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 I	Year 2	Year 3	Year 4	Year 5
-	To mleody is a	To know how	To know how to	To know how to	To know how to	To know how to	To know how
9	sequence of	to join in a	sing back my	perform our YI	perform our Y2	echo a short passage	in with our KS
F	pitched notes.	chant .	reply to the	repertoire with	repertoire with	of melody on the	singing assemb
			register.	increasing accuracy of	increasing accuracy	recorder.	repertoire wit
	To know that	To know how		pitch and tempo.	of pitch and tempo.		increasing accu
r	melody forms	to join in with a	To know how to			To know that	pitch and temp
F	perhaps the	song.	sing ''the circle''	To know how to sing	To know how to	crotchets, quavers	
ľ	most easily		song	a section of our	sing a passage from	and I beat rests tell	To know how
	dentifiable	To know how	independently.	repertoire solo with	one of our pieces	musicians the	echo a short p
	part of a	to echo a call		some accuracy of	solo with some	duration of a note in	of melody on ⁻
(composition:	using my voice.	To know how to	pitch and timing.	accuracy of pitch	a melody.	glockenspiel.
i	ts tune.		participate in		and timing.		
			pitch singing	To know how to sing		To know how to join	To know how
			games with some	a passage with	To know that the	in with our KS2	notation to ide
			accuracy of	differing dynamics of	chorus is the part of	singing assembly	the pitch value
			tempo and pitch.	loud or soft.	the song that	repertoire with	short melody
					repeats.	some accuracy of	some accuracy
						pitch and tempo.	T 1
						-	To know that
						To know how to sing	
						-	about the dura
						"warmup solo with	a note in a me
						increasing accuracy.	



<S2 nbly ∕ith curacy of npo.

w to passage n the

w to use dentify ue of a y with ιcγ.

more nelody.

w to join To know how to use crotchets, quavers, minims to identify the duration of a note in a melody.

> To know how to echo a short passage of melody on the recorder, ukulele and glockenspiel.

To know how to use notation to identify the pitch value of a short melody with increasing accuracy.

To know how to explore chords using the at minims glockenspiel.

aration of To know how to explore note by note harmony using the recorder and glockenspiel.

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.

To know how to clap along with a songTo know how to cho a call using a dap.To know how to to participate in rhythm games with some accuracy of pattern. on the tempo of the musicTo know how to rhythm games made of 4 beats and know how to repeat a four-beat of blex.To know how to reade a four-beat of body percussion.To know how to reade a four-beat glockenspiel, recorder.To know how to range of instruments: glockenspiel, recorder, djembTo know how to to make of 4 beats and know how to to a range of instruments:To know how to accuracy of pattern. or the tempo of the musicTo know how to respeat a four-beat four-beat puse.To know how to respeat a four-beat four-beat of puse.To know how to respeat a four-beat of puse.To know how to respeat a four-beat follow a leader to percussion, and a ccuracy of percussion, and a ccuracy of puse.To know how to reate a 1 bar rot know how to rot know how to follow a leader to puse.To know how to rot know how to rot know how to follow a leader to puse.To know how to rot know how to follow a leader to rot know how to follow a curacy.To know how to rot know how to rot know how to follow a leader to rot know how to follow the puse



luration To know the duration values of basic notation and apply it pply it to a range of instruments:, glockenspiel, recorder, djembe and ukulele. To know how to create a 4 nbe. bar notation which follows a 4/4 time signature using to crotchets, quavers, I beat rests and minims. me To know how to clap the notation I have created with /ers some accuracy to a pulse. ts. to clap To know how to follow my group's rhythm on the nave djembe when another group plays a rhythm which iracy. includes rests. to Jp's To know that we can count patterns to create structure in our class composition. plays a nuous

Music Progression Map: Exploring Instruments

Nursery	Reception	Year I	Year 2	Year 3	Year 4	Ye
To know what	To know what these	To know how to	To know how to name	To know the musical	To know how to group	To know ho
these	instruments look like	explore how an	a trumpet / piano /	families of the	instruments into	accurately r
instruments	and can identify	instrument makes a	drum aurally.	orchestra.	families.	family aurall
look like and	them visually: flute /	sound: blow, hit,				
can identify	violin / cymbal	shake, scrape, strum.	To know how to create	To know at least one	To know how to	To know ho
them visually:	visually.		dynamics on untuned	instrument for each	explore note by note	combining e
trumpet /		To know how each of	percussion (quiet and	family of the	harmony using the	untuned pe
piano / drum.	To know how to	these instruments are	loud).	orchestra.	recorder and	
	echo a hit / shake /	played using a visual			glockenspiel.	To know ho
To know how	scrape on a	prompt and can	To know how to	To know how to play		patterns to
to hit / shake a	percussion	demonstrate with	identify how each of	our Y3 recorder	To know how to	part musica
percussion	instrument to a clap.	actions: trumpet,	these instruments are	pieces with accuracy	explore combining	using the D
instrument.		violin, djembe drum.	played without a visual	of tempo and pitch.	electronic music –	
	To know how to		prompt: trumpet, violin,		making with rhythm	To know ho
	explore what an	To know what each	djembe drum.	To know how to	using rap.	note by not
	instrument is made	of these instruments		explore digital music		using the re
	from.	are made from and	To know the musical	making using an online	To know how to	glockenspie
		can vocalise: trumpet,	families of the orchestra	drum machine.	create electronic music	
		violin, djembe drum.	and can vocalise using a		making with purpose.	To know ho
			visual prompt.	To know how to		which instru
				explore rhythm	To know how to count	in a class co
			To know how to	patterns using a	patterns to follow a	give reasons
			explore tempo on	Djembe.	musical structure using	choice.
			untuned percussion:		the Djembe.	
			fast, slow and walking			I have explo
			pace.			of music: im
						musicians ar



