

Mary Dean's Music Progression Map

KS1	KS2
<p>Pupils should be taught:</p> <p>Mu1/1.1 use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Mu1/1.2 play tuned and untuned instruments musically.</p> <p>Mu1/1.3 listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Mu1/1.4 experiment with, create, select and combine sounds using the interrelated dimensions of music.</p>	<p>Pupils should be taught:</p> <p>Mu2/1.1 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Mu2/1.2 improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>Mu2/1.3 listen with attention to detail and recall sounds with increasing aural memory</p> <p>Mu2/1.4 use and understand staff and other musical notations</p> <p>Mu2/1.5 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Mu2/1.6 develop an understanding of the history of music.</p>
<p><u>EYFS - the Early Learning Goals that link most closely to the Art National Curriculum</u></p>	
<p>Development Matters 3- and 4-year-olds will:</p> <ul style="list-style-type: none"> • listen with increased attention to sounds. • Remember and sing entire songs - nursery rhymes and songs. • Sing the pitch of a tone sung by another person ('pitch match') • Sing the melodic shape. • Create their own songs or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas. 	
<p>Reception</p>	
<p>Communication and language Listening and attention: children listen attentively in a range of situations.</p>	
<p>Physical development Moving and handling: children show good control and co-ordination in large and small movements.</p>	
<p>Personal, social and emotional development Self-confidence and self-awareness: children are confident to try new activities and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.</p>	
<p>Expressive arts and design Exploring and using media and materials: children sing songs, make music and dance, and experiment with ways of changing them. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.</p>	

Children will: sing a range of well-known nursery rhymes and songs, talk about music they hear, develop control of instruments to perform as part of a group. Children will perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

	EYFS	Year 1&2	Years 3&4	Years 5 & 6
Singing, playing and performing.	<p>Pitch Sing a variety of songs. Talk about high and low.</p> <p>Beat and rhythm. Clap, move and play to a beat. Can you clap to the beat? Can you march in time to the beat? Can you copy back this rhythm? Repeating patterns in music. Repeating patterns in rhythms. Repeating patterns using words. Can you remember what comes next? Move and begin to control instruments to a pulse.</p>	<p>Using the voice expressively and responding to direction including tempo and dynamics.</p> <p>Singing songs from memory using dynamics.</p> <p>Maintain a part as a member of a group when singing or playing.</p> <p>Recognise and play some simple written rhythmic patterns.</p> <p>Play tuned and untuned instruments showing an understanding of pulse.</p> <p>Follow musical direction responding to changes in tempo and dynamics.</p> <p>Perform expressively adapting performances to an audience.</p> <p>Understand how recordings can help improve performances and how to produce a good performance.</p>	<p>Sing songs with a variety of styles showing understanding of good posture, diction and phrasing. Use dynamic control when performing.</p> <p>Singing and playing in time with peers, with accuracy and awareness of their part in the group performance.</p> <p>Playing simple melody parts on tuned instruments showing understanding of changes in pitch. Playing more complex rhythms by ear.</p> <p>Performing from graphics and basic staff notation, identifying symbols and using music terminology.</p> <p>Perform as a whole class, in groups, pairs or individually.</p>	<p>Singing songs in 2 or more parts in a variety of styles from memory, with accuracy control and expression.</p> <p>Perform with accuracy from staff notation, noting expression symbols.</p> <p>Play a chord progression with accuracy and fluency.</p> <p>Perform as solo, paired, group or whole class with awareness of their audience.</p>

