



# Music Progression Map

Subject Leader: Miss Marsh

	Nursery	Reception	Year 1	Year 2
The Voice	<p>Types: Nursery rhymes, songs for celebrations</p> <ul style="list-style-type: none"> <li>- Experiment with making different sounds with their voice.</li> <li>- Joins in with repeated refrains or the words of familiar songs and nursery rhymes</li> <li>- Begins to sing in a group with actions</li> </ul>	<p>Types: Nursery rhymes, songs for celebrations, call and response, chants</p> <ul style="list-style-type: none"> <li>- Sing/chant from memory as part of a large group</li> <li>- Begins to keep a steady pace and sing with melodic tune with the help of an adult leader</li> </ul>	<p>Types: Nursery rhymes, songs for celebrations, call and response, chants, rounds</p> <ul style="list-style-type: none"> <li>- Sing/chant from memory as part of a small group.</li> <li>- Begins to use dynamics to support expression</li> <li>- Begins to follow the shape of the tune</li> <li>- Sing a song in a different language</li> <li>- Sing in a round with the support of an adult leader</li> </ul>	<p>Types: Nursery rhymes, songs for celebrations, call and response, chants, rounds</p> <ul style="list-style-type: none"> <li>- Select and sing a range of different songs, chants and raps from memory (can be the leader of a group)</li> <li>- Can accurately follow a melody</li> <li>- Uses dynamics to support expression</li> <li>- Sing songs with two different vocal parts with the support of an adult leader</li> </ul>
Instrumental (tuned and untuned)	<ul style="list-style-type: none"> <li>- Explores different sound sources inside and outside the classroom</li> <li>- Explores the sound of tuned and untuned instruments (by blowing, rubbing, shaking, tapping or striking)</li> <li>- Explores different ways to play instruments (e.g. loud/quiet or fast/slow)</li> </ul>	<ul style="list-style-type: none"> <li>- Begins to use their hands and beaters to play classroom instruments with control</li> <li>- Hold instruments correctly to produce a music sound</li> <li>- Begins to keep pulse with the support of an adult.</li> <li>- Explore high and low pitch using bells and chime bars.</li> <li>- Identify the names of common classroom instruments and orchestral</li> </ul>	<ul style="list-style-type: none"> <li>- Use Boomwakers and bells to play well-known songs.</li> <li>- Identify and name classroom instruments (proper nouns e.g. different types of drum)</li> </ul>	<ul style="list-style-type: none"> <li>- Use glockenspiels to play well-known songs with increasing accuracy</li> <li>- Identify and name instruments they can hear in music (e.g. violin, trumpet)</li> </ul>

	<ul style="list-style-type: none"> <li>- Stops and starts playing when directed by an adult</li> </ul>	instruments (e.g. drum, triangle, shaker)		
Instrumental (performance and rhythm)	<ul style="list-style-type: none"> <li>- Begins to perform in large groups at concerts and to their parents</li> <li>- Begins to tap/clap along to the pulse of a piece of music</li> <li>- Claps syllables of familiar words</li> </ul>	<ul style="list-style-type: none"> <li>- Perform confidently as a whole class group led by an adult</li> <li>- Plays along to the beat of a piece of music they are listening to with the support of an adult</li> <li>- Echoes simple rhythms</li> <li>- Use words to clap their own rhythmic patterns</li> </ul>	<ul style="list-style-type: none"> <li>- Performs confidently in smaller groups</li> <li>- Keeps pulse in a large group</li> <li>- Echoes increasingly complex rhythmic patterns</li> <li>- Maintains their own rhythmic element in a small group with adult support</li> </ul>	<ul style="list-style-type: none"> <li>- Performs confidently in small groups with smaller solo sections.</li> <li>- Can keep pulse in a small group</li> <li>- Create rhythmic patterns using crotchets and quavers</li> <li>- Can maintain their own rhythmic element in a group and can change between given rhythms</li> </ul>
Listening	<ul style="list-style-type: none"> <li>- Discriminates between sounds: identify which sounds are the same and which are different</li> <li>- Begins to move body in response to music, rhythms or sounds from instruments</li> <li>- States whether they like a piece of music or not</li> <li>- Creates abstract visual representations in response to sounds</li> </ul>	<ul style="list-style-type: none"> <li>- Identify whether a sounds/music is loud or quiet using the language of loud, soft and volume</li> <li>- Discriminate between high/low sounds (and make comparisons between them) using the vocabulary of high, low</li> <li>- Describe melodies in abstract terms (e.g. gentle or scary)</li> <li>- Tries to move in time to music</li> <li>- Begins to create their own actions to songs</li> <li>- Begins to draw pictures in response to music</li> <li>- Replicates dances and begins to innovate their own dances in response to music</li> <li>- Explain why they like a piece of music</li> </ul>	<ul style="list-style-type: none"> <li>- Use the words dynamics, forte and piano in discussions about dynamics they can hear.</li> <li>- Describe individual sounds as either long or short. They will compare the sounds that they hear.</li> <li>- Describe the pace of a piece of music and compare music to determine which is faster or slower. They will use the words andante, largo and presto.</li> <li>- Recognise the key features of African songs and drumming. They will use simple vocabulary to describe their key features.</li> <li>- Creates imaginative actions to support recall of songs and explains what their actions represents.</li> <li>- Draws detailed pictures in response to music and</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to popular songs and explore their typical structure (chorus, verse, bridge)</li> <li>- Listen to music featuring a variety of common musical textures and identify what they are listening too (solo, duet, round, melody, harmony, accompaniment)</li> <li>- Identify how musical instruments are played to create different effects (timbre) in jazz and classical music</li> </ul>