how to ally.

electronic and ercussion.

how to count o follow a 4cal structure Djembe.

ote harmony recorder and iel.

how to suggest composition and note. ons for my

lored a history mportant and genre

To know how to name a musical explore the tonal qualities of the different musical families and to how to explore what purposes they might used.

> To know how to explore oblique harmony using the recorder and glockenspiel.

how to explore I can join in with two part harmony singing with some accuracy.

To know that chords are made up by playing truments to use a note and missing a

> I have explored a history of music: important musicians, timeline and genre

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 I	Year 2	Year 3	Year 4	Year 5
To know	To know how to	To know how to	To know how	To know the names	To know the names of a	To know how
how to stop	move fast when	follow a musical	to name a	of a wider range of	wider range of instruments	suggest which
when the	the music is fast.	cue with an	trumpet / piano	instruments and can	and can identify them	instruments t
music stops.		assigned action.	/ drum aurally	identify them aurally	aurally with increasing	in a class
	To know how to			with increasing	accuracy: tambourine,	composition
To know	move slowly	To know how to	To know how	accuracy: flute,	synthesiser, drum machine.	give reasons
how to start	when the music	correctly identify	to repeat a four	double bass, violin.		choice.
when the	is slow.	short note and	beat rhythm		To know how to identify an	
music starts.		long notes on a	using body	To know how to	error in my playing and join	To know how
	To know how to	range of	percussion with	count a I beat as	back in.	accurately na
	march to a pulse	instruments	increasing	part of body		musical family
	with increasing	aurally with some	accuracy of	percussion with	To know how to aurally	aurally.
	accuracy.	accuracy.	pulse.	some accuracy.	identify a range of cues for	
					my playing within a class	To know how
		To know how to	To know how	To know how to	composition.	give suggests
		repeat a four-beat	to follow the	identify an error in		the genre of
		rhythm using body	pulse to play my	my recorder playing.	To know how to provide	piece of mus
		percussion with	instrument in a		emotion words in response	some accura
		some accuracy of	class	To know how to	to a piece and include	
		pulse.	composition	aurally hear cues to	tempo in my reasoning.	To know how
				begin a piece on my		provide emo
				recorder.		words in resp
						to a piece an
						include temp
						instrumentat
						my reasoning



- 5

- iow to ich is to use
- n and s for my
- ow to name a nily
- ow to ts for of a usic with racy.
- now to notion esponse and npo and ation in

Year 6

To know how to explore the tonal qualities of the different musical families and to what purposes they might used.

To know how to give suggests for the genre of a piece of music with increasing accuracy and give reasons for my choice.

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.

To know how to listen to our class composition and provide suggestions for how it could be improved in terms of its purpose.

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 I	Year 2	Year 3	Year 4
To know how to	To know how to echo	To know how	To know how	To know that	To know how
clap along with a	a call using a clap.	to correctly	to read	notation can	to use
song		identify short	representatio	tell us about	notation to
	To know how to	note and long	ns of short	note duration	identify the
To know how to	follow a four-beat	notes on a	and long notes	in melody.	pitch value of
tap along with a	rhythm using body	range of	with some		a short
song	percussion.	instruments	accuracy	To know how	melody with
		aurally.		to read the	some
			To know how	pitch value of	accuracy.
		To know how	to perform a	three notes	
		to write	short	on the	To know how
		representatio	sequence of	recorder and	to use
		ns of short	scribed short	perform with	crotchets and
		and long notes	and long notes	some	minims to
		with some	on untuned	accuracy: G, A	identify the
		accuracy.	percussion	and B.	duration of a
			with some		note in a
			accuracy.		melody.



Year 5

To know the duration values crotchet, quaver and I beat best.

To know "Face in the space "tells us the pitch values of notes in the spaces on a stave.

Year 6

To know how to use crotchets, quavers, and minims to identify the duration of a note in a melody.

To know that "every good boy deserves fanta'' tells us the pitch value of notes on the lines in a stave.