

Music Progression Map



"Where words fail, music speaks." Hans Christian Anderson

Our Curriculum Intent:

Our curriculum is designed to take into account individual starting points to ensure an equality of opportunity to a broad, balanced and **knowledge-rich** curriculum, with a particular **emphasis on VOCABULARY**. The content of our **ambitious** curriculum is carefully **sequenced** to encourage progression of **skills, connections** and **transference to long-term memory**, and is chosen for its **usefulness** and **relevance** to our pupils. Pupils are immersed in **rich, relevant and contextualised** first-hand experiences, which enthuse, excite and challenge them. Pupils are encouraged to investigate, explore and take risks. As a result, pupils make excellent progress in their development and application of knowledge, understanding and skills (across different contexts).

At Ladybridge, we encourage our pupils to, 'Think like Musicians.'

Intent:

At Ladybridge, we provide a carefully sequenced and ambitious Music curriculum that progressively builds pupils' substantive knowledge and disciplinary musical skills over time. Our curriculum is thoughtfully designed to help children develop a secure understanding of the key elements of music, such as pitch, rhythm, duration, dynamics, timbre, texture, and structure, while encouraging curiosity, creativity, and a love of music. Pupils are also supported in developing their disciplinary knowledge as musicians, learning to perform, improvise, compose, and evaluate music. Through these activities, they gain the confidence to express their musical ideas, experiment with sound, and make thoughtful musical decisions. Throughout the curriculum, children are exposed to a wide range of musical genres and styles from different times and cultures. They listen actively, identify characteristics of different music traditions, and understand the context in which music is created. This helps them make connections between musical ideas and apply their knowledge in practical, meaningful ways. Learning in music at Ladybridge is hands-on and participatory. Pupils regularly sing, play classroom instruments, explore rhythm and pulse, improvise melodies, and compose their own music. Through this process, they are taught to think and work like musicians, developing both their creativity and technical skills. By progressively strengthening their knowledge of musical elements and their ability to apply skills creatively, Ladybridge pupils develop a deep understanding of music and how it is made, performed, and appreciated. This equips them for future learning, helps them think critically about musical choices, and fosters a lifelong engagement with and enjoyment of music.

Implementation:

At Ladybridge, our music structure allows pupils to immerse themselves fully in their musical learning, supporting focus, creativity and deeper understanding. A structured progression grid outlines the development of disciplinary knowledge, such as playing instruments and apprising music etc. This ensures pupils revisit and build upon prior learning year on year. We use Music Express to deliver our curriculum, providing a carefully sequenced and fully resourced programme that supports consistent musical development across the school. Our curriculum introduces pupils to a diverse range of musical styles and genres from different times, places and cultures. These are explored through the language of music using active listening, performing and composing activities, enabling pupils to understand musical context and develop their musical identity. Throughout the scheme, children are actively involved in using and developing their singing voices, using body percussion and whole-body actions, and learning to handle and play classroom instruments effectively. They engage in whole-class, group and individual activities, giving them regular opportunities to explore sounds, listen actively, compose, refine and perform. This practical and participatory approach ensures music is inclusive, engaging and accessible to all pupils. Our curriculum builds experience and deepens understanding of the inter-related dimensions of music, including pitch, duration, dynamics, tempo, timbre, texture and structure. Each unit focuses on a particular musical process, such as performance or composition, or a key dimension, while ensuring learning is embedded within all inter-related musical concepts. To enrich learning, pupils experience live and recorded music from a broad range of traditions and genres, helping them appreciate music's role in society and culture. They also take part in performances, assemblies, and opportunities to share their musical learning with the wider community. These experiences foster confidence, creativity and a sense of pride in pupils' achievements, ensuring they leave Ladybridge with the skills, understanding and enthusiasm to engage with music throughout their lives.

Impact:

At Ladybridge, the impact of our Music curriculum is seen in pupils who think, listen, perform, and create like musicians. They are confident, expressive, and curious, and they are well-prepared for the next stage of their musical education and for engaging with music in the wider world. Children present their learning to a high standard, demonstrating musical understanding through performance, composition, and reflective discussion. Their work showcases creativity, control, expression, and developing musicianship. Consistent teaching, staff collaboration, and the use of our progression grid ensure clear, sustained progression across all year groups and high-quality musical outcomes for all pupils. Our curriculum creates lasting memories through engaging lessons, exposure to diverse musical traditions, opportunities to listen to live and recorded music, and performances that bring the subject to life. Above all, we want every child to thoroughly enjoy making, performing, and exploring music, and to be inspired to continue listening, creating, and engaging with music throughout their lives.

