

# Music



## Whittington Primary School Curriculum: Progression Map



Area	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listen and Appraise	<p>The children will listen attentively in a range of situations.</p> <p>They can talk about how music makes them feel, move appropriately to a piece of music, and talk about their feelings in response to music.</p>	<p>The children will listen to a variety of musical styles from different times, traditions and composers. Learn to recognise instruments and basic style indicators. Encourage discussions using musical language.</p>	<p>The children will continue to listen to a variety of musical styles from different times, traditions and composers. Learn to recognise instruments and basic style indicators. Encourage discussions using musical language.</p>	<p>The children will understand and appreciate a variety of musical styles from different times and traditions. Continue to recognise the sound of musical instruments and basic features of key musical styles. Encourage discussion using more accurate musical language.</p>	<p>The children will continue to understand and appreciate a variety of musical styles from different times and traditions. Continue to recognise the sound of musical instruments and basic features of key musical styles. Encourage more confident discussion using accurate musical language.</p> <p>Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.</p>	<p>The children will continue to listen to a variety of musical styles from different times and traditions. Recognise instruments and features of key musical styles. Encourage confident discussion using accurate musical language.</p> <p>Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.</p>	<p>The children will continue to listen to a variety of musical styles from different times and traditions. Recognise instruments and features of key musical styles. Encourage confident discussion using accurate musical language.</p> <p>Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.</p>

					<b>Ten Pieces</b> Tchaikovsky: The Nutcracker Wagner: Ride of the Valkyries Carl Orff: Carmina Burana	<b>Ten Pieces:</b> Florence Price Symphony No.1, Mozart Horn Concerto and Prokofiev Peter and the Wolf	<b>Ten Pieces:</b> Bernstein: Mambo, Holst: Mars from the Planets and Bach: Toccata and Fugue
Musical Activities	They can explore using basic instruments, exploring how sounds can be changed and copying simple rhythms.  They enjoy joining in with a range of songs.	<b>Games:</b> Begin to understand how pulse, rhythm and pitch work together to create music through warm-up games and flexible games.  <b>Singing:</b> Start to sing songs/raps together in a group/ensemble.  <b>Playing Instruments:</b> Use glocks, recorders or band instruments if appropriate. Start to learn to play together in a band or ensemble.  <b>Improvisation:</b> Begin to learn that improvisation is when you make up your own tune or rhythm. An	<b>Games:</b> Continue to understand how pulse, rhythm and pitch work together to create music through Warm-up Games and Flexible Games.  <b>Singing:</b> Continue to sing songs/raps together in a group/ensemble.  <b>Playing Instruments:</b> Use glocks, recorders or band instruments if appropriate. Learn to play together in a band or ensemble.  <b>Improvisation:</b> Continue to learn that improvisation is when you make up your own tune or rhythm. An	<b>Games:</b> Continue to understand how pulse, rhythm and pitch work together to create music through Warm-up Games and Flexible Games.  <b>Singing:</b> Continue to sing songs/raps together in a group/ensemble.  <b>Playing Instruments:</b> Use glocks, recorders or band instruments if appropriate. Learn to play together in a band or ensemble.  <b>Improvisation:</b> Continue to learn that improvisation is when you make up your own tune or rhythm. An improvisation is not	<b>Games:</b> Continue to build on previous learning about how pulse, rhythm and pitch work together to create music through Warm-up Games and Flexible Games.  <b>Singing:</b> Learn and understand more about preparing to sing. Explore a range of vocal activity eg rapping, beatboxing. Perhaps sing as a soloist and as part of a larger group and/or in parts.  <b>Playing Instruments:</b> Perform as a soloist and as part of a band or ensemble, by ear and/or from different notations. Playing pieces in	<b>Games:</b> The children will have an understanding of how pulse, rhythm and pitch work together to create music through Warm-up Games.  <b>Singing:</b> Understand more about preparing to sing songs/raps together in a group/ensemble, sometimes in parts and confidently.  <b>Playing Instruments:</b> Use glocks, recorders or band instruments. Play together with confidence and understanding in a band or ensemble.	<b>Games:</b> Games and Flexible Games. A deeper understanding of how pulse, rhythm and pitch work together to create music through Warm-up Games  <b>Singing:</b> Understand with greater depth about preparing to sing songs/raps together in a group/ensemble, sometimes in parts and confidently  <b>Playing Instruments:</b> Use glocks, recorders or band instruments. Play together with more confidence and deeper

		<p>improvisation is not written down or notated. If written down in any way or recorded, it becomes composition.</p> <p><b>Composition:</b> Start to learn that composition is creating very simple rhythms and melodies that are notated or recorded in some way</p>	<p>improvisation is not written down or notated. If written down in any way or recorded, it becomes a composition.</p> <p><b>Composition:</b> Continue to learn that composition is creating simple rhythms and melodies that are notated or recorded in some way.</p>	<p>written down or notated. If written down in any way or recorded, it becomes a composition.</p> <p><b>Composition:</b> Continue to learn that composition is creating simple rhythms and melodies that are notated or recorded in some way.</p>	<p>unison and in two parts.</p> <p><b>Improvisation:</b> Continue inventing musical ideas within improvisation.</p> <p><b>Composition:</b> Continue inventing musical ideas within composition. They can be recorded in sound or written using any appropriate notation</p>	<p><b>Improvisation:</b> Know and understand that when you make up your own tune or rhythm it's called improvisation. Have the knowledge and understanding that an improvisation is not written down or notated. If written down in any way or recorded, it becomes composition.</p> <p><b>Composition:</b> Know and understand that composition is creating your own melody within given boundaries. It can be notated or recorded in some way.</p>	<p>understanding in a band or ensemble</p> <p><b>Composition:</b> Understand with greater depth that composition is creating your own melody within given boundaries. It can be notated or recorded in some way.</p>
Perform and Share	<p>They can use simple graphic scores to create a simple composition.</p> <p>They can learn and perform familiar songs.</p>	<p>Perform together in an ensemble/band.</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and un-</p>	<p>Perform together in an ensemble/band.</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and un-</p>	<p>Perform together in an ensemble/band.</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and un-</p>	<p>Perform together in an ensemble/band.</p>	<p>Perform together in an ensemble/band with ease and confidence.</p>	<p>Perform together in an ensemble/band with ease, confidence and knowledge of your audience.</p>

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