

**Expressive Arts and Design (EYFS)
MUSIC (KS1/KS2)
PROGRESSION MAP**



Early Year Foundation Stage

By the end of Reception, most children should be able to:

Perform Active learning	Explore and Compose Playing and exploring	Listen, Reflect and Appraise Creating and thinking critically
<p>Using their voices:</p> <ul style="list-style-type: none"> ● Speak and chant short phrases together ● Find their singing voice and begin to develop an awareness of pitch over a small range of notes ● Make changes in their voices to express different moods /feelings ● Co-ordinate actions to go with a song ● Sing short phrases or responses on their own ● Sing a variety of songs both accompanied and unaccompanied. ● Co-ordinate actions to go with a song ● Sing short phrases or responses on their own ● Sing a variety of songs both accompanied and unaccompanied. <p>Using Classroom Instruments:</p> <ul style="list-style-type: none"> ● Play instruments by shaking, scraping, rattling, tapping etc ● Start and stop together ● Begin to develop a sense of beat, using instruments or body sounds ● Respond to symbols or hand signs ● Play loudly, quietly, fast, slow ● Copy a simple rhythm pattern or number of beats played on an instrument. ● Play along to music showing a developing awareness of the beat ● Play with a sense of purpose and enjoyment. 	<p>Exploring:</p> <ul style="list-style-type: none"> ● Different sounds made by the voice, hands, found objects and conventional instruments (timbre) ● High and low sounds (pitch) ● Long and short sounds (duration) ● Loud and quiet sounds (dynamics) ● Fast and slow sounds (tempo) ● Begin to be aware of the effect that different sounds have to convey mood or meaning <p>Composing:</p> <ul style="list-style-type: none"> ● Begin to create and manipulate different effects on a sound source or instrument ● Add chosen sound effects at an appropriate moment in a story or song ● Sort and name different sounds ● Create a sequence of different sounds in response to a given stimuli <p>KEY WORDS:</p> <ul style="list-style-type: none"> ● FOUND OBJECTS ● SINGING VOICE ● STEADY BEAT 	<p>Listening:</p> <ul style="list-style-type: none"> ● Listen to sounds and respond by talking about them or physically with movement and dance ● Recognise the sounds of the percussion instruments used in the classroom and identify and name them ● Respond appropriately to a range of classroom songs, e.g tidy up songs, circle time songs, line up songs. <p>Appraising:</p> <ul style="list-style-type: none"> ● Begin to identify and describe key features or extreme contrasts within a piece of music ● Begin to use musical terms (louder/quieter, faster/slower, higher/lower) <p>MUSICAL ELEMENTS</p> <ul style="list-style-type: none"> ● DURATION ● PITCH ● TEMPO ● DYNAMICS ● TIMBRE ● STRUCTURE

Year One

By the end of Year One, most children should be able to:

Perform Active learning	Explore and Compose Playing and exploring	Listen, Reflect and Appraise Creating and thinking critically
<p>Using their voices:</p> <ul style="list-style-type: none"> ● Speak and chant together ● Sing songs showing increasing vocal control (singing more in tune, breathing deeply, singing words clearly) ● Sing songs in different styles conveying different moods (happy, sad, angry etc) and with sense of enjoyment ● Co-ordinate actions to go with a song ● Sing in time to a steady beat ● Perform an action or a sound (clapping, stamping, etc) on the steady beat whilst singing <p>Using Classroom Instruments:</p> <ul style="list-style-type: none"> ● Play instruments by shaking, scraping, rattling, tapping etc ● Play in time to a steady beat, using instruments or body sounds ● Play loudly, quietly, fast, slow ● Imitate a rhythm pattern on an instrument ● Play a repeated rhythmic pattern (rhythmic ostinato) to accompany a song ● Play a single pitched note to accompany a song (drone) ● Play with help the rhythmic pattern of a spoken sentence, e.g. 'Hungry caterpillar' ● Follow simple hand signals indicating: loud/quiet and start/stop 	<p>Exploring:</p> <ul style="list-style-type: none"> ● Different sounds made by the voice and hands (timbre) ● High and low sounds (pitch) ● Long and short sounds (duration) ● Loud and quiet sounds (dynamics) ● Fast and slow sounds (tempo) ● Pitch shapes (moving up and down) and rhythmic patterns <p>Composing:</p> <ul style="list-style-type: none"> ● Add sound effects to a story ● Choose musical sound effects to follow a story line or match a picture ● Use graphics/symbols to portray the sounds they have made ● Sequence these symbols to make a simple structure (score) ● Compose own sequence of sounds without help and perform. <p>KEY WORDS:</p> <ul style="list-style-type: none"> ● OSTINATO ● DRONE ● STEADY BEAT ● SCORE 	<p>Listening:</p> <ul style="list-style-type: none"> ● Listen to a piece of music and move in time to its steady beat. ● Recognise and respond through movement /dance to the different musical characteristics and moods of music ● Recognise the sounds of the percussion instruments used in the classroom and identify and name them <p>Appraising:</p> <ul style="list-style-type: none"> ● Begin to use musical terms (louder/quieter, faster/slower, higher/lower) ● Begin to articulate how changes in speed, pitch and dynamics effect the mood <p>MUSICAL ELEMENTS</p> <ul style="list-style-type: none"> ● DURATION ● PITCH ● TEMPO ● DYNAMICS ● TIMBRE ● STRUCTURE

