Padiham Green Church of England Primary School Music Progression Map

Jesus said, "Come, follow me." (Matthew 4:19)



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 playing musical instruments as well as nurturing their critical engagement, eventually being able to appraise and compose pieces of music.

Implementat	mplementation												
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6						
	Listening and appraise												
Knowledge	To know twenty nursery rhymes off by heart. To know the stories of some of the nursery rhymes.	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.		g and appraise 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: Its lyrics: what the song is about, Any musical dimensions featured in the song, and where they are used (texture, dynamics,	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: Some of the style indicators of that song (musical characteristics that give the song its style). The lyrics: what the song is	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	To know five songs from memory, who sang or wrote them, when they were written and why? To know the style of the songs and to name other songs from the Units in those styles. To choose three or four other songs and be able to talk about: The style indicators of the songs (musical						
				tempo, rhythm and pitch) o Identify the	about. Any musical	about: \circ Some of the style indicators of the	characteristics that give the songs their						
				main sections of the song (introduction,	dimensions featured in the song and	songs (musical characteristics that	style)						

		verse, chorus etc.) o	where they are used	airea thea course theair-	The lyrics: what the
		verse, chorus etc.) \circ Name some of the	•	give the songs their	•
			(texture, dynamics,	style)	songs are about
		instruments they	tempo, rhythm and		
		heard in the song	pitch). Identify the	The lyrics: what the	Any musical
			main sections of the	songs are about	dimensions featured
			song (introduction,		in the songs and
			verse, chorus etc).	Any musical	where they are used
				dimensions featured	(texture, dynamics,
			Name some of the	in the songs and	tempo, rhythm,
			instruments they	where they are used	pitch and timbre)
			heard in the song.	(texture, dynamics,	
				tempo, rhythm and	Identify the structure
				pitch)	of the songs (intro,
					verse, chorus etc.)
				Identify the main	
				sections of the songs	Name some of the
				(intro, verse, chorus	instruments used in
				etc.)	the songs
					The historical context
				Name some of the	of the songs. What
				instruments they	else was going on at
				heard in the songs	this time, musically
				-	and historically?
				The historical context	
				of the songs. What	Know and talk about
				else was going on at	that fact that we
				this time?	each have a musical
					identity

	To learn that music	To learn how they	To learn how they	To confidently	To confidently	To identify and move	To identify and move
	can touch your	can enjoy moving to	can enjoy moving to	identify and move to	identify and move to	to the pulse with	to the pulse with
	feelings.	music by dancing,	music by dancing,	the pulse.	the pulse.	ease.	ease.
	To enjoy moving to	marching, being	marching, being				
	music by dancing,	animals or pop stars.	animals or pop stars.	To think about what	To talk about the	To think about the	To think about the
	marching, being			the words of a song	musical dimensions	message of songs.	message of songs.
	animals or Pop stars.		To learn how songs	mean.	working together in		
			can tell a story or		the Unit songs e.g. if	To compare two	To compare two
			describe an idea.	To take it in turn to	the song gets louder	songs in the same	songs in the same
				discuss how the song	in the chorus	style, talking about	style, talking about
				makes them feel.	(dynamics).	what stands out	what stands out
						musically in each of	musically in each of
				Listen carefully and	Talk about the music	them, their	them, their
				respectfully to other	and how it makes	similarities and	similarities and
				people's thoughts	them feel. Listen	differences. Listen	differences.
				about the music.	carefully and	carefully and	
					respectfully to other	respectfully to other	Listen carefully and
Skills					people's thoughts	people's thoughts	respectfully to other
SKIIIS					about the music.	about the music.	people's thoughts
							about the music.
					When you talk try to	When you talk try to	
					use musical words.	use musical words.	Use musical words
							when talking about
						To talk about the	the songs.
						musical dimensions	
						working together in	To talk about the
						the Unit songs.	musical dimensions
							working together in
						Talk about the music	the Unit songs.
						and how it makes	
						you feel.	Talk about the music
							and how it makes
							you feel, using
							musical language to
							describe the music.