		<ul style="list-style-type: none"> <li>- Describe how a piece of music makes them feel (e.g. happy, sad, scared)</li> </ul>	<ul style="list-style-type: none"> <li>- begins to pick out elements of music to support their ideas</li> <li>- Explain the overall mood of a piece of music (e.g. powerful, happiness, suspense)</li> <li>- Discusses what might be happening in a piece of music</li> </ul>	
Composing	<ul style="list-style-type: none"> <li>- Begins to change some of the words to familiar songs</li> <li>- Use instruments to create their own musical patterns</li> </ul>	<ul style="list-style-type: none"> <li>- Begins to change the words/add sections to familiar songs</li> <li>- Begins to add sound effects to their class stories</li> </ul>	<ul style="list-style-type: none"> <li>- Create rhythmic patterns using long and short notes</li> <li>- Use symbols to create compositions thinking about different dynamics, note lengths, pitch and tempos; in a group and independently</li> <li>- Represent ideas using pictures and pitch maps</li> </ul>	<ul style="list-style-type: none"> <li>- Create compositions thinking about dynamics, note lengths, pitch, tempo and timbre in a group</li> <li>- Represent their ideas using graphic scores and symbols</li> <li>- Use dot notation</li> <li>- Choose musical elements for purpose</li> <li>- Evaluate their compositions</li> </ul>
Reading Music	<ul style="list-style-type: none"> <li>- Recognises and responds to pictures to 'play' and 'stop'</li> </ul>	<ul style="list-style-type: none"> <li>- Read symbols relating to pitch and dynamics</li> <li>- Links music to pictures, events, people or animals based upon simple characteristics</li> <li>- Use colours to play glockenspiels</li> </ul>	<ul style="list-style-type: none"> <li>- Read symbols relating to pitch, dynamics, tempo and note length</li> <li>- Read pitch maps and know that they indicate pitch</li> <li>- Use colour coded symbols to boomwhackers and glockenspiels</li> </ul>	<ul style="list-style-type: none"> <li>- Read and use graphic scores</li> <li>- Use colour coded music on a staff to play tuned percussion</li> </ul>
Focus music/composers/musicians	<ul style="list-style-type: none"> <li>- Nursery rhymes</li> <li>- Listen to music of different tempos, styles, cultures and moods</li> </ul>	<ul style="list-style-type: none"> <li>- We Will Rock You by Queen (<i>80s Rock</i>)</li> <li>- Prince Ali (<i>From Aladdin: Songs from Musicals</i>)</li> <li>- This is Me (<i>From The Greatest Showman: Songs from Musicals</i>)</li> <li>- William Tell Overture by Rossini (<i>Classical</i>)</li> </ul>	<ul style="list-style-type: none"> <li>- The Sorcerer's Apprentice by Paul Lukas (<i>Classical</i>)</li> <li>- Teddy Bear's Picnic (Trad.)</li> <li>- The Great Escape from The Great Escape</li> <li>- Can't Help Falling in Love with You by Elvis Presley</li> <li>- Jin-go-la-ba</li> <li>- Hakuna Matata from The Lion King</li> </ul>	<ul style="list-style-type: none"> <li>- Beneath Your Beautiful by Labrinth featuring Emeli Sand (<i>Pop music</i>)</li> <li>- Fix You by Coldplay (<i>Pop music</i>)</li> <li>- Dambusters March by Eric Coates (<i>Film music</i>)</li> <li>- Jazz focus (<i>Miles Davis, Louis Armstrong and Dizzy Gillespie</i>)</li> <li>- London's Burning (Trad.)</li> </ul>

		<ul style="list-style-type: none"><li>- The Hall of the Mountain King (<i>Classical</i>)</li></ul>	<ul style="list-style-type: none"><li>- Rain, rain, Go Away (Trad.)</li><li>- Jack and the Beanstalk (Silly Symphonies)</li><li>- Rai by Ryuicji Sakamoto</li><li>- Dance with the Morning Wind by Shande Ding</li><li>- Autumn Wind by Toshio Hosakawa</li></ul>	
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