

Annesley Primary & Nursery School Progression Map



Subject: Music

Intent

At Annesley Primary and Nursery School, we recognise that learning music is a statutory entitlement for all pupils. Our intention is first and foremost to help children feel that they are musical, and to develop a life-long love of music. We focus on developing the skills, knowledge and understanding that children need in order to become confident performers, composers and listeners. Our curriculum introduces children to music from all around the world and across generations, teaching children to respect and appreciate the music of all traditions and communities.

Autumn	EYFS	Key Stage 1		Key Stage 2			
	Nursery/Year R Autumn	Year 1 Autumn	Year 2 Autumn	Year 3 Autumn	Year 4 Autumn	Year 5 Autumn	Year 6 Autumn
Knowledge	Playing & Exploring - Engagement: Finding out and exploring Playing with what they know Being willing to 'have a go'.	Pulse/Rhythm - Body Percussion Clapping and maintaining a steady beat. Use their voices expressively and creatively by singing songs and speaking chants and rhymes	Use my voice expressively and creatively by singing songs and speaking chants and rhymes. Listen with concentration and understanding to a range of high quality live and recorded music. Understand that the speed of the beat can	Recognise rhythmic patterns Perform a repeated pattern to a steady pulse. Analyse and comment on how sounds are used to create different moods. Explore and perform different types of accompaniment. Explore and select different	Study of program delivered by Inspire. Ukulele Intro to music and basic instrument techniques: A. Beat/rhythm/dynamics/timbre (What's my name, Township) B. Posture/instrument parts/strings/frets/playing position (Blues in E, My Dogs Got Fleas).	Study of program delivered by Inspire. Ukulele Intro to music and basic instrument techniques: B. Beat/rhythm/dynamics/timbre (What's my name, Township) B. Posture/instrument parts/strings/frets/playing position (Blues in E, My Dogs Got Fleas).	Listen to and sing WW2 songs Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style.

			change creating a faster or slower pace (tempo).	melodic patterns. Recognise and explore different combinations of pitch sounds			Continue to sing three- and four-part rounds or partner songs, and experiment with positioning singers randomly within the group – i.e. no longer in discrete parts – in order to develop greater listening skills, balance between parts and vocal independence.
Skills	Join in with some familiar songs Sing as part of a group or on their own	Perform short copycat rhythm patterns accurately, led by the teacher. Perform short repeating rhythm patterns while keeping in time with a steady beat. Perform word-pattern chants; create	Performing rhythms with percussion instruments (drumsticks) Sing songs with a pitch change Play copycat rhythms, copying a leader and invent rhythm for others to copy on	Sing with confidence using wide vocal range Singing tune Sing with awareness of pulse and control of rhythm Identify way sounds are used to accompany songs. Combine know rhythmic	Combine single note melodies/riffs with accompanying chords, (La Bamber, Proud Mary, 3 Little Birds)	Combine single note melodies/riffs with accompanying chords, (La Bamber, Proud Mary, 3 Little Birds)	Teachers should develop pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.

		retain and perform their own rhythm patterns. Perform rhythm with percussion (drumsticks) Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music	untuned percussion	notation with letter names to create rising and falling phrases using just three notes (do, re and mi) Compose song accompaniments on untuned percussion using know rhythms and note values			Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school.
Spring	EYFS	Key Stage 1		Key Stage 2			
	Nursery/Year R Spring	Year 1 Spring	Year 2 Spring	Year 3 Spring	Year 4 Spring	Year 5 Spring	Year 6 Spring
Knowledge	Activate learning motivation: Composing: Change the words in a familiar song Make up songs and perform them to my friends	Learning about pitch and volume. Use their voices expressively and creatively by singing songs and speaking chants and rhymes	Play tuned and untuned instruments musically (drum sticks) Experiment with, create, select and combine sounds using the interrelated dimensions of music (pitch tone)	Create textures by combining sound in different ways Create music that describes contrasting moods/emotions Improvise simple tune is based on the pentatonic scale	Intro to ensemble playing (Titanic, Red Dragon). Intro to Rhythm and Rhythmic Interaction (Edge of Darkness) Relating sound to symbol. A) Graphic Score B) Rhythm grids C) String/fret in numbers (Pepper Pie) D) Reading from a stave (2 into 1) E) Tablature	Intro to ensemble playing (Titanic, Red Dragon). Intro to Rhythm and Rhythmic Interaction (Edge of Darkness) Relating sound to symbol. A) Graphic Score B) Rhythm grids C) String/fret in numbers (Pepper Pie) D) Reading from a stave (2 into 1) E) Tablature	Use IT to change and manipulate sounds Identify different starting points of composing music Explore, select, combine and exploit a range of different sounds

		Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Look at music since the Queen was on the throne... Beatles/ Beach Boys/ Elvis/ Neil Sedaka					
Skills	Being involved & concentrating Keep on trying Enjoying, achieving what they set out to do	Join in with singing simple songs, chants and rhymes. Tiddalik the frog BBC Teach focus-	Sing songs regularly with a pitch range of do-so with increasing vocal control Sing songs with a small pitch range, pitching accurately Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo.	Compose music in pairs and make improvements to their own work. Sing songs and create vocal affects (different) Understand how mass shapes can affect voice sounds. Internalise sounds by singing parts of the song in their heads	Confidence building g, (Inclusive but also highlighting gifted and talented) A) Solos in Titanic B) Blues in A (A Soloists) C) Rapping song (Featuring Rappers) D) 3 Little Birds (Solo voice) E) Red Dragon (Solo Drummer) Intro to wider music world: A) Instrument family discussion B) Meden blazers (Via YouTube) C) Musical quizzes	Confidence building g, (Inclusive but also highlighting gifted and talented) A) Solos in Titanic B) Blues in A (A Soloists) C) Rapping song (Featuring Rappers) D) 3 Little Birds (Solo voice) E) Red Dragon (Solo Drummer) Intro to wider music world: A) Instrument family discussion B) Meden blazers (Via YouTube) C) Musical quizzes	Write lyrics to a known song Compose a short song to own lyrics based on everyday phrases Compose music individually or in pairs using a range of stimuli Perform using notation as a support Sing songs with staff notations

A horizontal bar divided into eight equal-width segments of different colors. From left to right, the colors are: white, blue, orange, green, cyan, yellow, pink, and purple. Each segment is separated by a thin black border.

Summer	EYFS	Key Stage 1		Key Stage 2			
	Nursery/Year R Summer	Year 1 Summer	Year 2 Summer	Year 3 Summer	Year 4 Summer	Year 5 Summer	Year 6 Summer

Knowledge	Creative, thinking and critically – Thinking Having their own ideas (creative thinking) Making links (building theories) Working with ideas (critical thinking)	Composing own music using 2 simple software (Computing)	Play tuned and untuned instruments musically (drum sticks) Experiment with, create, select and combine sounds using the interrelated dimensions of music (pitch tone)	Perform in different ways, exploring the way performance of musical resource Recognise how music can reflect different intentions	Intro to chords A) Short chords (C, G, G'') B) 3 Full chords over multiple lessons as necessary (3 Little birds, Proud Mary)	Intro to chords C) Short chords (C, G, G'') D) 3 Full chords over multiple lessons as necessary (3 Little birds, Proud Mary)	Identify different speeds of pulse (tempo) by clapping and moving Improvise rhythm patterns Perform an independent part keeping a steady beat Identify the metro of different songs through recognising the pattern of strong and weak beats Develop skills in composition Identify and control different ways percussion instruments make sound
Skills	Exploring sounds and instruments: Play an instrument with increasing control Talk about how music makes you feel Know about beat pace and tempo Talk about how music makes you feel and move	Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music	Performing rhythms with percussion instruments (drumsticks) Sing songs with a pitch change Play copycat rhythms, copying a leader and invent rhythm for others to copy on untuned percussion	Sing a widening range of unison songs of varying styles and structures with a pitch range of do-so, tunefully and with expression. Perform actions confidently and time to arrange of action songs. Walk, move or clap a steady beat with others, changing the speed of the beat as	Performing techniques: A) Stand discipline B) Movement (La Bamba, Township, Rapping song) C) Polishing songs and pieces D) Preparation for an execution of a performance	Performing techniques: A) Stand discipline B) Movement (La Bamba, Township, Rapping song) C) Polishing songs and pieces D) Preparation for an execution of a performance	Present performances effectively with awareness of audience, venue and occasion Improve work through analysis, evaluation and comparison

				the tempo of the music changes.			
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Impact (End Points) Children are able to enjoy music in as many ways as they choose – either as listener, creator or performer.						
EYFS	Key Stage 1		Key Stage 2			
Nursery/Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Children in Reception are able to find their singing voice and use it confidently. Children sing a melody accurately at their own pitch. Following pitch movements with their hands and use high, low and middle voices. Children will explore music through different resources and develop an understanding of culture and history, both in relation to children individually, as well as ethnicities from across the world.	Children in Year 1 are starting to experiment with, create, select and combine sounds using the inter-related dimensions of music. Children will listen with concentration and understanding to a range of high-quality live and recorded music. Children will play tuned and untuned instruments musically.	Children in Year 2 will experiment with, create, select and combine sounds using the inter-related dimensions of music Children will listen with concentration and understanding to a range of high-quality live and recorded music Children will play tuned and untuned instruments musically	Children in Year 3 are able to improvise and compose music for a range of purposes using the inter-related dimensions of music Children will listen with attention to detail and recall sounds with increasing aural memory Children to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.	Children in Year 4 are able to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Children in Year 5 are able to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Children in Year 6 will listen with attention to detail and recall sounds with increasing aural memory Children will improvise and compose music for a range of purposes using the inter-related dimensions of music Children will play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Children will appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
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