

# St Margaret's CEVA Primary School Progression Map



Subject:  
Music

**Intent:**

Our Music curriculum will engage and inspire pupils, developing their love for and interest in music. It will develop their skills and confidence in singing and playing musical instruments as well as nurturing their critical engagement, through performance, composition and listening & appraising. Pupils will learn that music has a place historically and geographically and music strongly links to the schools core values. eventually being able to appraise and compose pieces of music.

Autumn	EYFS	Key Stage 1		Key Stage 2			
	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge	<p><b>Charanga / Christmas Songs</b></p> <p>Learning songs by heart. Pace Tempo</p>	<p>Charanga/Christmas Songs</p> <p>*Find the Beat *1-2-3-4-5 *Head, shoulders, knees and toes *Shapes *We talk to animals *We are together *Twinkle, twinkle little star *In the orchestra *Daisy Bell *Rock-a-bye baby *I'm a little teapot *Sleigh ride</p> <p>Learning the words to songs Learning notes on glockenspiels Understanding pulse (beat) in Autumn 1 and rhythm and pitch in Autumn 2 Begin to understand the origins of music and its social function</p>	<p>Christmas production (nativity).</p> <p>Learning about pulse, rhythm and pitch.</p> <p>Creating pictorial scores.</p> <p>Exploring instruments of the orchestra.</p> <p>Singing together in small and large groups; developing tone and pitch.</p> <p><b>KS1 C, D</b></p>	<p>Charanga - Home is Where the Heart Is (Autumn 1), 'Pebble in my Pocket'(Link to Art) and Christmas Workshop (Autumn 2).</p> <p>Learning about rhythm, beat and pitch.</p> <p>Compose own rhythms based on a given framework.</p> <p>Playing notation on glockenspiels.</p> <p>Beginning to use musical vocabulary to describe the structure of a piece of music.</p> <p>Developing an awareness of different styles of music; recognising that music can describe a place.</p> <p>Sing, following a musical director.</p>	<p>Notation and scales (C major)</p> <p>Musical structures - how a piece is put together</p> <p>Learning about rhythm (including rests) through musical maths and pitch.</p> <p>Compose own rhythms based on a given framework.</p> <p>Playing notes on glockenspiels.</p> <p>Continuing to use musical vocabulary to describe the structure of a piece of music.</p> <p>Continue developing an awareness of different styles of music; recognising that music can describe a place.</p> <p>Sing, following a musical</p>	<p>Charanga: Livin' On a Prayer and Classroom Jazz</p> <p>Learning about rock style; influences and placement in history.</p> <p>Learning a variety of songs from memory; demonstrating a strong internal pulse and understanding the structure of a song.</p> <p>Using musical terminology to describe elements of music - pitch, pulse, rhythm, dynamics, texture, structure.</p> <p>Reading notation on the treble stave.</p> <p>Improvising with voice and tuned percussion.</p>	<p>WW1 - Songs</p> <p>Singing/ performing a focus song(s) in unison and in harmony.</p> <p>Developing a deepening understanding of music in historical context.</p> <p>Placing music in historical context and recognising its importance in inspiring/boosting morale at this time.</p> <p>Developing note/rhythm recognition.</p> <p><b>KS2 C, D, E, F</b></p>

	Instruments	(Autumn 1) and how music tells stories (Autumn 2)  <b>KS1 B, C, D</b>		<b>KS2 B, C, D, E</b>	director. <b>KS2 B, C, D, E,</b>	<b>KS2 B, C, D, E, F</b>	
Skills	Begins to build a repertoire of songs and dances. Explores the different sounds of instruments.	To sing the songs  Play an instrumental part within a song using up to 5 notes  Improvise using voices and/or instruments (using 3 notes) within a song.  Compose using a graphic score  <b>KS1A, B, D</b>	Being able to listen to/appraise pieces of music.  Being able to improvise within a piece of music.  Being able to represent sounds through symbols.  Identifying sounds in the orchestra and features of some instruments.  Singing as part of a production.  Recognising that songs can help tell a story.  <b>KS1A, B, D</b>	Listening to and appraising music.  Being able to repeat and respond to note values and simple notation.  Playing melodies on glockenspiels, holding and using beaters correctly.  Creating artwork in response to different styles of music; recognising that we have an emotional response to music.  Sing with growing confidence in an ensemble.  <b>KS2 A, B, C, D, E</b>	Listening to and appraising music.  Being able to repeat and respond to note values and simple notation.  Playing melodies on glockenspiels, holding and using beaters correctly.  Sing with growing confidence in an ensemble.  <b>KS2 A, C, D, E</b>	Listening to and appraising music; having opinions on the message in songs and how historical events may have influenced song-writers.  Being able to identify features of songs of a certain style - compare & contrast.  Singing with a developing tone and sense of shape.  Responding to different tempi.  Playing tuned percussion instruments, layering parts and reading notation.  Composing from a given starting point.  <b>KS2 A, B, C, D, E, F</b>	Listening and appraising music for different purposes.  Performing solo and in ensembles, using voice with increasing accuracy of pitch, fluency and control.  Reading notes/rhythms on a staff and performing back.  Composing a piece of music independently and as part of a group.  <b>KS2 A, B, C, D, E</b>

