



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

AUTUMN	EYFS	KEY STAGE ONE		KEY STAGE TWO			
	YEAR R	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
KNOWLEDGE	What is music? Where is the music room? Sing a range of well-known nursery rhymes and songs.	Through learning how to play the Recorder, understand the following vocabulary: Woodwind, Tonguing, Stave, Treble clef, Crochet, Quaver and Repeat sign.	Through learning to play the Ukulele, understand the following vocabulary: Stringed instrument, Tuned, Plucking, Strumming, Pattern, Chord, Major, Minor. How to read music on a stave e.g. FACE EGBDF	Through learning to play the Ukulele, understand the following vocabulary: Pulse, High and low notes, Octaves, Semiquavers. Recap reading music on stave - deepen knowledge of musical notation.	Through learning to play the African Drums, understand the following: Djembe. Songs sung in native African language. Knowledge of origins/history of African music. Rounds	Through learning to play Boom Whackers, understand the following: Recap Crotchets, Quavers, Semiquavers and rests. Minim Semibreve Musical dimensions.	Through learning to play Keyboards, understand the following: Dotted minim, Dotted, Semibreve, Time signature and Italian terms. Learn to play a range of simple pieces. How to use musical notation

			How different rhythms are developed. Major and Minor Keys.	Learning to play specific rhythmic patterns and songs.		Deepen understanding of musical notation.	to record own compositions.
SKILLS	Knowing what music is and where it is taught. Perform songs and rhymes and move in time with the music.	Play 3 note tunes on the recorder musically.	Able to play basic chords rhythmically. Perform a short piece at the end of the unit. Listen with concentration to live music.	Able to play chords from staff and musical notations. Counting bars. Improvisation. Performance skills.	Play and perform solo and ensemble. Play a range of both simple and complex rhythms on Djembe drums. Improvise and compose own rhythms using basic patterns. Listen and appraise live music.	Playing instruments in different parts. Improvise and compose more complex rhythms. Listen and appraise, giving details of what they have heard.	Playing the keyboard. Reading music using the staff. Begin to play using a given time signature. Improvisation and composition of own pieces of music. Listen and appraise - giving suggestions for improvement.

SPRING	EYFS	KEY STAGE ONE		KEY STAGE TWO			
	YEAR R	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
KNOWLEDGE	<p>What is rhythm? Beats using syllables - clapping/tapping using body percussion.</p> <p>What is percussion? Tuned and untuned instruments. Untuned instruments are good for rhythm.</p> <p>Specific names of percussion instruments. How to keep a steady beat using an instrument.</p>	<p>Understand the following vocabulary in relation to singing and listening to recorded music: Warm up, Breathing, Posture, Chant, Pitch, Dynamics, Structure, Pulse and Rhythm.</p> <p>Using percussion understand the following vocabulary: Question and answer phrases, Sound effects, Sequences, Rhythm pattern and Rhythm notation.</p>	<p>Understand the following vocabulary in relation to singing and listening to recorded music: Recap Warm up, Breathing, Posture, Chant, Pitch, Dynamics, Structure, Pulse, Rhythm, Tempo, Crescendo, Decrescendo and Pause.</p> <p>Using percussion understand the following vocabulary: Improvise, Graphic symbols, Dot notation,</p>				

			Stick notation and Crotchet rests.				
SKILLS	<p>Using understanding of percussion to keep a steady rhythm.</p> <p>Explore the different sounds of instruments.</p> <p>Use percussion instruments to add sounds effects to a story.</p> <p>Children will be able to sing a range of familiar songs and rhymes.</p>	<p>Sing simple songs, chants or rhymes from memory.</p> <p>Listen to music with concentration and understanding.</p> <p>Improvise simple vocal chants and create musical sound effects.</p> <p>Use body percussion and instruments to play repeated rhythms maintaining a steady beat.</p> <p>Respond to the pulse in recorded music through movement.</p>	<p>Sing songs with a small pitch range with control and accuracy.</p> <p>To have some understanding of dynamics and tempo.</p> <p>Listen to most music with developing concentration and understanding including appraisal.</p> <p>Create music in response to a musical stimulus.</p> <p>Be able to improvise with rhythmic phrases.</p> <p>Use symbols for rhythm notation.</p>				

SUMMER	EYFS	KEY STAGE ONE		KEY STAGE TWO			
	YEAR R	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
KNOWLEDGE				<p>Learning songs and using appropriate instruments to support the song.</p> <p>Recap pulse, beat and rhythm.</p> <p>Tempo.</p> <p>Begin to understand pentatonic scale.</p>	<p>Develop an understanding of music history.</p> <p>Know how music is created.</p> <p>How to use musical vocabulary when appraising.</p> <p>Pitch patterns.</p> <p>Begin to understand basic musical dynamics.</p> <p>Begin to understand how to use musical notation for own compositions.</p> <p>Develop understanding of pentatonic scale.</p>	<p>Composers and musical history.</p> <p>Difference between live and recorded music.</p> <p>Different musical genres and their features.</p> <p>Song composition</p>	<p>Genres.</p> <p>Rap.</p> <p>Backing track.</p> <p>Funk.</p> <p>Electronic.</p> <p>Rock n Roll.</p> <p>Knowledge of music in since the 1930's.</p>

<p>SKILLS</p>				<p>Singing and accompanying with percussion. Performing and appraising. To use knowledge of rhythm and tempo as a stimulus to create a suitable rhythm to accompany a given song. They will be able to read a musical rhythm from standard notation.</p>	<p>Using musical notation of beats to record own compositions. Use knowledge of dynamics to compose and perform own musical piece. Perform, record and appraise work using correct musical vocabulary. Deeper understanding of written musical scores.</p>	<p>Listening to and appraising music. Singing Reading notes on a staff. Playing instruments in different parts using musical scores. Improvise Composing different musical genres.</p>	<p>Listening and appraising music. Give opinions on improvements and styles heard. Improvisation and composition of own music using notation on musical staves. Use technology to compose a simple track.</p>
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IMPACT (END POINTS)

EYFS	KEY STAGE ONE		KEY STAGE TWO			
YEAR R	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>In Reception, children will be able to play a range of percussion instruments. Children will be able to sing a range of familiar songs and rhymes. Children will be able to perform in front of an audience.</p>	<p>In Year 1, children will be able to recognise different musical structures e.g. tempo, rhythm. They are able to clap or tap to the beat and play a few simple notes on the recorder. Children will listen with developing concentration and understanding to a range of high quality recorded music.</p>	<p>In Year 2, children will be able to use their voices expressively and creatively by singing songs and 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. Children will experiment with, create, select and combine sounds using the inter-related dimensions of music. Children will be able to play a few simple chords on the ukulele.</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 a tuned instrument e.g. ukulele. They will be able to listen and evaluate a piece of music.</p>	<p>In Year 4, children will have developed their understanding of rhythm through the learning of African Drumming. Through this, they have an understanding of different genres and the history of music and its origins. They can compose their own rhythms to accompany songs using untuned percussion. Their compositions may begin to use some tuned instruments.</p>	<p>In year 5, Children will have developed their understanding of the musical staff and will be able to learn a song and improvise/compose using tuned, e.g. boom whackers and untuned instruments. Children will have developed some understanding of composers and genres of music through history.</p>	<p>In Year 6, children will have an awareness of different genres of music through history and know their stylistic differences. Children can improvise and compose their own music using a variety of instruments using standard notation. They are able to play a tuned instrument e.g. keyboard, reading music from a score.</p>

