

INSKIP ST. PETER'S C.E. PRIMARY SCHOOL
Learning, Loving and Living with Jesus



Keep your roots deep in Jesus Christ the Lord, build your lives on him
 and always be thankful. *Colossians 2:7*

Compassion Friendship Respect Forgiveness Trust Thankfulness

Our Music Progression Map

EYFS	<p align="center">Early Learning Goal: Being imaginative and expressive</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.
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	Year 1 and 2	Year 3 and 4	Year 5 and 6
Listen and Appraise	<ul style="list-style-type: none"> To know 5 songs off by heart. To know what the songs are about. To know and recognise the sound and names of some of the instruments they use. To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. To know some songs have a chorus or a response/answer part. To know that songs have a musical style. To learn how songs can tell a story or describe an idea 	<ul style="list-style-type: none"> To know five songs from memory and who sang them or wrote them. To know the style of the five songs. To choose one song and be able to talk about: <ul style="list-style-type: none"> Its lyrics: what the song is about Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) Identify the main sections of the song (introduction, verse, chorus etc.) Name some of the instruments they heard in the song To confidently identify and move to the pulse. 	<ul style="list-style-type: none"> To know five songs from memory, who sang or wrote them, when they were written and, if possible, why? To know the style of the five songs and to name other songs from the Units in those styles. To choose two or three other songs and be able to talk about: <ul style="list-style-type: none"> Some of the style indicators of the songs (musical characteristics that give the songs their style) The lyrics: what the songs are about Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch)

		<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ○ Identify the main sections of the songs (intro, verse, chorus etc.) ○ Name some of the instruments they heard in the songs ○ The historical context of the songs. What else was going on at this time? ● To identify and move to the pulse with ease. ● 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. ● Listen carefully and respectfully to other people's thoughts about the music. ● When you talk try to use musical words. ● To talk about the musical dimensions working together in the Unit songs. ● Talk about the music and how it makes you feel. ● Talk about the music and how it makes you feel, using musical language to describe the music
<p>Pulse and Rhythm</p>	<ul style="list-style-type: none"> ● To know that music has a steady pulse, like a heartbeat. ● To know that we can create rhythms from words, our names, favourite food, colours and animals. ● Rhythms are different from the steady pulse. 	<ul style="list-style-type: none"> ● Know how to find and demonstrate the pulse. ● Know the difference between pulse and rhythm. ● Know how pulse, rhythm and pitch work together to create a song. ● Know that every piece of music has a pulse/steady beat. 	<p>Know and be able to talk about:</p> <ul style="list-style-type: none"> ● How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song ● How to keep the internal pulse ● Musical Leadership: creating musical ideas for the group to copy or respond to.

	<ul style="list-style-type: none"> ● We add high and low sounds, pitch, when we sing and play our instruments 	<ul style="list-style-type: none"> ● Know the difference between a musical question and an answer. ● How to keep the internal pulse ● Musical Leadership: creating musical ideas for the group to copy or respond to 	
Singing	<ul style="list-style-type: none"> ● To confidently sing or rap five songs from memory and sing them in unison. ● 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. <ul style="list-style-type: none"> ● Learn to start and stop singing when following a leader. ● To know why we need to warm up our voices. ● Learn to find a comfortable singing position. 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ● Singing in a group can be called a choir ● Leader or conductor: A person who the choir or group follow ● Songs can make you feel different things e.g. happy, energetic or sad ● Singing as part of an ensemble or large group is fun, but that you must listen to each other ● To know why you must warm up your voice ● To sing in unison and in simple two-parts. ● To demonstrate a good singing posture. ● To follow a leader when singing. ● To enjoy exploring singing solo. ● To sing with awareness of being ‘in tune’. ● To have an awareness of the pulse internally when singing. ● To rejoin the song if lost. ● Texture: How a solo singer makes a thinner texture than a large group 	<ul style="list-style-type: none"> ● To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. ● To choose a song and be able to talk about: <ul style="list-style-type: none"> ○ Its main features ○ Singing in unison, the solo, lead vocal, backing vocals or rapping ○ To know what the song is about and the meaning of the lyrics ○ To know and explain the importance of warming up your voice ● To sing in unison and to sing backing vocals. ● To enjoy exploring singing solo. To listen to the group when singing. ● To demonstrate a good singing posture. ● To follow a leader when singing. ● To experience rapping and solo singing. ● To listen to each other and be aware of how you fit into the group. ● To sing with awareness of being ‘in tune’.