			Mus	ical games			
	To know that we can	To know that music	To know that music	Know how to find	Know and be able to	Know and be able to	Know and be able to
	move with the pulse	has a steady pulse,	has a steady pulse,	and demonstrate the	talk about: How	talk about: How	talk about: How
	of the music.	like a heartbeat.	like a heartbeat.	pulse.	pulse, rhythm and	pulse, rhythm, pitch,	pulse, rhythm, pitch,
					pitch work together	tempo, dynamics,	tempo, dynamics,
	To know that the	To know that we can	To know that we can	Know the difference		texture and structure	texture and structure
	words of songs can	create rhythms from	create rhythms from	between pulse and	Pulse: Finding the	work together and	work together to
	tell stories and paint	words, our names,	words, our names,	rhythm	pulse – the heartbeat	how they connect in	create a song or
	pictures.	favourite food,	favourite food,		of the music	a song	music
		colours and animals.	colours and animals.	Know how pulse,			
				rhythm and pitch	Rhythm: the long	How to keep the	How to keep the
			Rhythms are	work together to	and short patterns	internal pulse	internal pulse
			different from the	create a song.	over the pulse Know		
			steady pulse.		the difference	Musical Leadership:	Musical Leadership:
				Know that every	between pulse and	creating musical	creating musical
			We add high and low	piece of music has a	rhythm	ideas for the group	ideas for the group
			sounds, pitch, when	pulse/steady beat.		to copy or respond to	to copy or respond to
			we sing and play our	Know the difference	Pitch: High and low		
Knowledge			instruments.	between a musical	sounds that create		
				question and an	melodies		
				answer.			
					How to keep the		
					internal pulse		
					Musical Leadership:		
					creating musical		
					ideas for the group		
					to copy or respond to		
					, - ,		

			5	Singing			
	To sing or rap	To confidently sing or	To confidently know	To know and be able	To know and be able	To know and	To know and
	nursery rhymes and	rap five songs from	and sing five songs	to talk about: Singing	to talk about: Singing	confidently sing five	confidently sing five
	simple songs from	memory and sing	from memory.	in a group can be	in a group can be	songs and their parts	songs and their parts
	memory. Songs have	them in unison		called a choir	called a choir	from memory, and	from memory, and
	sections.		To know that unison			to sing them with a	to sing them with a
			is everyone singing at	Leader or conductor:	Leader or conductor:	strong internal pulse.	strong internal pulse.
			the same time.	A person who the	A person who the		
				choir or group follow	choir or group follow	To choose a song and	To know about the
			Songs include other			be able to talk about:	style of the songs so
			ways of using the	Songs can make you	Songs can make you	o Its main features o	you can represent
			voice e.g. rapping	feel different things	feel different things	Singing in unison, the	the feeling and
			(spoken word).	e.g. happy, energetic	e.g. happy, energetic	solo, lead vocal,	context to your
				or sad	or sad	backing vocals or	audience
			To know why we			rapping	
			need to warm up our	Singing as part of an	Singing as part of an		To choose a song and
Knowledge			voices	ensemble or large	ensemble or large	To know what the	be able to talk about:
Rhowleage				group is fun, but that	group is fun, but that	song is about and the	o Its main features o
				you must listen to	you must listen to	meaning of the lyrics	Singing in unison, the
				each other	each other Texture:		solo, lead vocal,
					How a solo singer	To know and explain	backing vocals or
				To know why you	makes a thinner	the importance of	rapping
				must warm up your	texture than a large	warming up your	
				voice	group	voice	To know what the
							song is about and the
					To know why you		meaning of the lyrics
					must warm up your		
					voice		To know and explain
							the importance of
							warming up your
							voice
	To sing along with a	Learn about voices,	Learn about voices	To sing in unison and			
Skills	pre-recorded song	singing notes of	singing notes of	in simple two-parts.	in simple two-parts.	to sing backing	to sing backing
SKIIIS	and add actions. To	siriging rioles of	different pitches	in simple two-parts.	in simple two-parts.	vocals.	vocals.
	ana aaa actions. 10		anterent pitches			VUCUIS.	VUCUIS.

	sing along with the	different pitches	(high and low).	To demonstrate a	To demonstrate a		
	backing track.	(high and low).		good singing posture.	good singing posture.	To enjoy exploring	To demonstrate a
			Learn that they can			singing solo.	good singing posture
		Learn that they can	make different types	To follow a leader	To follow a leader		
		make different types	of sounds with their	when singing.	when singing.	To listen to the group	To follow a leader
		of sounds with their	voices – you can rap			when singing.	when singing.
		voices – you can rap	(spoken word with	To enjoy exploring	To enjoy exploring		
		or say words in	rhythm).	singing solo.	singing solo.	To demonstrate a	To experience
		rhythm.				good singing posture.	rapping and solo
			Learn to find a	To sing with	To sing with		singing.
		Learn to start and	comfortable singing	awareness of being	awareness of being	To follow a leader	
		stop singing when	position.	'in tune'.	'in tune'.	when singing.	To listen to each
		following a leader.					other and be aware
			Learn to start and	To have an	To re-join the song if	To experience	of how you fit into
			stop singing when	awareness of the	lost.	rapping and solo	the group.
			following a leader.	pulse internally when		singing.	
				singing	To listen to the group		To sing with
					when singing.	To listen to each	awareness of being
						other and be aware	'in tune'.
						of how you fit into	
						the group.	
						To sing with	
						awareness of being	
						'in tune'.	
			Share	and perform			
Knowledge	A performance is	Learn the names of	Learn the names of	To know and be able	To know and be able	To know and be able	To know and be able
rnowleage	sharing music.	the notes in their	the notes in their	to talk about:	to talk about: The	to talk about:	to talk about:

