

# Music Progression Map: Melody

Big Idea: Melody is a sequence of pitched notes.  
 A melody forms perhaps the most easily identifiable part of a composition: its tune.

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To melody is a sequence of pitched notes.</p> <p>To know that melody forms perhaps the most easily identifiable part of a composition: its tune.</p>	<p>To know how to join in a chant .</p> <p>To know how to join in with a song.</p> <p>To know how to echo a call using my voice.</p>	<p>To know how to sing back my reply to the register.</p> <p>To know how to sing “the circle” song independently.</p> <p>To know how to participate in pitch singing games with some accuracy of tempo and pitch.</p>	<p>To know how to perform our Y1 repertoire with increasing accuracy of pitch and tempo.</p> <p>To know how to sing a section of our repertoire solo with some accuracy of pitch and timing.</p> <p>To know how to sing a passage with differing dynamics of loud or soft.</p>	<p>To know how to perform our Y2 repertoire with increasing accuracy of pitch and tempo.</p> <p>To know how to sing a passage from one of our pieces solo with some accuracy of pitch and timing.</p> <p>To know that the chorus is the part of the song that repeats.</p>	<p>To know how to echo a short passage of melody on the recorder.</p> <p>To know that crotchets, quavers and 1 beat rests tell musicians the duration of a note in a melody.</p> <p>To know how to join in with our KS2 singing assembly repertoire with some accuracy of pitch and tempo.</p> <p>To know how to sing back our “give me 5” “warmup solo with increasing accuracy.</p>	<p>To know how to join in with our KS2 singing assembly repertoire with increasing accuracy of pitch and tempo.</p> <p>To know how to echo a short passage of melody on the glockenspiel.</p> <p>To know how to use notation to identify the pitch value of a short melody with some accuracy.</p> <p>To know that minims tell musicians more about the duration of a note in a melody.</p>	<p>To know how to use crotchets, quavers, minims to identify the duration of a note in a melody.</p> <p>To know how to echo a short passage of melody on the recorder, ukulele and glockenspiel.</p> <p>To know how to use notation to identify the pitch value of a short melody with increasing accuracy.</p> <p>To know how to explore chords using the glockenspiel.</p> <p>To know how to explore note by note harmony using the recorder and glockenspiel.</p>

# Music Progression Map: Rhythm

Big Idea: Rhythm is a musical pattern.

We most often find rhythms in the foundations of compositions, played on non-tuned percussion, but we might also find a rhythm within a melody or harmony.

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To know how to clap along with a song</p> <p>To know how to tap along with a song</p>	<p>To know how to echo a call using a clap.</p> <p>To know how to dance slowly or quickly depending on the tempo of the music</p>	<p>To know how to participate in rhythm games with some accuracy of pulse and pattern.</p> <p>To know how to repeat a four-beat rhythm using body percussion with some accuracy of pulse.</p> <p>To know how to march to the pulse with increasing accuracy.</p>	<p>To know that rhythms are often made of 4 beats and know how to repeat a four-beat rhythm using body percussion with increasing accuracy of pulse.</p> <p>To know how to follow a leader to change within a four-beat body percussion, and maintain accuracy of pulse.</p> <p>To know how to follow the pulse to play my instrument in a class composition</p>	<p>To know how to suggest a 4 beat rhythm for body percussion.</p> <p>To know how to count rests as part of body percussion with some accuracy.</p> <p>To know how to identify basic rhythm notation in a score: crotchets, quavers and 1 beat rests</p> <p>To know how to follow the class rhythm on the djembe including call and response</p>	<p>To know how to read basic rhythm notation and apply it to a range of instruments: glockenspiel, recorder.</p> <p>To know how to create a 1 bar notation which follows a 4/4 time signature using crotchets, quavers and 1 beat rests.</p> <p>To know how to clap the notation I have created with some accuracy.</p> <p>To know how to follow my group's rhythm on the djembe</p>	<p>To know the duration values of basic notation and apply it to a range of instruments: glockenspiel, recorder, djembe.</p> <p>To know how to create a 2 bar notation which follows a 4/4 time signature using crotchets, quavers and 1 beat rests.</p> <p>To know how to clap the notation I have created with increasing accuracy.</p> <p>To know how to follow my group's rhythm on the djembe when another group plays a different continuous rhythm</p>	<p>To know the duration values of basic notation and apply it to a range of instruments; glockenspiel, recorder, djembe and ukulele.</p> <p>To know how to create a 4 bar notation which follows a 4/4 time signature using crotchets, quavers, 1 beat rests and minims.</p> <p>To know how to clap the notation I have created with some accuracy to a pulse.</p> <p>To know how to follow my group's rhythm on the djembe when another group plays a rhythm which includes rests.</p> <p>To know that we can count patterns to create structure in our class composition.</p>

# Music Progression Map: Exploring Instruments

Big Idea: Exploring Instruments

In order to become musicians we must become familiar with a range of musical instruments from all the musical families: percussion, woodwind, brass and strings. Familiarity means lots of knowledge: what materials they are made from, how they make a musical sound, naming instruments from sight, and then naming instruments aurally. Finally, we can look at which instruments are particularly useful for exploring specific parts of music: rhythm, melody or harmony.

