> | <p>Play and perform music with untuned percussion and on glockenspiels.</p> <p>Improvise in Bossa nova and swing styles.</p> | <p>Recognise the connection between sound and symbol in musical notation.</p> <p>Compose and notate a piece of music around a theme eg to describe a picture, a setting or represent a character.</p> <p>Learn names of notes in an octave: C, D, E, F, G, A, B, C and play the C Major scale on a glockenspiel.</p> <p>Write notes on paper and play the written music on a glockenspiel.</p> <p>Write formal notation: crotchets, rests, quavers, minims and semibreves</p> | <p>Sing as a whole class, including rounds and two parts.</p> <p>Play and perform music on a glockenspiel with accuracy, control, fluency or expression. Performance can include improvisation as well as practiced composition. Plan how to introduce the performance and explain how you learnt it and why.</p> <p>Record a performance and reflect on what went well and how to improve it.</p> |

