

Tillington Manor Primary School

Music Progression Map

		EYFS	Year 1	Year 2	Year 3	Year 4
Performing	Singing	<p>3-4 years</p> <p>C&L - Sing a large repertoire of songs</p> <p>Exp arts and D</p> <p>C&L</p> <p>Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings</p> <p>Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match')</p> <p>4-5 years</p> <p>Exp arts & D</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody. • Explore and engage in music making and dance, performing solo or in-groups.</p> <p>EL6</p> <p>Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>	<p>Sing a song with contrasting high and low melodies (Unit 3)</p> <p>Control vocal dynamics, duration and timbre (Unit 4) Sing a song together as a group (Unit 7) Combine voices and movement to perform a chant and a song (Unit 11) Use voices to create descriptive sounds (Unit 12)</p>	<p>Chant and sing in two parts while playing a steady beat (Unit 4) Sing with expression, paying attention to the pitch shape of the melody (Unit 8)</p> <p>Understand pitch through singing, movement, and note names (Unit 11) Prepare and improve a performance using movement, voice and percussion</p>	<p>Sing in two-part harmony (Unit 1) Copy and create a wide range of vocal sounds to incorporate into a song (Unit 8) Sing in two parts (two different melodies) with movements and percussion (Unit 9) Perform a round in three parts (</p>	<p>Perform a poem as an ensemble with rhythmic accuracy to a steady beat (Unit 1) Use beatbox techniques to imitate the sound of a drum kit (Units 1 & 3) Learn to sing partner songs (Unit 3) Sing a call and response song in a minor key in two groups (Unit 8) Sing a song with three simple independent parts (Unit 10) Combine singing, playing and dancing in a performance</p>
	Playing instruments	<p>3-4 years</p> <p>Exp arts and D</p> <p>Play instruments with increasing control to express their feelings and ideas</p> <p>4-5 years</p> <p>Exp arts & D Explore, use and refine a variety of artistic effects to express their ideas and feelings</p>	<p>Identify and keep a steady beat using instruments (Unit 2)</p> <p>Explore and control dynamics, duration, and timbre with instruments (Unit 4) Play percussion instruments at different speeds (tempi) (Unit 5) Play and control changes in tempo (Unit 5) Explore sounds on instruments and find different ways to vary their sound (Unit 8) Use instruments to create descriptive sounds (Unit 12) Play fast, slow, loud, and quiet sounds on percussion instruments</p>	<p>Listen to and repeat rhythmic patterns on body percussion and instruments (Unit 4) Play pitch lines on tuned percussion (Unit 5) Accompany a song with vocal, body percussion and instrumenta ostinati (Unit 8) Use instruments expressively in response to visual stimuli (Unit</p>	<p>Accompany a song with a melodic ostinato on tuned percussion (Unit 1) Perform a pentatonic song with tuned and untuned accompaniment (Unit 5) Play independent parts in more than one metre simultaneously on body percussion, untuned and tuned percussion (Unit 6) Perform rhythmic ostinati individually and in combination (Unit 6) Understand and use pitch notations (Unit 7) Read simple rhythm notation (Unit 7) Create and perform from a symbol score (Unit 8) Read graphic notation to play a melody on tuned instruments</p>	<p>Combine four body percussion ostinati as a song accompaniment (Unit 5) Play a pentatonic song with leaps in pitch on tuned percussion (Unit 6) Play and sing repeated patterns (ostinati) from staff notation (Unit 10) Play a piece with melody, chords, bass and rhythm parts from graphic, rhythm and staff notations</p>
Composing and improvising	Improvising and exploring	<p>3-4 years</p> <p>Exp arts and D Create their own songs, or improvise a song around one they know</p> <p>4-5 years</p> <p>Exp arts & D Explore, use and refine a variety of artistic effects to express their ideas and feelings</p>	<p>Improvise descriptive music (Unit 4) Respond to music through movement (Unit 4) Create a soundscape using instruments (Unit 7) Explore different sound sources and materials (Unit 7) Explore sounds on instruments and find different ways to vary their sound</p>	<p>Explore timbre and texture to understand how sounds can be descriptive (Unit 3) Combine sounds to create a musical effect in response to visual stimuli (Unit 7) Explore voices to create descriptive musical effects (Unit 7) Explore different ways to organise music (Unit 10)</p>	<p>Improvise descriptive music (Unit 4) Improvise to an ostinato accompaniment (Unit 6) Explore simple accompaniments using beat and rhythm patterns (Unit 1</p>	<p>Improvise in response to visual stimuli, with a focus on timbre (Unit 4) Explore household items as instruments and match rhythms with appropriate soundmakers (Unit 4) Improvise melodies with a given set of five notes (a pentatonic scale) (Unit 5) Explore layers and layering using a graphic score (Unit 7) Understand syncopation and clap improvised off-beat rhythms</p>
	Composing	<p>4-5 years</p> <p>Exp arts & D</p> <p>Create collaboratively sharing ideas, resources and skills</p>	<p>Invent and perform new rhythms to a steady beat (Unit 10) Create, play and combine simple word rhythms (Unit 11) Create a picture in sound (Unit 12)</p>	<p>Compose music to illustrate a story (Unit 9)</p> <p>Perform and create simple three- and four-beat rhythms using a simple score</p>	<p>Select descriptive sounds to accompany a poem (Unit 1) Choose different timbres to make an accompaniment (Unit 1) Make choices about musical structure (Unit 2) Create and perform from a symbol score (Unit 8) Arrange an accompaniment with attention to balance and musical effect (Unit 11) Use a score and combine sounds to create different musical textures</p>	<p>Compose an introduction for a song (Unit 2) Compose and notate pentatonic melodies on a graphic score (Unit 6) Compose a rap (Unit 9) Compose a fanfare (Unit 11) Compose and play sequences of word rhythms</p>

