

Music progression map 2021-22

Progression has been taken from the model music curriculum: key stage 1-2. Published March 2021

Year groups	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Explore instruments Sing favourite songs and make up own. Name clapping.	Singing nativity songs for school production.		Spring and animal songs, exploring instruments.	Nursery rhymes and clapping. Dance and movement to songs.	
Year 1	<u>Singing</u> Singing simple songs, chants and rhymes following visual directions and counting in. Call and response songs to control vocal pitch.	<u>Singing</u> Collectively singing at the same pitch – KS1 Christmas production	<u>Musicianship</u> Percussion Instruments Focussing on the following – -Pulse/beat: -Rhythm -Pitch Space Music. Create a rainstorm – linked to Science	<u>Listening</u> Listening to musical pieces and responding to what they hear – linking it to beat, rhythm and pitch. Thinking about the instruments used that they are familiar with. (see model curriculum for music suggestions)	<u>Composition and Improvisation</u> <u>Performance and Appraisal</u> created with Percussion Instruments: -short sound sequences linking to stimuli -understanding the difference between creating a rhythm pattern and a pitch pattern. - invent, retain and recall rhythm and pitch patterns – performing to others - explore and invent own symbols for graphic notation and recognise their meaning. Stimuli - Safari sounds Journey through the sea (different stimulus each year)	
Year 2	<u>Singing</u> Sing songs with a small pitch range – pitching accurately (increasing control from year 1)	<u>Singing</u> Collectively singing at the same pitch – KS1 Christmas production.	<u>Composition and Improvisation</u> <u>Performance and Appraisal</u> Create music in response to a non-musical stimulus (e.g. coastal sounds)(different stimulus each year) Improvise simple question and answer phrases to be played on untuned		<u>Musicianship</u> Glockenspiel Focussing on the following (building on the initial ideas of year 1 and using an alternative	<u>Listening</u> Listening to musical pieces and responding to what they hear – linking it to beat, rhythm and pitch. Thinking about the

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	Knowing the meanings of dynamics (loud/ quiet) and tempo (fast/ slow) Demonstrate understanding of both by responding to a leaders directions		percussion. Use their own symbols to create a graphic notation and record it (lines and dots) (year 1 exploring and using simple notations) Link to Computing Making Music		instrument) – -pulse/beat -rhythm - pitch Creating and performing own rhythmic patterns and follow a simple notation focussing on one of the 3 areas.	instruments used that they are familiar with. (see model curriculum for music suggestions) School Ground Symphony linked to Science The Environment
Year 3	<u>Listening</u> Listening to musical pieces and responding to what they hear – linking it to beat, tempo and pitch. Thinking about the instruments used that they are familiar with. (see model curriculum for music suggestions)	<u>Composition</u> Using tuned and untuned instruments inventing short ‘on-the-spot’ responses. (building on their improvising skills) Structure musical ideas using echo and creating music with a beginning, middle and end. Compose in response to a stimuli e.g. stone age paintings and photos. (different	<u>Musicianship</u> Drums Creating and performing own rhythmic patterns Working in whole-class/ group/ individual Becoming more skilled in improvising Have a beginning middle and end Compose song accompaniments on percussion using known rhythms.	<u>Singing</u> Range of unison songs with a large pitch range and with expression. (using previous pitch knowledge from year 1 and 2) Perform actions confidently and in time. Building up to the LKS2 Easter production	<u>Composition and Improvisation</u> <u>Performance and Appraisal</u> Tuned and untuned percussion Building on year 2 graphic notation knowledge – -introduce the stave, lines and spaces, and clef. -use dot notation to show higher and lower pitch. - introduce and begin to understand the differences between crotchets and paired quavers. Play and perform melodies following a staff notations with a small range (middle c- E) Linked to journey of a vehicle and music	