Spring	EYFS	Key Stage 1			Key Stage 2		
	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge	<p>Charanga</p> <p>Pace</p> <p>Tempo</p> <p>Instruments</p>	<p>Charanga</p> <p>*If you're happy and you know it</p> <p>*Sing me a song</p> <p>*Sparkle</p> <p>*Rhythm in the way we walk</p> <p>*Big bear funk</p> <p>*Baby elephant</p> <p>*Days of the week</p> <p>*Name song</p> <p>*Cuckoo</p> <p>*Upside down</p> <p>*Hush little baby</p> <p>*Who took the cookie?</p> <p>Learning the words to songs</p> <p>Learning notes on glockenspiels</p> <p>Understanding tempo and dynamics in Spring 1; combining pulse, rhythm and pitch in Spring 2</p> <p>Begin to understand how music can make the world a better place (Spring 1) and how music helps us to understand our neighbours (Spring 2)</p> <p><b>KS1 B, C, D</b></p>	<p>Exploring South African music. Link to Africa topic (Geography).</p> <p>Listening to African drums.</p> <p>Understanding rhythm, pulse and tempo.</p> <p>Using voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Singing in two parts.</p> <p>Thinking about how songs are structured/ what the elements are within a song.</p> <p>Creating graphic scores.</p> <p>Being exposed to Rock/Reggae music.</p> <p><b>KS1 C, D</b></p>	<p>Notation, History of Keyboard Instruments and Songs about Ancient Egypt (Link to History).</p> <p>Understanding staff notation and note values including crotchet rest.</p> <p>To begin to develop an understanding of the history of music (specifically keyboard instruments).</p> <p>Finding the pulse within the context of different songs.</p> <p>Singing songs with multiple parts with increasing confidence as part of an ensemble.</p> <p>Learn key vocabulary/ musical language to describe dynamics, pitch, rhythm, beat, accompaniment, drone, beat, duration.</p> <p><b>KS2 C, D, E, F</b></p>	<p>Notation and scales (C major)</p> <p>Musical structures - how a piece is put together</p> <p>Learning about rhythm (including rests) through musical maths and pitch.</p> <p>Compose own rhythms based on a given framework.</p> <p>Playing notes on recorders.</p> <p>Continuing to use musical vocabulary to describe the structure of a piece of music.</p> <p>Continue developing an awareness of different styles of music; recognising that music can describe a place.</p> <p>Sing, following a musical director.</p> <p><b>KS2 B, C, D, E,</b></p>	<p>BBC Ten Piece: Storm Interlude by Britten. Link to Shackleton's Journey (English).</p> <p>Learn about a composer. Recognise historical and geographical context - world renowned composer from Suffolk. Link to Snape Maltings Concert Hall, Suffolk.</p> <p>Listening &amp; Appraising: Listen, analyse and reflect on a piece of orchestral music - Storm Interlude from the opera, Peter Grimes.</p> <p>Composition : improvise and compose motifs within the structure of the piece.</p> <p>Performance: sing and play as an ensemble.</p> <p>Learn and use musical language.</p> <p>Identify orchestral instruments and define musical families.</p> <p>Develop inter-related dimensions of music.</p> <p><b>KS2 B, C, D, E, F</b></p>	<p>Charanga – How Does Music Teach Us About Our Community? - Exploring Notation Further</p> <p>Learning about time signatures and reading more complex notation (minims, dotted crotchet-quaver).</p> <p>Identifying and responding to the interrelated dimensions of music – pulse, rhythm, pitch, dynamics, tempo, structure.</p> <p>Developing an awareness of major keys; playing / improvising using notes from a given key.</p> <p>Developing cultural capital.</p> <p><b>KS2 B, C, D, E</b></p>

