



Progression Map: Music



KS2 pupils are taught to:

Sing and play musically with increasing confidence and control. They develop an understanding of musical composition, organising and manipulating idea within musical structures and reproducing sounds from aural memory

Play and perform in solo and ensemble context, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

Improvise and compose music for a range of purposes using the interrelated dimensions of music

Listen with attention to detail and recall sounds with increasing aural memory

Use and understand staff and other musical notations

Content	Year 3	Year 4	Year 5	Year 6
Performing	<ul style="list-style-type: none"> To sing in tune with expression To control their voice when singing To play clear notes on instruments <p><u>Challenge:</u> Pupils work with a partner to create a piece of music using more than one instrument</p>	<ul style="list-style-type: none"> To perform a simple part rhythmically To sing songs from memory with accurate pitch To improvise using repeated patterns <p><u>Challenge:</u> Pupils can use selected pitches simultaneously to produce simple harmony</p>	<ul style="list-style-type: none"> To breath in the correct place when singing To sing and use their understanding of meaning to add expression To maintain their part whilst others are performing their part To perform 'by ear' and from simple notations To improvise within a group using melodic and rhythmic phrases To recognise and use basic structural forms e.g. rounds, variations, rondo form <p><u>Challenge:</u> Pupils use pitches simultaneously to produce harmony by building up simple chords They devise and play a repeated sequence of pitches on a tuned instrument to accompany a song</p>	<ul style="list-style-type: none"> To sing a harmony part confidently and accurately To perform parts from memory To perform using notations To take the lead in a performance To take on a solo part To provide rhythmic support <p><u>Challenge:</u> Pupils can perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the part will fit together</p>

Content	Year 3	Year 4	Year 5	Year 6
Composing	<ul style="list-style-type: none"> To use different elements in their composition To create repeated patterns with different instruments To compose melodies and songs To create accompaniments for tunes To combine different sounds to create a specific mood or feeling <p><u>Challenge:</u> Pupils understand metre in 2 and 3 beats; then 4 and 5 beats They understand how the use of tempo can provide contrast within a piece of music</p>	<ul style="list-style-type: none"> To use notations to record and interpret sequences of pitches To use standard notation To use notations to record compositions in a small group or on their Own To use their notation in a performance <p><u>Challenge:</u> Pupils can explore and use sets of pitches, e.g. 4 or 5 note scales They can show how they can use dynamics to provide contrast</p>	<ul style="list-style-type: none"> To change sounds or organise them differently to change the effect To compose music which meets specific criteria To use their notations to record groups of pitches (chords) To use a music diary to record aspects of the composition process To choose the most appropriate tempos for a piece of music <p><u>Challenge:</u> Pupils understand the relation between pulse and syncopated patterns They can identify (and use) how patterns of repetitions, contrasts and variations can be organised to give structure to a melody, rhythm, dynamic and timbre</p>	<ul style="list-style-type: none"> To be able to use a variety of different musical devices in their composition (including melody, rhythms and chords) To recognise that different forms of notation serve different purposes To use different forms of notation To be able to combine groups of beats <p><u>Challenge:</u> Pupils can show how a small change of tempo can make a piece of music more effective They use the full range of chromatic pitches to build up chords, melodic lines and bass lines</p>
Appraising	<ul style="list-style-type: none"> To improve their work explaining how it has improved To use musical words (the elements of music) to describe a piece of music and compositions To use musical words to describe what they like and dislike To recognise the work of at least one famous composer 	<ul style="list-style-type: none"> To explain the place of silence and say what effect it has To start to identify the character of a piece of music To describe and identify the different purposes of music <p>To being to identify with the style of work of Beethoven, Mozart and Elgar</p>	<ul style="list-style-type: none"> To describe, compare and evaluate music using musical vocabulary To explain why they think their music is successful or unsuccessful To suggest improvements to their own or others' work To choose the most appropriate tempo for a piece of music To contrast the work of famous composers and 	<ul style="list-style-type: none"> To be able to refine and improve their work To be able to evaluate how the venue, occasion and purpose affects the way a piece of music is created To be able to analyse features within different pieces of music To be able to compare and contrast the impact that different composers from different times will have had on the people of the time.

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	<p><u>Challenge</u> Pupils can tell whether a change is gradual or sudden They identify repetition, contrasts and variations</p>	<p><u>Challenge</u> Pupils can identify how a change in timbre can change the effect of a piece of music</p>	<p>show preferences</p> <p><u>Challenge:</u> Pupils can explain how tempo changes the character of music They identify where a gradual change in dynamics has helped to shape a phrase of music</p>	<p><u>Challenge:</u> Pupils can appraise the introductions, interludes and endings for songs and compositions they have created</p>
Topics	<p><u>Autumn</u> Charanga: Let your spirit fly Glockenspiel (Stage 1)</p> <p><u>Spring</u> Charanga: Three little birds The dragon song</p> <p><u>Summer</u> Charanga: Bringing us together Reflect, Rewind, Replay</p> <p>Composers: History link - Early Music - Anglo-Saxons - pre 1066 e.g. Leonin, De La Halle</p>	<p><u>Autumn</u> Charanga: Mamma Mia Glockenspiel (Stage 2)</p> <p><u>Spring</u> Charanga: Stop Lean on Me</p> <p><u>Summer</u> Charanga: Blackbird Reflect, Rewind, Replay</p> <p>Composers: History link - Early/ Mid 20th Century America - Miles Davis, Duke Ellington</p>	<p><u>Autumn</u> Charanga: Livin' on a prayer Classroom Jazz 1</p> <p><u>Spring</u> Charanga: Make you feel my love (preview) Fresh Prince of Bel Air (preview)</p> <p><u>Summer</u> Charanga: Dancin' in the street (preview) Reflect, Rewind, Replay</p> <p>Composers: History link - Early/Mid 20th Century Europe - Debussy, Stravinsky, Benjamin Britten</p>	<p><u>Autumn</u> Charanga: I'll be there Classroom Jazz 2</p> <p><u>Spring</u> Charanga: Britten - A New Year Carol (preview) Happy (preview)</p> <p><u>Summer</u> Charanga: You've got a friend (preview) Reflect, Rewind, Replay</p> <p>Composers: History link - Classical Period - Haydn, Mozart, Elgar and Beethoven</p>