Year Two

By the end of Year Two, most children should be able to:

<p>Perform Active learning</p>	<p>Explore and Compose Playing and exploring</p>	<p>Listen, Reflect and Appraise Creating and thinking critically</p>
<p>Using their voices:</p> <ul style="list-style-type: none"> ● Sing a variety of songs with more accuracy of pitch ● Sing words clearly and breathing at the end of phrases ● Convey the mood or meaning of the song ● Sing with a sense of control of dynamics(volume) and tempo (speed) ● Echo sing a short melodic phrases ● Identify if the pitch is getting higher or lower, or is staying the same and copy with their voices ● Follow a leader (teacher)starting and stopping together <p>Using Instruments:</p> <ul style="list-style-type: none"> ● Play with control: a) maintaining steady beat b) getting faster or slower c) getting louder or quieter ● Perform a repeated two note melodic ostinato to accompany a song ● Perform a rhythm accompaniment to a song ● Perform a sequence of sounds using a graphic score ● Work and perform in smaller groups ● Follow a leader (teacher)starting and stopping together <p>Demonstrate some confidence in performing as a group and as an individual</p>	<p>Explore:</p> <ul style="list-style-type: none"> ● Ways in which sounds are made (<i>tapped, blown, scraped, shaken</i>), and can be changed ● Long and short sounds (rhythm – duration) ● The rhythm patterns of words and sentences ● Changes in pitch (higher and lower) ● Sequences of sound (structure) ● Sounds in response to a stimulus (visual or aural) ● How sounds can be manipulated to convey different effects and moods <p>Compose:</p> <ul style="list-style-type: none"> ● Short melodic phrases ● Short repeated rhythmic patterns (ostinati) ● Rhythm patterns from words ● A piece of music that has a beginning, middle and end (structure) ● Music that has long and short sounds, and/or changes in tempo, timbre and dynamics, in small groups ● Music that conveys different moods <p>KEY WORDS:</p> <ul style="list-style-type: none"> ● OSTINATO ● DRONE ● STEADY BEAT ● GRAPHIC SCORE ● PHRASE ● SEQUENCE ● RHYTHM PATTERN 	<p>Listening and appraising</p> <ul style="list-style-type: none"> ● Listen with increased concentration ● Recognise the sounds of the percussion instruments used, their names, how they are played and which ones can make high and low sounds ● Recognise how sounds are made – tapping, rattling, scraping, blowing etc ● Identify different qualities of sound such as smooth, scratchy, clicking, ringing (timbre) ● Recognise and respond to different changes of speed (tempo)/volume (dynamics) and pitch ● Respond through movement/dance to different musical characteristics and moods (angrily, sadly, cheerfully, daintily etc) ● Recognise and respond to the mood of a piece of music. Begin to use music terminology when describing how the mood is created (i.e. the mood is sad because the music is played very slowly and quietly) <p>MUSICAL ELEMENTS</p> <ul style="list-style-type: none"> ● DURATION ● PITCH ● TEMPO ● DYNAMICS ● TIMBRE ● STRUCTURE

Year Three

By the end of Year Three, most children should be able to:

<p>Perform Active learning</p>	<p>Explore and Compose Playing and exploring</p>	<p>Listen, Reflect and Appraise Creating and thinking critically</p>
<p>Using their voices:</p> <ul style="list-style-type: none"> ● Sing songs in a variety of styles with confidence, singing an increasing number from memory ● Show increasing accuracy of pitch and awareness of the shape of a melody. ● Imitate increasingly longer phrases with accuracy ● With an awareness of the phrases in a song ● Understand that posture, breathing and diction are important. ● Demonstrate an awareness of character or style in performance. ● Chant or sing a round in two parts ● Sing songs with a recognised structure (verse and chorus/ call and response) <p>Using instruments:</p> <ul style="list-style-type: none"> ● Keep a steady beat on an instrument in a group or individually ● Maintain a rhythmic or melodic ostinato simultaneously with a different ostinato and/or steady beat ● Use tuned percussion with increasing confidence ● Copy a short melodic phrase by ear on a pitched instrument ● Play using symbols including graphic and / or simple traditional notation ● Follow simple hand directions from a leader ● Perform with an awareness of others ● Combine musical sounds with narrative and movement ● Perform a composed piece to a friendly audience, as a member of a group or class 	<p>Explore:</p> <ul style="list-style-type: none"> ● Longer – shorter / faster - slower / higher - lower / louder - quieter sounds on tuned and untuned percussion and voices. ● Pitch notes moving by step (notes adjacent to each other) and by leap (notes with gaps between them) ● Symbols to represent sound (graphic scores / traditional notation) ● The sounds of different instruments - TIMBRE and how they can represent pictures/ stories/ moods ● The different sounds (timbres) that one instrument can make ● How the musical elements can be combined to compose descriptive music <p>Compose:</p> <ul style="list-style-type: none"> ● Words and actions to go with songs ● A simple rhythmic accompaniment to go with a song, using ostinato patterns ● Music that has a recognisable structure; Beginning, Middle and End or verse/chorus ● Music that tells a story, paints a picture or creates a mood ● Music that uses repetition / echo <p>KEY WORDS</p> <ul style="list-style-type: none"> ● STEADY BEAT ● RHYTHM ● OSTINATO ● PITCH ● PHRASE ● REPITITION ● MUSICAL SYMBOLS 	<p>Listening, reflecting and appraising:</p> <ul style="list-style-type: none"> ● Listen with concentration to longer pieces / extracts of music ● Listen to live/recorded extracts of different kinds of music and identify where appropriate <ul style="list-style-type: none"> - a steady beat / no steady beat - a specific rhythm pattern or event - the speed (TEMPO) of the music - the volume (DYNAMICS) - the melody ● using appropriate musical terms/language ● Identify common characteristics ● Recognise some familiar instrumental sounds in recorded music (piano, violin, guitar drums etc) ● Identify repetition in music ie a song with a chorus ● Recognise aurally wooden, metal, skin percussion instruments and begin to know their names ● Listen to their own compositions and use musical language to describe what happens in them <p>MUSICAL ELEMENTS</p> <ul style="list-style-type: none"> ● DURATION ● TEXTURE ● TEMPO ● DYNAMICS ● STRUCTURE ● PITCH ● TIMBRE