<p>Skills</p>	<p>Begins to build a repertoire of songs and dances. Explores the different sounds of instruments.</p>	<p>Sing the song and play instrumental parts within the song</p> <p>Improvise using voices and/or instruments within the song</p> <p>Sing the song and perform compositions within the song</p> <p>To play music using different tempos and dynamics to convey emotion and atmosphere. To combine pulse, rhythm and pitch in compositions</p> <p><b>KS1 A, B, D</b></p>	<p>Using their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Being able to respond to rhythm patterns / call and response.</p> <p>Being able to listen to/appraise pieces of music.</p> <p>Being able to improvise rhythms to a steady beat.</p> <p>Developing symbols to create graphic scores.</p> <p><b>KS1 A, C, D</b></p>	<p>Being able to recognise note values and crotchet rest on the musical stave.</p> <p>Knowledge of how a piano works and how the instrument has developed through history.</p> <p>Singing with increasing confidence, in more than one part.</p> <p>Being able to layer vocal parts to create a whole class performance.</p> <p>Being able to identify music elements and use appropriate musical language to describe these.</p> <p>Developing a sense of pulse, being able to internalise pulse (beat).</p> <p><b>KS2 A, C, D, E,</b></p>	<p>Developing recognition of note values and rests on the musical stave.</p> <p>Begin to recognise note names (pitch) on the musical stave.</p> <p>Begin to compose short melodies that land on the tonic.</p> <p>Being able to identify music elements and use appropriate musical language to describe these.</p> <p>Being able to describe and explain the feelings and emotions associated with a piece of music.</p> <p><b>KS2 A, B, C, D, E,</b></p>	<p>Listening to and appraising a piece of music.</p> <p>Develop performing skills through singing and ensemble playing; playing instruments in different parts.</p> <p>Reading notes/rhythms on a stave.</p> <p>Composition : improvising and composing motifs within the structure of the piece.</p> <p>Learning appropriate musical terminology to describe elements of music.</p> <p>Identifying orchestral instruments and defining musical families.</p> <p>Appraise outcomes; self evaluation.</p> <p><b>KS2 A, B, C, D, E</b></p>	<p>Listening and appraising musical styles; making informed decisions based on prior learning.</p> <p>Singing/performing a focus song as part of a group, with a strong internal sense of pulse and rhythm.</p> <p>Playing an instrument as an accompaniment to the focus song.</p> <p>Recognising the importance of music in society.</p> <p><b>KS2 A, C, D, E</b></p>
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Summer	EYFS	Key Stage 1		Key Stage 2			
	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge	<p>Assembly songs and Nursery Rhymes</p> <p>Learning songs and rhymes by heart.</p>	<p>Charanga</p> <p>*Getting dressed *Dress up *Brush our teeth *Get ready *Up and down *Star light, star bright</p> <p>Learning the words to songs Learning notes on glockenspiels Develop improvisation skills in Summer 1; use sounds to tell a story in Summer 2 Learn what songs we sing to help us through the day (Summer 1) and how music helps us to look after our planet (Summer 2)</p> <p><b>KS1 B, C, D</b></p>	<p>Digital music (Link to Computing).</p> <p>Being exposed to classical music/music from musicals.</p> <p>Further embedding understanding of rhythm, pattern, pitch, tempo.</p> <p><b>KS1 C, D</b></p>	<p>Placing music in historical context (Elgar - Enigma Variations - 19th Century/Victorian Era)</p> <p>Extending a melody from a given starting point.</p> <p>Creating musical motifs.</p> <p>Learning about melody and ostinati.</p> <p>Create whole class performance piece based on an existing composition (Villa-Lobos - The Little Train of the Caipira)</p> <p><b>KS2 B, C, D, E, F</b></p>	<p>Notation and scales (C major)</p> <p>Musical structures - how a piece is put together; focusing on ostinatos.</p> <p>Playing notes on recorders.</p> <p>Continue developing an awareness of different styles of music; recognising that countries have their own traditional music through a focus on Romanian music</p> <p>Create short improvisations within a set given structure.</p> <p>Sing, following a musical director.</p> <p><b>KS2 B, C, D, E, F</b></p>	<p>Charanga: How Does Music Shape Our Way of Life? Exploring words, meaning &amp; expression and Song Writing (link to Local History).</p> <p>Listening to, responding and performing pulse, rhythm and metre of increasing complexity (rhythms include dotted rhythms and rests), by rote and as written notation.</p> <p>Listening and responding to different styles of music.</p> <p>Song writing - Learning about song structure, writing own lyrics and melodies within a given framework.</p> <p>Creating backing beats, chords to accompany songs.</p> <p><b>KS2 B, C, D, E</b></p>	<p>Performance - Year 6 Production</p> <p>Bringing it all together - developing performing arts skills through singing, acting and performing.</p> <p>Building on prior learning - using this to explore, evaluate, and perform the interrelated dimensions of music with an awareness of pulse, pitch, dynamics, tempo, timbre, structure, form.</p> <p><b>KS2 C</b></p>