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Aural awareness	Listening	<p style="text-align: center;">3-4 years</p> <p>C&L Listen with increased attention to sounds</p> <p style="text-align: center;">4-5 years</p> <p>C&L Listen carefully to rhymes and songs, paying attention to how they sound</p> <p>Exp arts & D Listen attentively, move to and talk about music, expressing their feelings and responses.</p>	Recognise and respond to changes in tempo in music (Unit 2) Identify changes in pitch and respond to them with movement (Unit 6) Understand how music can tell a story (Unit 9) Understand musical structure by listening and responding through movement	Match descriptive sounds to images (Unit 3) Listen to and repeat back rhythmic patterns on instruments and body percussion	Listen to and learn about Hindustani classical music (Unit 3) Learn how sounds are produced and how instruments are classified (Unit 3) Listen to and learn about traditional Chinese music (Unit 5) Listen to and learn about a Romantic piece of music (Unit 6) Listen to and learn about a medieval antiphon (Unit 7) Listen to, learn about, play and dance to Tudor dance music	Understand how rhythmic articulation affects musical phrasing (Unit 1) Explore the descriptive music of two famous composers of the 20th and 21st century (Unit 2) Listen to and learn about 1940s dance band music (Unit 3) Listen to and play along with Bhangra music (Unit 4) Copy rhythms and a short melody (Unit 9) Match short rhythmic phrases with rhythm notation (Unit 10) Listen to and learn about Renaissance instruments
Reflecting and evaluating	Appraising	<p style="text-align: center;">3-4 years</p> <p>Exp arts & D Respond to what they have heard, expressing their thoughts and feelings.</p> <p style="text-align: center;">4-5 years</p> <p>Exp arts & D Listen attentively, move to and talk about music, expressing their feelings and responses.</p>	Identify a sequence of sounds (structure) in a piece of music (Unit 4) Listen in detail to a piece of orchestral music (e.g. identify instruments) (Unit 6) Identify metre by recognising its pattern (Unit 8) Identify a repeated rhythm pattern (Unit 10)	Identify ways of producing sounds (e.g. shake, strike, pluck) (Unit 3) Identify rising and falling pitch (Unit 8) Listen in detail to a piece of orchestral music (e.g. identify how it depicts a season) (Unit 9) Use simple musical vocabulary to describe music (Unit 12) Listen, describe and respond to contemporary orchestral music (Identify the metre in a piece of music (Unit 6) Recognise rhythm patterns in staff notation (Unit 6) Recognise pitch shapes (U	Identify different instrument groups from a recording (Unit 3) Describe the structure of a piece of orchestral music (Unit 5) Develop listening skills by analysing and comparing music from different traditions (Unit 6) Identify key features of minimalist music (Unit 7) Compare and contrast the structure of two pieces of music (Unit 7) Identify the metre of a new song or piece (Unit 10) Listen to and analyse 20th century ballet music

Whole Class Ensemble Teaching for Y5 and Y6 WCET

Children are initially assessed at entry point to determine where lessons are pitched using the Entrust skills progression map