By the end of Year Four, most children should be able to:

Perform Active learning	Explore and Compose Playing and exploring	Listen, Reflect and Appraise Creating and thinking critically
<p>Using their voices:</p> <ul style="list-style-type: none"> ● Sing songs in a variety of styles with an increasing awareness of the tone of their voices and the shape of the melody ● Sing songs showing musical expression (phrasing, changes of tempi, dynamics; reflecting the mood and character of the song and its context) ● Sing two/three part rounds with more confidence and increasing pitch accuracy ● Sing confidently as part of a small group or solo being aware of posture and good diction. ● Copy short phrases and be able to sing up and down in step independently. <p>Using instruments:</p> <ul style="list-style-type: none"> ● Maintain two or more different ostinato patterns in a small instrumental group against a steady beat ● Play music that includes RESTS ● Use tuned percussion instruments with increasing confidence to accompany songs and improvise ● Play by ear – find known phrases or short melodies using tuned instruments ● Play music in a metre of two or three time ● Read and play from some conventional music symbols ● Combine instrumental playing with narrative and movement ● Follow a leader, stopping / starting, playing faster/ slower and louder / quieter. ● Perform to an audience of adults, an assembly or other classes with increasing confidence 	<p>Explore:</p> <ul style="list-style-type: none"> ● Sounds to create particular effects (timbre) ● Rhythm patterns in music from different times and places (duration) ● The pentatonic scale ● Pitched notes that move by steps and/ or leaps to make short phrases/melodies ● Music that describes feelings or moods using 'tense' or 'calm' sounds using dynamics, different tempi, different timbres etc ● Combining and controlling sounds to achieve a desired effect ● Music that incorporates effective silences (rests) ● Different groupings of beats (metre of 2/3) <p>Compose:</p> <ul style="list-style-type: none"> ● A simple rhythmic accompaniment to a song using ostinato patterns and drones ● A simple melody from a selected group of notes (i.e. a pentatonic scale) ● Music that has a recognisable structure ● A piece of music that reflects images/ and atmosphere, that has a clearly defined plan, making subtle adjustments to achieve the intended effect ● Arrange a song using tuned and untuned accompaniments developed from the song and perform to a friendly audience ● Use a range of ICT to sequence, compose, record and share work <p>KEY WORDS</p> <ul style="list-style-type: none"> ● OSTINATO ● DRONE ● REPITITION ● METRE ● RESTSTEP ● LEAP ● PHRASE ● MELODY ● PENTATONIC TUNED PERCUSSION ● UNTUNED PERCUSSION 	<p>Listening, Reflecting and Appraising:</p> <ul style="list-style-type: none"> ● Recognise aurally the range of percussion (tuned and untuned) used in school and some individual orchestral instruments taught in school. ● Recognise and talk about some contrasting styles of music in broad terms, using appropriate musical language (the tempo, dynamics, metre, texture, timbre) ● Recognise music from different times and countries identifying key elements that give it its unique sound. ● Identify repeated rhythmic or melodic phrases in live or recorded music ● Identify whether a song has a verse/chorus or call and response structure ● Identify the use of metre in 2 or 3 in a piece of recorded or live music ● Recognise the combined effect of layers of sound by listening to their own arrangements, compositions and recordings. <p>MUSICAL ELEMENTS</p> <ul style="list-style-type: none"> ● DURATION ● TEXTURE ● TEMPO ● DYNAMICS ● STRUCTURE ● PITCH ● TIMBRE