<p>Playing</p>	<ul style="list-style-type: none"> ● Learn the names of the notes in their instrumental part from memory or when written down. ● Learn the names of the instruments they are playing. ● Treat instruments carefully and with respect. ● Play a tuned instrumental part with the song they perform. ● Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part). ● Listen to and follow musical instructions from a leader. ● Play the part in time with the steady pulse. 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ● The instruments used in class (Ukulele) ● To treat instruments carefully and with respect. ● 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 rehearse and perform their part within the context of the Unit song. ● To listen to and follow musical instructions from a leader. <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ● Other instruments they might play or be played in a band or orchestra or by their friends. ● To experience leading the playing by making sure everyone plays in the playing section of the song. 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ● Different ways of writing music down – e.g. staff notation, symbols ● The notes C, D, E, F, G, A, B + C on the treble staff ● The instruments they might play or be played in a band or orchestra or by their friends ● Play a musical instrument with the correct technique within the context of the Unit song. ● 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. ● To rehearse and perform their part within the context of the Unit song. ● To listen to and follow musical instructions from a leader. ● To lead a rehearsal session.
<p>Improvisation</p>	<ul style="list-style-type: none"> ● Improvisation is about making up your own tunes on the spot. ● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. ● Everyone can improvise! 	<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> ● Improvisation is making up your own tunes on the spot ● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them ● To know that using one or two notes confidently is better than using five 	<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> ● Improvisation is making up your own tunes on the spot ● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. ● To know that using one, two or three notes confidently is better than using

		<ul style="list-style-type: none"> ● To know that if you improvise using the notes you are given, you cannot make a mistake 	<p>five</p> <ul style="list-style-type: none"> ● To know that if you improvise using the notes you are given, you cannot make a mistake ● To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations ● To know three well-known improvising musicians
<p>Composition</p>	<ul style="list-style-type: none"> ● Composing is like writing a story with music. ● Everyone can compose. ● 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. ● Help create three simple melodies with the Units using one, three or five different notes. 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ● A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. ● Different ways of recording compositions (letter names, symbols, audio etc.) ● Help create at least one simple melody using one, three or five different notes. ● Plan and create a section of music that can be performed within the context of the unit 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). 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ● A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. ● A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure ● Notation: recognise the connection between sound and symbol ● 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. ● Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. ● Record the composition in any way appropriate that recognises the connection between sound and symbol

			(e.g. graphic/pictorial notation).
<p>Performance</p>	<p>A performance is sharing music with other people, called an audience.</p> <ul style="list-style-type: none"> ● Choose a song they have learnt from the Scheme and perform it. ● They can add their ideas to the performance. ● Record the performance and say how they were feeling about it. 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ● Performing is sharing music with other people, an audience ● A performance doesn't have to be a drama! It can be to one person or to each other ● You need to know and have planned everything that will be performed ● You must sing or rap the words clearly and play with confidence ● A performance can be a special occasion and involve an audience including of people you don't know ● It is planned and different for each occasion ● It involves communicating feelings, thoughts and ideas about the song/music ● To choose what to perform and create a programme. ● To communicate the meaning of the words and clearly articulate them. ● To talk about the best place to be when performing and how to stand or sit. ● To record the performance and say how they were feeling, what they were pleased with what they would change and why 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ● Performing is sharing music with an audience with belief ● A performance doesn't have to be a drama! It can be to one person or to each other ● Everything that will be performed must be planned and learned ● You must sing or rap the words clearly and play with confidence ● A performance can be a special occasion and involve an audience including of people you don't know ● It is planned and different for each occasion ● A performance involves communicating ideas, thoughts and feelings about the song/music ● To choose what to perform and create a programme. ● To communicate the meaning of the words and clearly articulate them. ● To talk about the venue and how to use it to best effect. ● 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...?”