Skills	Children sing songs, make music and dance, and experiment with ways of changing them.	Sing the song and play instrumental parts within the song  Improvise using voices and/or instruments within the song  Explore sounds and create a story in sound recorded as a graphic score  <b>KS1 A, B, D</b>	Being able to listen to music with understanding of musical elements and making and sharing informed choices / opinions.  Using digital media to create graphic music.  Being able to make patterns at different tempi.  Recognising changes in pitch and responding to these.  <b>KS1 A, C, D</b>	Listening and appraising music from a period of history.  Composing short responses to a given theme (musical motifs).  Performing as part of a large ensemble.  <b>KS2 A, B, D, E, F</b>	Listen to and compare traditional music from different countries.  Developing skills for improvisation  Performing as part of a group  <b>KS2 A, B, C, E, F</b>	Singing in modern, pop style.  Reading note values and notation on a staff with increasing accuracy.  Layering instrumental parts and using own instruments where applicable.  Identifying metres with increasing accuracy.  Developing confidence to make informed opinions on pieces of music.  Understanding the standard structure of songs (verse, chorus, bridge, intro, outro).  Using knowledge of song structure to write own song to accompany a backing beat or chord sequence.  Developing performance skills - perform to the class in small groups.  <b>KS2 A, B, C, D, E</b>	Listening to and appraising music from a specific genre.  Singing and performing solo, in small groups and as a whole year group, a range of musical styles from memory, to a large audience.  <b>KS2 A, C, E</b>
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## Impact (End Points)

EYFS	Key Stage 1		Key Stage 2			
Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>In Reception, children will be able to 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 the music.</p>	<p>In Year 1, children will be able to recognise different musical structures e.g. tempo, timbre and rhythm. They can clap or tap to the beat and play a few simple notes on the glockenspiel.</p>	<p>In Year 2, children will be able to use their voices expressively and creatively by singing songs and speaking chants and rhymes. Children will play tuned and untuned instruments musically. Children will listen with concentration and understanding to a range of high quality live and recorded music.</p> <p>Children will experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>In Year 3, children will be able to read basic musical notation and understand beats in a bar. They will be able to play some tunes on tuned instruments. They will be able to listen to and evaluate a piece of music.</p>	<p>In Year 4, children, children will be able to identify and read musical notation. They will be able to play some tunes on a glockenspiel and recorder.</p>	<p>In Year 5, children will have an awareness of different genres of music and know their stylistic differences. They will be able to learn melodies and improvise using tuned and untuned instruments.</p> <p>They will gain a deeper understanding and become more skillful in identifying the music dimensions - pitch, duration, dynamics, tempo, structure, texture and timbre culminating in a songwriting project at the end of the academic year.</p>	<p>In Year 6, children can improvise and compose their own music using a variety of instruments. Through their leavers play, they develop their singing skills, practising harmonies, singing solos, collaborating in ensembles and developing their performing skills.</p>

National Curriculum Music  
Subject content

Key stage  
1

Pupils should be taught to:

- A. use their voices expressively and creatively by singing songs and speaking chants and rhymes
- B. play tuned and untuned instruments musically
- C. listen with concentration and understanding to a range of high-quality live and recorded music
- D. experiment with, create, select and combine sounds using the inter-related dimensions of music

Key stage  
2

Pupils should be taught to:

- A. play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- B. improvise and compose music for a range of purposes using the inter-related dimensions of music
- C. listen with attention to detail and recall sounds with increasing aural memory
- D. use and understand staff and other musical notations
- E. appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- F. develop an understanding of the history of music