<p>Listening and Appraising.</p> <p>Listening to a range of high-quality live and recorded music.</p>	<p>Listen to music and comment on it.</p> <p>Move in time to music.</p> <p>Recognise some common instruments such as drums, shakers and other 'small hands' percussion instruments.</p>	<p>Recognise timbre changes in music they listen to.</p> <p>Recognise structural features in music they listen to.</p> <p>Recognise and name some familiar instruments.</p> <p>Use musical vocabulary to describe what they hear eg pitch, beat, pulse, timbre, forte, piano etc</p> <p>Identify melodies that move in steps and leaps.</p> <p>Begin to place some types of music in a historic context.</p> <p>Express opinions on music they hear.</p>	<p>Discuss the stylistic features of different genres and artists. Discuss styles, traditions of music (Reggae, classical, R&B, musicals, ballads and popular music). Understand that music from different parts of the world and different times have different features.</p> <p>Use musical vocabulary to describe what they hear.</p> <p>Describe the timbre, dynamic and textural details of a piece of music, both verbally and through movement.</p>	<p>Recognise and describe the stylistic features of different styles of music.</p> <p>Describe these styles and traditions in a historical context. (1950-present rock and pop, classical, world folk, blues and Jazz)</p> <p>Comparing, discussing and evaluating music using musical vocabulary.</p> <p>To understand the various settings used for different types of performances and how sound is affected by these choices.</p> <p>To express personal opinions on various pieces of music.</p>
<p>Composing and improvising.</p> <p>Create sounds and music using the interrelated dimension of music.</p>	<p>Select classroom instruments and explore different ways of playing them.</p> <p>Explore how sounds fit together.</p>	<p>Select instruments, vocal sounds and body percussion to describe a character or setting.</p> <p>Combine vocal and instrumental patterns with a given structure as a class and in small groups.</p> <p>Create longer rhythmic sequences.</p> <p>Create short melodic patterns.</p> <p>Choose appropriate dynamics, tempo and timbre for a piece of music.</p>	<p>Use rhythm notation to compose longer sequences.</p> <p>Use improvisation to create melodic phrases.</p> <p>Use improvisation to create syncopated rhythms.</p> <p>Begin to combine rhythmic notation and letter names to create a short piece (in groups or pairs).</p> <p>Use ICT to structure patterns of sound.</p>	<p>Use knowledge of chords to understand and structure a piece of music (Blues/Jazz).</p> <p>Use notation to create a melody line in groups or pairs. (Blues/Jazz)</p> <p>Write lyrics with attention to phrasing and rhyme to match a composed rhythm/melody (pairs/groups/individuals).</p> <p>Use improvisations to assist composing.</p>

		<p>Use graphic notation and some standard notation to represent the details of their composition.</p> <p>Create lyrics that rhyme.</p> <p>Begin to suggest improvements to own and others' work.</p> <p>Use ICT to begin to structure their own work.</p>	<p>Write lyrics to a given rhythm.</p>	<p>Use dynamics and other known expression marks in own compositions.</p> <p>Use ICT to create more complex layered compositions individually or in pairs</p>
<p>Recall sounds with increasing aural memory.</p> <p>Use and understand staff and other musical notations.</p>	<p>Copy back simple rhythm patterns.</p> <p>Copy back simple pitched sequences.</p> <p>Use pictures to represent changes in pitch and dynamics.</p>	<p>Listening and responding to other performers by playing as part of a group.</p> <p>Listening to and repeating short rhythmic patterns and melodies by ear.</p> <p>Suggest improvements to own and others' work.</p> <p>Use graphic notation to represent sounds.</p> <p>Begin to use simple rhythmic symbols.</p> <p>Begin to recognize a staff and how notes are placed on lines and in spaces on a staff.</p>	<p>Begin to use musical vocabulary when discussing improvements to their own and others' work.</p> <p>Repeat rhythmic patterns with accuracy and hear when a pattern changes.</p> <p>Repeat melodic phrases by ear and note changes in pitch.</p> <p>Use simple staff notation to play simple melodies.</p> <p>Understand simple time signatures.</p> <p>Use and understand musical terms for dynamics.</p>	<p>Use musical vocabulary with confidence when discussing their own and others' work.</p> <p>Repeat back more complex rhythmic patterns. Read and play more complex rhythmic patterns.</p> <p>Play short melodies from staff notation.</p> <p>Explore compound time signatures.</p> <p>Use and understand musical terms for dynamics.</p>

<p>Begin to develop an understanding of periods in musical history.</p>		<p>To listen to music from different periods in history and comment on what they hear.</p> <p>To know that some composers lived a long time ago and have experience of the historical context.</p> <p>To experience a range of modern popular music and relate these to periods in history through inventions, clothing and lifestyles of the time.</p>	<p>To listen to music from different time periods and associate certain composers with those time periods.</p> <p>To know some facts about composers' lives and work.</p> <p>To experience a range of modern popular music and place in a historical and social context. (Reggae, Rock 'n' Roll, Ballads, R&B and Motown, popular music, rap, spirituals and gospel music).</p>	<p>To listen to music from different time periods and name the classical time periods.</p> <p>To place those time periods in a historical context.</p> <p>To know facts about specific composers, their lives and work.</p> <p>To experience a range of modern popular music and place in a historical context.</p> <p>To know the origins of some musical styles and how music has developed over time. (Spirituals, gospel music, Blues, Jazz, Swing, Folk, Rap and hip hop, and popular music)</p>
--	--	---	---	---