Unit = refers to unit covered from Music Express
Musical Element

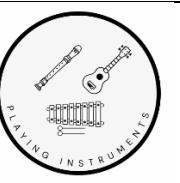
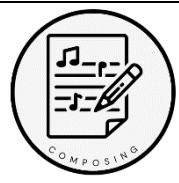
	Autumn	Spring	Summer
Reception	Autumn 1 – Nursery Rhymes Autumn 2 – Nativity	Spring 1 - When Snowflakes Fall Collins Music Express Spring 2 - Our Growing World Collins Music Express	Summer 1 - A Sky Full of Colour Collins Music Express Summer 2 - Under the Sea Collins Music Express
Year 1	Unit 2 – Beat Number Unit 3 – Pitch Animals	Unit 4 – Exploring Sounds weather Unit 6 – Pitch Seasons	Unit 7 – Exploring Sounds Our School Unit 11 – Performance Travel
Year 2	Unit 3 – Exploring Sounds Our Land Unit 4 – Beat Our Bodies	Unit 8 – Pitch Seasons Unit 9 – Exploring Sounds Weather	Unit 11 – Pitch Water Unit 12 – Performance Travel
Year 3	Unit 1 – Composition Environment Unit 2 – Beat Building	Unit 6 – Beat Time Unit 7 – Pitch In the Past	Unit 11 – Structure Ancient Worlds Unit 12 – Performance Food and Drink
Year 4	Unit 7 – Structure Ancient Worlds Unit 6 – Pitch Around the World	Recorders	Unit 10 – Beat Time Unit 12 – Performance Food and Drink
Year 5	Unit 2 – Listening Solar System	Ukuleles	Unit 5 – Composition At the Movies
Year 6	Unit 3 Street Dance Performance Growth	Unit 1 Step Dance Performance World Unite	End of Year Performance

Knowledge:

<u>Substantive Knowledge</u>	<u>Disciplinary Knowledge</u>	<u>Declarative Knowledge</u>
<p>duration The length of a sound. </p> <p>pitch How high or low a sound is. </p> <p>tempo The speed of the music. </p> <p>dynamics The variation in loudness between notes or phrases. </p> <p>timbre The particular tone that distinguishes a sound or combination of sounds. </p> <p>texture The layers of sound in a musical work and the relationship between them. </p> <p>structure Refers to the way a piece is built and what order sections are in. </p>	     	<p>Knowing what — factual and conceptual knowledge that pupils can recall, describe, or explain.</p> <p>Identifying classical, jazz, pop, or explain key features of these styles.</p>

Themes:

Themes build knowledge sequentially with opportunities to revisit and build on children's prior learning – deepening knowledge and understanding. Links are made in learning through recurring themes throughout our curriculum.

<u>Key Concepts:</u>	Singing	Playing Instruments	Improvising / Exploring	Listening	Composing	Appraising
						

Musical elements	Pitch	Duration	Dynamics
	<p>pitch How high or low a sound is.</p> 	<p>duration The length of a sound.</p> 	<p>dynamics The variation in loudness between notes or phrases.</p> 
	Tempo	Timbre	Texture
	<p>tempo The speed of the music.</p> 	<p>timbre The particular tone that distinguishes a sound or combination of sounds.</p> 	<p>texture The layers of sound in a musical work and the relationship between them.</p> 
Structure			
<p>structure Refers to the way a piece is built and what order sections are in.</p> 			

	Reception			Year 1			Year 2			Year 3			Year 4			Year 5			Year 6			
	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring		
Duration 				Unit 2			Unit 11	Unit 4	Unit 12	Unit 2	Unit 8	Unit 12	Unit 10			Unit 5	Unit 3	Unit 1				
Pitch 				Unit 3	Unit 6			Unit 8	Unit 11		Unit 8	Unit 11	Unit 6	Unit 12		Unit 5	Unit 3	Unit 1				
Tempo 				Unit 2			Unit 7	Unit 4		Unit 12						Unit 2		Unit 3				
Dynamics 				Unit 2	Unit 4	Unit 7	Unit 3	Unit 4					Unit 7			Unit 2		Unit 3				
Timbre 					Unit 4	Unit 7	Unit 11	Unit 3	Unit 9		Unit 1		Unit 12			Unit 10	Unit 2		Unit 5			
Texture 								Unit 9			Unit 1	Unit 2		Unit 12	Unit 7		Unit 10	Unit 2		Unit 5	Unit 3	Unit 1
Structure 					Unit 4	Unit 7	Unit 11	Unit 3			Unit 12	Unit 2		Unit 11	Unit 12	Unit 7	Unit 10	Unit 2		Unit 5	Unit 3	Unit 1

First half on the half term

Second half of the half term

Singing



Playing
Instruments



Improvising
Exploring



Think Like a Musician....