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		stimulus each year)			alongside a volcanic eruption.
Year 4	Composition and Improvisation Performance and Appraisal -Arrange notation cards of known note values (learnt in year 3 – minim, crotchet, crotchet rest and paired quavers) to create a sequence of 2-, 3-, or 4- beat phrases – putting them into bars. -Compose music to create a specific mood to accompany a short film clip. (different stimulus each year) -Introduce major and minor chords. -Include and use a broad range of instruments to increase the scope and range of the sound palette available. - capture and record their ideas using any of: graphic symbols, staff notation and technology (chn will have begun to apply knowledge of dot and line notation learnt in ks1 and record their ideas) Follow and perform simple rhythmic scores to a steady beat and maintain individual parts accurately to create a sense of ensemble		Listening Listening to musical pieces and responding to what they hear – linking it to beat, tempo and pitch (learnt in previous years). Adding on crescendo and decrescendo to link to their singing. Thinking about the instruments used that they are familiar with. ((see model curriculum for music suggestions)	Singing Continue to sing a range of songs in unison and pitching voice accurately (applying skills learnt in year 3) Following directions for louder (crescendo) and quieter (decrescendo) Singing in rounds and partner songs Building up to the LKS2 Easter production	Musicianship Recorder -Improvise on a limited range of pitches on the instrument making use of musical features including smooth (legato) and detached (staccato). -Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of pitches. Play and perform following staff notation using a small range (middle c-g) (larger range than used in year 3) Perform as a whole class or small groups Perform in two or more parts (melody and accompaniment or a duet) from simple notation Identify static and moving parts
Year 5	Musicianship Recorder (building on the skills learnt in		Listening Listening to musical	Composition and Improvisation Performance and Appraisal	Singing Singing should now

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	year 4 and applying their knowledge to further their understanding of the instrument) -compose melodies from pairs of phrases in either C major or A minor or a key suitable for the instrument. -working in pairs, compose a short ternary (3 parts) piece - use chords to compose music to evoke an atmosphere, mood or environment. (silent film or set a scene in a play or book) (different stimulus each year) -follow a staff notation to play melodies (recapping and embedded skills learnt in years 3 and 4) This can be as whole class to start and then smaller groups as confidence progresses. - introduce triads and play them -perform simple accompaniments to familiar songs. -read and perform pitch notation within a whole octave	pieces and responding to what they hear – linking it to beat, tempo, pitch, crescendo and decrescendo (learnt in previous years). Adding on crescendo and decrescendo to link to their singing. Thinking about the instruments used that they are familiar with. (see model curriculum for music suggestions)	-improve over a drone using tuned percussion. - improvise over a simple groove, respond to a beat, create a satisfying melodic shape, experiment using a wider range of dynamics – very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano). - capture and record their ideas using any of: graphic symbols, staff notation and technology (chn will have begun to apply knowledge of dot and line notation learnt in ks1 and record their ideas) -further understand the differences between semibreves, minims, crotchets, crotchet rests, paired quavers and semiquavers. -understand the difference between 2/4, 3/4 and 4/4 time signatures.	be accurate in pitch and performed in the appropriate style. Sing in three-part rounds and longer songs – including a verse and a chorus. (adding in an extra part to make a 3 part round as opposed to a 2 part round in year 4) Applying these skills in the UKS2 production
Year 6	Musicianship Glockenspiel (building on and embedding skills and knowledge of year 2) Plan and compose (using the pentatonic scale previously taught in year 4 so may need recapping) an 8- or 16-beat melodic	Composition and Improvisation Performance and Appraisal Plan and compose (using the pentatonic scale previously taught in year 4 so may need recapping) an 8- or 16-beat melodic phrase on tuned and untuned percussion.	Listening Listening to musical pieces and responding to what they hear – linking it to beat, tempo, pitch, crescendo	Singing Continue to sing a broad range of songs – observing their rhythm, phrasing, accurate pitching and

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	phrase. Extend these over a fixed groove, creating a melodic shape. Plan and compose a phrase with rhythmic variety and interest and notate it (staff notation to be used that was taught in year 5) Play a melody following the staff notation to play the piece – also accompany this using block chords or a bass line. Compose melodies in pairs of phrases in a key suitable for the instrument. Use chord changes as part of an improvised sequence Read and play confidently from rhythm notations and rhythmic scores Confidently identify note names and durations	Enhance melodies with rhythmic or chordal accompaniment. Compose a ternary piece – using ICT software to create and record it. Create music with multiple sections that include repetition and contrast. -further (building on year 5) understand the differences between semibreves, minims, crotchets, crotchet rests, paired quavers and semiquavers – applying this to their notations when reading and making music. Read and play confidently from rhythm notations and rhythmic scores Confidently identify note names and durations Linked to history topics – suffragettes, rights, wars.	and decrescendo (learnt in previous years). Adding on crescendo and decrescendo to link to their singing. Thinking about the instruments used that they are familiar with. ((see model curriculum for music suggestions)	appropriate style. (these skills have been developed throughout the years and are to be applied for a final performance). -sing three and four part rounds and experiment with positioning singers randomly within the group (to develop greater listening skills, balance between parts and vocal independence). Performance skills – using the melodies created throughout the year, engage others through their playing. Applying these skills in the UKS2 production
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