	<u>Beginner Level</u>	<u>Working towards Improver Level</u>	<u>Improver Level</u>
<p>Skills Development</p> <p>(based on Entrust Music Service Musical Skills Progression Map)</p>	<ul style="list-style-type: none"> Demonstrate awareness of the need for good posture and diction whilst singing and playing in order to maintain a pleasing sound Begin to demonstrate a secure pulse and understanding of rhythm Perform simple phrases using conventional rhythmic/melodic notation including crotchet, quaver, minim Understand and respond to visual cues for starting/stopping, loud/quiet and fast/slow Begin to maintain a simple part in a whole class performance Recognise and describe how sounds are made and changed on the instruments Begin to explore simple improvisation using one note/rhythms Memorise rhythmic and melodic phrases Begin to develop an awareness of the interrelated dimensions of music, pulse and articulations Explore simple changes of metre through a variety of pieces Make constructive comments about own and others' work to make improvements to the quality of the sound and technique Listen to a variety of music from different periods, countries, cultures and genres 	<ul style="list-style-type: none"> Play with a consistently pleasing sound and demonstrate a good technique both on the instrument and vocally Play with a sense of pulse in time with backing tracks and other pupils Begin to show an awareness of how changes in pitch can be shown on a staff and use notation to learn simple melodic phrases Follow a conductor during whole class performances and small group compositions Maintain a second or third part in a vocal or instrumental piece showing an understanding of texture (partner songs, ostinati, rounds) Make soundscapes/descriptive/atmospheric pieces with narrative/through-composed structures Improvise with increasing confidence using 2 - 3 notes/more varied rhythms Memorise rhythmic and melodic phrases and match to conventional/graphic pitch notation Continue to develop an awareness of the interrelated dimensions of music, pulse and articulations Recognise different metres (e.g. 2, 3 or 4 time). Through self-assessment, make changes to technique and compositions in order to improve the quality of the music that is produced Listen to a variety of music from different periods, countries, cultures and genres 	<ul style="list-style-type: none"> Play with a well-established instrumental technique to produce a consistent sound using more complex techniques Play as part of a class ensemble with confidence and a secure pulse Learn new pieces by using standard staff notation Follow a variety of conductors including other teachers and pupils to play together as a group Perform pieces with two or three parts with confidence and accuracy to create a layered piece Compose and layer simple ostinati to create an accompaniment for a song Improvise more than 1 bar of music with confidence Use aural skills to match sound and notation patterns Sing and play with an awareness of how the interrelated dimensions of music affect the performance and its impact on the audience. Recognise changes in metre aurally and through movement Make constructive comments on own and others' music to develop compositions and performances discussing some of the interrelated dimensions of music Listen to a variety of music from different periods, countries, cultures and genres
<p>Instrument specific skills</p> <p>(based on Entrust Music Service)</p>	<ul style="list-style-type: none"> Learn about instrument care Recognise and show good posture Produce controlled sounds using the open strings Play a tune using 3 or 4 open strings using fingers/thumb or a plectrum 	<ul style="list-style-type: none"> Perform a short piece whilst maintaining good posture Begin to use the fingers with some confidence to change pitch using the first/second frets, showing an understanding of numbered strings and frets 	<ul style="list-style-type: none"> Perform a short piece demonstrating good left-hand fretting technique, showing a relaxed approach without tension

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<p>Assessing Musical Progress levels)</p>	<ul style="list-style-type: none"> • Pluck the strings or strum in time to the beat and demonstrate the difference between pulse and rhythm • Know the names of all six strings and parts of the instrument • Create a short phrase using pitch and rhythm • Recognise sounds as high/low, loud/quiet, fast/slow, long/short • Identify why some sounds are more successful than others • Learn about simple graphic and traditional notations (including TAB) and begin to read these. 	<ul style="list-style-type: none"> • Begin to develop fingering and strumming technique to play long and short sounds and two or more dynamic levels with control • Start to play simple chords on the top three strings • Perform a variety of pieces from simple notation • Repeat a simple melody by singing or playing • Create simple patterns with increasing confidence and accuracy • Perform more complex ostinati using different metres • Work with confidence in small groups to improve work, compose, improvise and develop technique • Use the instrument creatively to produce sound effects and perform ideas • Identify the challenges in a new piece with support of the teacher 	<ul style="list-style-type: none"> • Use fingers with more confidence using one finger per fret across the top three strings • Produce a consistently good sound when fingering/using a plectrum/strumming and a variety of long and short notes and varying dynamics • Play simple chord changes using the top three strings • Read simple rhythmic and melodic notation including chords and TAB to perform pieces • Perform a variety of pieces from memory • Copy back more complex phrases and identify the note lengths used by name • Lead call and response exercises using pitch and rhythm • Use the instrument to create short phrases and pieces • Identify ways to improve technical aspects of performance • Perform to an audience to celebrate achievements
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