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To know what these instruments look like and can identify them visually: trumpet / piano / drum.</p> <p>To know how to hit / shake a percussion instrument.</p>	<p>To know what these instruments look like and can identify them visually: flute / violin / cymbal visually.</p> <p>To know how to echo a hit / shake / scrape on a percussion instrument to a clap.</p> <p>To know how to explore what an instrument is made from.</p>	<p>To know how to explore how an instrument makes a sound: blow, hit, shake, scrape, strum.</p> <p>To know how each of these instruments are played using a visual prompt and can demonstrate with actions: trumpet, violin, djembe drum.</p> <p>To know what each of these instruments are made from and can vocalise: trumpet, violin, djembe drum.</p>	<p>To know how to name a trumpet / piano / drum aurally.</p> <p>To know how to create dynamics on untuned percussion (quiet and loud).</p> <p>To know how to identify how each of these instruments are played without a visual prompt: trumpet, violin, djembe drum.</p> <p>To know the musical families of the orchestra and can vocalise using a visual prompt.</p> <p>To know how to explore tempo on untuned percussion: fast, slow and walking pace.</p>	<p>To know the musical families of the orchestra.</p> <p>To know at least one instrument for each family of the orchestra.</p> <p>To know how to play our Y3 recorder pieces with accuracy of tempo and pitch.</p> <p>To know how to explore digital music making using an online drum machine.</p> <p>To know how to explore rhythm patterns using a Djembe.</p>	<p>To know how to group instruments into families.</p> <p>To know how to explore note by note harmony using the recorder and glockenspiel.</p> <p>To know how to explore combining electronic music – making with rhythm using rap.</p> <p>To know how to create electronic music making with purpose.</p> <p>To know how to count patterns to follow a musical structure using the Djembe.</p>	<p>To know how to accurately name a musical family aurally.</p> <p>To know how to explore combining electronic and untuned percussion.</p> <p>To know how to count patterns to follow a 4-part musical structure using the Djembe.</p> <p>To know how to explore note by note harmony using the recorder and glockenspiel.</p> <p>To know how to suggest which instruments to use in a class composition and give reasons for my choice.</p> <p>I have explored a history of music: important musicians and genre</p>	<p>To know how to explore the tonal qualities of the different musical families and to what purposes they might used.</p> <p>To know how to explore oblique harmony using the recorder and glockenspiel.</p> <p>I can join in with two part harmony singing with some accuracy.</p> <p>To know that chords are made up by playing a note and missing a note.</p> <p>I have explored a history of music: important musicians, timeline and genre</p>

# Music Progression Map: Active Listening

Big Idea: The skill of listening is the most important for a musician.  
In active listening children learn how to listen for a specific detail in music.

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To know how to stop when the music stops.</p> <p>To know how to start when the music starts.</p>	<p>To know how to move fast when the music is fast.</p> <p>To know how to move slowly when the music is slow.</p> <p>To know how to march to a pulse with increasing accuracy.</p>	<p>To know how to follow a musical cue with an assigned action.</p> <p>To know how to correctly identify short note and long notes on a range of instruments aurally with some accuracy.</p> <p>To know how to repeat a four-beat rhythm using body percussion with some accuracy of pulse.</p>	<p>To know how to name a trumpet / piano / drum aurally</p> <p>To know how to repeat a four beat rhythm using body percussion with increasing accuracy of pulse.</p> <p>To know how to follow the pulse to play my instrument in a class composition</p>	<p>To know the names of a wider range of instruments and can identify them aurally with increasing accuracy: flute, double bass, violin.</p> <p>To know how to count a 1 beat as part of body percussion with some accuracy.</p> <p>To know how to identify an error in my recorder playing.</p> <p>To know how to aurally hear cues to begin a piece on my recorder.</p>	<p>To know the names of a wider range of instruments and can identify them aurally with increasing accuracy: tambourine, synthesiser, drum machine.</p> <p>To know how to identify an error in my playing and join back in.</p> <p>To know how to aurally identify a range of cues for my playing within a class composition.</p> <p>To know how to provide emotion words in response to a piece and include tempo in my reasoning.</p>	<p>To know how to suggest which instruments to use in a class composition and give reasons for my choice.</p> <p>To know how to accurately name a musical family aurally.</p> <p>To know how to give suggests for the genre of a piece of music with some accuracy.</p> <p>To know how to provide emotion words in response to a piece and include tempo and instrumentation in my reasoning.</p>	<p>To know how to explore the tonal qualities of the different musical families and to what purposes they might used.</p> <p>To know how to give suggests for the genre of a piece of music with increasing accuracy and give reasons for my choice.</p> <p>To know how to provide emotion words in response to a piece and give suggestions for how to create an opposite emotion using musical reasoning.</p> <p>To know how to listen to our class composition and provide suggestions for how it could be improved in terms of its purpose.</p>

# Music Progression Map: Notation

Big Idea: Notation is a specific way in which we can record our music so that we – or any musician- could perform it from sight.  
By reading notation, musicians strengthen connections between what they can hear, and what they can see.

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To know how to clap along with a song</p> <p>To know how to tap along with a song</p>	<p>To know how to echo a call using a clap.</p> <p>To know how to follow a four-beat rhythm using body percussion.</p>	<p>To know how to correctly identify short note and long notes on a range of instruments aurally.</p> <p>To know how to write representations of short and long notes with some accuracy.</p>	<p>To know how to read representations of short and long notes with some accuracy</p> <p>To know how to perform a short sequence of scribed short and long notes on untuned percussion with some accuracy.</p>	<p>To know that notation can tell us about note duration in melody.</p> <p>To know how to read the pitch value of three notes on the recorder and perform with some accuracy: G, A and B.</p>	<p>To know how to use notation to identify the pitch value of a short melody with some accuracy.</p> <p>To know how to use crotchets and minims to identify the duration of a note in a melody.</p>	<p>To know the duration values crotchet, quaver and 1 beat best.</p> <p>To know “Face in the space “ tells us the pitch values of notes in the spaces on a stave.</p>	<p>To know how to use crotchets, quavers, and minims to identify the duration of a note in a melody.</p> <p>To know that “every good boy deserves fanta” tells us the pitch value of notes on the lines in a stave.</p>