Listening



Composing



Appraising







	<u>EYFS</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>
<p>Singing</p> 	<p>Remember and sing entire songs (Nursery Rhymes).</p> <p>Sing the pitch of a tone 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>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Sing a range of well-known nursery rhymes and songs (ELG).</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music (ELG).</p>	<p>Sing a song with contrasting high and low melodies</p> <p>Control vocal dynamics, duration and timbre</p> <p>Sing a song together as a group</p> <p>Combine voices and movement to perform a chant and a song</p>	<p>Chant and sing in two parts while playing a steady beat</p> <p>Sing with expression, paying attention to the pitch shape of the melody</p> <p>Understand pitch through singing, movement, and note names</p> <p>Prepare and improve a performance using movement, voice and percussion</p>	<p>Sing in two-part harmony</p> <p>Perform a round in three parts</p>	<p>Sing a song with three simple independent parts</p>	<p>Develop techniques of performing rap using texture and rhythm</p> <p>Sing and play percussion in a group piece with changes in tempo and dynamics</p>	<p>Demonstrate understanding of pitch through singing from simple staff notation</p> <p>Demonstrate understanding of beat and syncopation through singing and body percussion</p>

	<u>EYFS</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>
Playing Instruments 	<p>Play instruments with increasing control to express their feelings and ideas.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Identify and keep a steady beat using instruments</p> <p>Explore and control dynamics, duration, and timbre with Instruments</p>	<p>Listen to and repeat rhythmic patterns on body percussion and instruments</p> <p>Accompany a song with vocal, body percussion and instrumental ostinato</p> <p>Use instruments expressively in response to visual stimuli</p>	<p>Accompany a song with a melodic ostinato on tuned Percussion</p> <p>Play independent parts in more than one metre simultaneously on body percussion, untuned and tuned percussion</p> <p>Perform rhythmic ostinato individually and in combination</p>	<p>Play a pentatonic song with leaps in pitch on tuned percussion</p> <p>Play and sing repeated patterns (ostinati) from staff Notation</p> <p>Learn to play the recorder</p>	<p>Interpret graphic notation on various sound makers with an understanding of their qualities and capabilities</p> <p>Perform music together in synchronisation with a short movie</p> <p>Learn to play ukulele</p>	<p>Demonstrate coordination and rhythm skills by participating in a complex circle game</p> <p>Play a chordal accompaniment to a piece</p> <p>Follow and interpret a complex graphic score for four instruments</p>

	<u>EYFS</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>
Improvising / Exploring 	<p>Create their own songs or improvise a song around one they know.</p>	<p>Improvise descriptive music Respond to music through movement Create a soundscape using instruments Explore different sound sources and materials</p>	<p>Explore timbre and texture to understand how sounds can be descriptive</p>	<p>Improvise to an ostinato accompaniment Explore simple accompaniments using beat and rhythm patterns</p>	<p>Explore layers and layering using a graphic score Understand syncopation and clap improvised off-beat rhythms</p>	<p>Play and improvise using the whole tone scale Interpret graphic notation on various sound makers with an understanding of their qualities and capabilities Learn about and explore techniques used in movie Soundtracks</p>	<p>Devise, combine and structure rhythms through dance</p>

	<u>EYFS</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>
Listening 	<p>Listen with increased attention to sounds.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses</p>	<p>Recognise and respond to changes in tempo in music</p> <p>Identify changes in pitch and respond to them with movement</p>	<p>Match descriptive sounds to images</p> <p>Listen to and repeat back rhythmic patterns on instruments and body percussion</p>	<p>Listen to and learn about a romantic piece of music</p> <p>Listen to and learn about a medieval antiphon</p> <p>Listen to, learn about, play and dance to Tudor dance music</p>	<p>Match short rhythmic phrases with rhythm notation</p>	<p>Hear and understand the features of the whole tone scale</p> <p>Listen to and learn about modern classical/avant garde music (20th century)</p> <p>Demonstrate understanding of the effect of music in movies</p>	<p>Follow and interpret a complex graphic score for four instruments</p>

	<u>EYFS</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>
Composing	<p>Create their own songs or improvise a song around one they know.</p> 	<p>Create, play and combine simple word rhythms</p>	<p>Compose music to illustrate a story</p>	<p>Select descriptive sounds to accompany a poem</p> <p>Choose different timbres to make an accompaniment</p> <p>Make choices about musical structure</p> <p>Arrange an accompaniment with attention to balance and musical effect</p> <p>Use a score and combine sounds to create different musical textures</p>	<p>Compose and notate pentatonic melodies on a graphic score</p> <p>Compose and play sequences of word rhythms</p>	<p>Use the musical dimensions to create and perform music for a movie</p> <p>Evaluate and refine compositions with reference to the inter-related dimensions of music</p> <p>Create sounds for a movie, following a timesheet</p>	<p>Revise, rehearse, and develop music for performance, with reference to the inter-related dimensions of music</p>

