



Progression Map – Music

	Reception	Yr 1	Yr 2
Autumn	<ul style="list-style-type: none"> • Learn and remember 5 new songs to sing in a group • Learn about high/low, quiet/loud, fast/slow and finding the pulse of music • Play wooden, metal, shaking, skinned and tuned instruments • Listen and move appropriately to music 	<ul style="list-style-type: none"> • Learn and remember 5 new songs to sing alone, with a partner and in a group • Explore the different sounds the body and voice can make • Tap pulse and rhythm of known songs using hands and then percussion instruments • Use bodies to show difference between lower, middle-lower, middle-higher and higher sounds • Make up sounds effects for a story using wooden metal, shaking, skinned and tuned instruments 	<ul style="list-style-type: none"> • Learn to play the descant recorder. • Learn simple tunes on the recorder from memory • Learn and remember 5 new songs to sing alone, with a partner and in a group • Follow teacher's hand signs to sing doh, ray, me and soh. • Read 4 beat rhythms using quavers (1/2 beat) and crotchets (1 beat) Say to words ti-ti, ta.
Spring	<ul style="list-style-type: none"> • Learn and remember 5 new songs to sing with a partner and in a group • Use thinking voice for some phrases in songs • Recognise lower, middle and higher pitches on chime bars 	<ul style="list-style-type: none"> • Learn and remember 5 new songs to sing alone, with a partner and in a group • Explore long and short sounds vocally • Learn to repeat rhythms to form an ostinato underneath singing 	<ul style="list-style-type: none"> • Learn simple tunes on the recorder from memory with an accompaniment. • Learn and remember 5 new songs to sing alone, with a partner and in a group • Follow teacher's hand signs to sing doh, ray, me and soh and la.



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	<ul style="list-style-type: none"> Learn to play gradually louder and quieter on percussion instruments 	<ul style="list-style-type: none"> Recognise which wooden, metal, shaking, skinned and tuned instruments make long or short sounds Listen for longer periods to recorded music 	<ul style="list-style-type: none"> Read and tap 4 beat rhythms using ti-ti(quavers), ta (crotchet)and too (minim) Use loud/quiet and fast/slow symbols when appropriate.
Summer	<ul style="list-style-type: none"> Learn and remember 5 new songs to sing alone, with a partner and in a group Recognise and tap 4 beat rhythms from known songs Learn to play gradually faster and slower on percussion instruments Recognise known songs played from rhythm alone 	<ul style="list-style-type: none"> Learn and remember 5 new songs to sing alone, with a partner and in a group Walk the pulse at different speeds Continue to learn about high/low, quiet/loud and fast/slow by changing the way songs and instruments are performed Play musical games to develop musical memory and steady beat Listen and move to recorded music, noting its pulse and rhythm 	<ul style="list-style-type: none"> Learn and remember 5 new songs to sing alone, with a partner and in a group Follow teacher’s hand signs to sing doh, ray, me and soh and la. Play rhythm notation phrases on recorders to include ti-ti (quaver), ta (crotchet), too (minim) and ta rest. Play two-part pieces on recorders from memory with accompaniment. Use cresc and dim where appropriate.



Progression Map – Music

	YR 3	Yr4	Yr5	YR6
Autumn	<ul style="list-style-type: none"> • Improvise vocally using ms (me/soh) phrases • Read 4 beat rhythms using quavers (1/2 beat), crotchets (1 beat) and crotchet rests. Say to words tea, coffee and shhh, then tap together as a class. • Use tuned and untuned instruments to work together to create a piece of music about a chosen animal 	<ul style="list-style-type: none"> • Understand and explore the pentatonic scale • Follow teacher's hand signs to sing drm phrases (do/re/me), then improvising vocally and singing 4 beat phrases using drm to solfa notation • Read 4 beat rhythms using quavers (1/2 beat), crotchet rest and dotted quaver and semi quaver • Read 4x4 beat phrases, understanding the structure, then playing on pentatonic instruments 	<ul style="list-style-type: none"> • Follow 8 beat rhythms from notation moving to 4 bars of notation. • Follow teacher's hand signs to sing drmsl (do/re/me/so/la) phrases. • Play one of the family of recorders in an ensemble • Learn to play rhythmic notation on African drums 	<ul style="list-style-type: none"> • Walk the pulse in compound time at different speeds • Introduce fa and te and follow hand signs to sing msl, drmsl and drmsltd phrases, then improvising vocally and singing four beat rhythm phrases using drmsltd to solfa notation • Read compound time rhythm phrases • Learn how to notate simple songs in rhythm notation, adding melody using drmsl solfa notation • Listen to a variety of music to identify musical elements and their function within the piece • Use ipads and Ogen to write songs.



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<p>Spring</p>	<ul style="list-style-type: none"> • Sing 4 beat phrases using msl to solfa notation • Improvise vocally using msl (me/soh/lah) phrases • Notate in rhythm notation the rhythm of a line of a well-known song • Work as a class to build own ostinato piece using instruments 	<ul style="list-style-type: none"> • Sing and play as part of a class piece based on a picture • Work alone, in a pair, and in a small group to illustrate a picture musically, then performing and explaining it • Learn to sing songs in two parts 	<ul style="list-style-type: none"> • Find melody of known songs on tuned instruments • Listen to cyclical music from around the world. • Look at Indian Raga, study the structure of this. • Create and perform a piece of cyclical music - using Tal and Rag – to your class. • Play one of the family of recorders in an ensemble – using conventional western notation. 	<ul style="list-style-type: none"> • Improvise vocally using drmfslt phrases in compound time • Sing simple and compound time phrases to staff notation • Play and perform songs/pieces in Cecil Sharpe folk scheme on a variety of tuned and un-tuned instruments,
<p>Summer</p>	<ul style="list-style-type: none"> • Follow teacher's hand signs to sing drm phrases (do/re/me), then improvising vocally and singing 4 beat phrases using drm to solfa notation 	<ul style="list-style-type: none"> • Follow teacher's hand signs to sing drmsl phrases (do/re/me/so/la), then improvising vocally and singing 4 beat phrases using drmsl to solfa notation 	<ul style="list-style-type: none"> • Learn about conventional staff notation and theory - semi quaver, quaver, crotchet, , minim, semi breve and the rests for these. Bar structure and simple time signatures 4/4, 3/4 	<ul style="list-style-type: none"> • Learn some new songs from staff notation • Compose sections for and perform in class songs made up of riffs (ostinato) • Listen to music from different traditions with riffs



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	<ul style="list-style-type: none">• Find melody of known songs on tuned instruments• Perform class arrangement of a song	<ul style="list-style-type: none">• Share, learn and study playground songs from around the world• Take an existing playground song and add another verse to make into a performance in a group	<p>and 2/4. Bass and treble clef notes.</p> <ul style="list-style-type: none">• Create and perform a piece of music for your ensemble (using any of the forces we have learnt about in Autumn and Spring).	<ul style="list-style-type: none">•
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