		instrumental part from memory or when written down. Learn the names of the instruments they	instrumental part from memory or when written down. Know the names of untuned percussion	The instruments used in class (a glockenspiel, a recorder)	instruments used in class (a glockenspiel, recorder or xylophone). Other instruments they might play or be	Different ways of writing music down – e.g. staff notation, symbols The notes C, D, E, F,	Different ways of writing music down – e.g. staff notation, symbols The notes C, D, E, F,
		are playing.	instruments played in class.		played in a band or orchestra or by their friends.	G, A, B + C on the treble stave	G, A, B + C on the treble stave
						The instruments they might play or be played in a band or orchestra or by their friends	The instruments they might play or be played in a band or orchestra or by their friends
	Perform any of the	Treat instruments	Treat instruments	To treat instruments	To treat instruments	Play a musical	Play a musical
	nursery rhymes by	carefully and with	carefully and with	carefully and with	carefully and with	instrument with the	instrument with the
	singing and adding	respect.	respect.	respect.	respect.	correct technique within the context of	correct technique within the context of
	actions or dance. Perform any nursery	Play a tuned	Learn to play a	Play any one, or all	Play any one, or all	the Unit song.	the Unit song.
	rhymes or songs	instrumental part	tuned instrumental	of four, differentiated	four, differentiated	the Unit song.	the Unit song.
	adding a simple	with the song they	part that matches	parts on a tuned	parts on a tuned	Select and learn an	Select and learn an
	instrumental part.	perform.	their musical	instrument – a one-	instrument – a one-	instrumental part	instrumental part
		P = 1.0 1.1	challenge, using one	note, simple or	note, simple or	that matches their	that matches their
	Record the	Learn to play an	of the differentiated	medium part or the	medium part or the	musical challenge,	musical challenge,
OL 111	performance to talk	instrumental part	parts (a one-note,	melody of the song)	melody of the song	using one of the	using one of the
Skills	about.	that matches their	simple or medium	from memory or	from memory or	differentiated parts	differentiated parts
		musical challenge,	part).	using notation.	using notation.	– a one-note, simple	– a one-note, simple
		using one of the				or medium part or	or medium part or
		differentiated parts	Play the part in time	To rehearse and	To rehearse and	the melody of the	the melody of the
		(a one-note part, a	with the steady	perform their part	perform their part	song from memory	song from memory
		simple part, medium	pulse.	within the context of	within the context of	or using notation.	or using notation.
		part).		the Unit song.	the Unit song.		
		Listen to and follow	Listen to and follow			To rehearse and	To rehearse and
		musical instructions	musical instructions	To listen to and	To listen to and	perform their part	perform their part
		from a leader.	from a leader.	follow musical	follow musical	within the context of	within the context of
						the Unit song.	the Unit song.

				instructions from a leader.	instructions from a leader.	To listen to and follow musical	To listen to and follow musical
					To experience leading the playing by making sure everyone	instructions from a leader.	instructions from a leader.
					plays in the playing section of the song.	To lead a rehearsal session.	To lead a rehearsal session.
Impact							
	Children will be	Children will be	Children will be	Children will be	Children will have	Children will have	Children can
	able to play a	able to recognise	able to use their	able to read basic	learnt to sing	an awareness of	improvise and
	range of percussion	different musical	voices expressively	musical notation	songs from a	different genres of	compose their own
	instruments.	structures e.g.	and creatively by	and understand	variety of genres	music and know	music using a

Children will be	tempo, timbre and	singing songs and	beats in a bar.	and eras. They can	their stylistic	variety of
able to sing a	rhythm. They are	speaking chants	They will be able	accompany the	differences. They	instruments,
range of familiar	able to clap or tap	and rhymes.	to play some tunes	songs playing the	will be able to	including playing
songs and rhymes.	to the beat.	Children will play	on the glockenspiel.	ukulele, including	learn a song and	the ukulele.
Children will be		tuned and un-	They will be able	their own	improvise playing	Through their
able to perform in		tuned instruments	to listen and	compositions.	the ukulele.	leavers play, they
front of an		musically, they will	evaluate a piece of			develop their
audience.		learn to play the	music.			singing skills,
		recorder. Children				practicing
		will listen with				harmonies, solos
		concentration and				and altering their
		understanding to a				pitch.
		range of high-				
		quality live and				
		recorded music.				
		Children will				
		experiment with,				
		create, select and				
		combine sounds				
		using the inter-				
		related dimensions				
		of music.				