	<u>EYFS</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>
Appraising	<p>Respond to what they have heard, expressing their thoughts and feelings.</p> 	<p>Identify a sequence of sounds (structure) in a piece of music</p> <p>Listen in detail to a piece of orchestral music (e.g. identify instruments)</p>	<p>Identify ways of producing sounds (e.g. shake, strike, pluck)</p> <p>Identify rising and falling pitch</p> <p>Listen in detail to a piece of orchestral music (e.g. identify how it depicts a season)</p> <p>Use simple musical vocabulary to describe music</p> <p>Listen, describe and respond to contemporary orchestral Music</p>	<p>Identify the metre in a piece of music</p> <p>Recognise rhythm patterns in staff notation</p>	<p>Develop listening skills by analysing and comparing music from different traditions</p> <p>Identify key features of minimalist music</p> <p>Compare and contrast the structure of two pieces of music</p> <p>Identify the metre of a new song or piece</p> <p>Listen to and analyse 20th century ballet music</p>	<p>Listen to a 19th century tone poem and describe its effects and use of the musical dimensions</p> <p>Listen to and analyse 19th century impressionist music using musical vocabulary</p> <p>Identify changes in tempo and their effects</p> <p>Evaluate and refine compositions with reference to the inter-related dimensions of music</p>	<p>Revise, rehearse, and develop music for performance, with reference to the inter-related dimensions of music</p>



SEND Adaptations for Music

Often Music can “be the medium to break down barriers that may exist in other curriculum subjects.” “This is beneficial, not only for musical development, but for the growth of self-confidence and for the fostering of creative flair in all learners.”

<u>Cognition and Learning</u>	<u>Communication and Interaction</u> <u>Social</u>	<u>Emotional and Mental Health</u>	<u>Sensory and/or Physical</u>
<p>Use of first-hand practical activities to explore and spark interest.</p> <p>Use of word banks (and picture cards of instruments or musical concepts where necessary) to support understanding and learning of vocabulary. These could be displayed in class in a personalised version for adults to point to during whole class teaching or independent learning. Keep referring back to the vocabulary.</p> <p>Start each lesson with a recap of the vocabulary previously learnt.</p> <p>Over-learning vocabulary throughout the school day, not just during Music i.e. using the vocabulary in singing assemblies or when listening to music in the classroom during independent writing or similar.</p>	<p>Making expectations of when children will be listening or playing very clear to avoid over-stimulation.</p> <p>Create a calm and simple working classroom with clear routines, expectations and organised, labelled workspaces.</p> <p>Consider carefully where children are seated to maximise their focus and attention and minimise background noise/distraction.</p> <p>Pre-expose children with some of the Musical instruments so that they naturally have an interest in what the learning is going to be about.</p> <p>Music does not always run according to a set routine so children can be prepared for the structure of a lesson by breaking it down for them into manageable chunks and explaining this in advance of the</p>	<p>Ensure that instructions are clear and tasks are broken down to be achievable.</p> <p>Children can be given a role within a group which does not involve them being highly active or speaking out to not heighten arousal.</p> <p>Using IT to support where necessary either for whole class learning or for recording their learning.</p> <p>Providing a safe space for children within the lesson if needed – this can be accessed through an adult directed or child-initiated time out card.</p> <p>Use of positive language to encourage good choice and higher self-esteem.</p> <p>Teaching with empathy and understanding of the child’s needs.</p>	<p>Consider the practical layout of the room during Music and where the child will be to reduce feeling overwhelmed.</p> <p>Think about whether visual or auditory stimuli needs to be altered for the child.</p> <p>Consider where children with a hearing, sensory or other impairment are sitting in relation to the whiteboard or resources.</p> <p>Use of an iPad to support children with a visual impairment where screen sharing can occur.</p> <p>Some children may prefer group learning but for some children this may be too much and practising/performing individually may be easier.</p>

<p>Break the content down into small steps and allow time to step by step build up conceptual understanding.</p> <p>Maximise opportunities to model, demonstrate and imitate to encourage active participation in a scaffolded manner.</p> <p>Use of small groups to scaffold SEND children where needed.</p>	<p>learning. Now and Next boards could be useful for this.</p> <p>Visual words/cues/phrases.</p> <p>Repetition and reinforcement.</p> <p>Scaffolding observational skills for Music through careful and targeted questioning.</p> <p>Giving a processing prompt that a question will be coming, give the question before moving onto a few</p>	<p>Allow sensory/brain breaks as a break from learning.</p>	<p>Adult or IT support may be needed.</p> <p>Pre-expose children (with an auditory sensitivity) to instruments and consider the use of ear defenders to allow a greater level of confidence.</p> <p>Through pre-exposure, prior to the Music lesson, children can gain in confidence and become the 'expert' before the lesson even begins.</p> <p>Create hands on opportunities for children who cannot hear sounds clearly, brass, wind, string or percussion instruments are good for this.</p>
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