

# PROGRESSION MAP

**Progression in music is about improving the quality, depth, and breadth of pupils' music responses over time.**

<b>Performing:</b> Pupils should be taught to play and perform in solo and ensemble contexts, using their voices and playing music instruments with increasing accuracy, fluency, control and expression.			
<p><b><u>Year 3</u></b> Learn to sing a reggae song staying in the <b>same octave. (C major scale)</b></p> <p>Play and perform a reggae song (solo) using <b>three notes</b> on the Glockenspiel.</p> <p>Play <b>A, B and G</b> on the recorder, to play in an ensemble.</p> <p>Sing Christmas carols in a <b>limited range.</b></p>	<p><b><u>Year 4</u></b> Learn to sing a rock song (starting to extend range <b>one note into a different octave</b>)</p> <p>Play and perform a song using up to <b>five notes</b> on the Glockenspiel (solo and group context)</p> <p>Play <b>A, B, G, E, and D</b> on the recorder, to play in an ensemble.</p> <p>Sing Christmas carols in a short range (starting to introduce carols that <b>extend one octave</b>)</p>	<p><b><u>Year 5</u></b> Learn to sing an Opera song, extending across <b>two octaves</b> (increasing range)</p> <p>Play and perform a song using <b>scale (and moving up or down an octave)</b> on the glockenspiel (solo and group context)</p> <p>Learn to play <b>C ‘, D ‘, F# and E</b> on recorder to play in an ensemble.</p> <p>Sing Christmas carols that extend across octaves. Perform a Christmas carol in <b>another language</b></p>	<p><b><u>Year 6</u></b> Identify own vocal range. Choose a pop song to perform within vocal range.</p> <p>Choose a pop song to analyse, write in notes and learn to play on any instrument previously taught (solo).</p> <p>With a partner, choose a pop song to analyse, write in notes and learn to play on different instruments to perform together.</p> <p>Sing Christmas carols that extend across octaves. Perform a Christmas carol in <b>another language.</b> Learn to play Christmas carols on a range of instruments, to perform as an ensemble.</p>

<p>Play a particular song on either the glockenspiel or recorder to perform in a small group (pairs.)</p> <p>Play a classical piece on the keyboard (Für Elise) <b>using a sharp note.</b></p> <p>Sing a country song in a <b>limited range.</b></p> <p>Perform <b>own composition of 8 notes</b> on chosen instrument.</p>	<p>Play the recorder and Glockenspiel together in an <b>ensemble</b> context using notes taught.</p> <p>Play and perform a rock song (solo) on a drum kit.</p> <p>Perform a hip hop song, learning to <b>incorporate rap with singing.</b> Perform a rhythm through beatboxing.</p> <p>Perform <b>own composition of 8 notes</b> on chosen instrument</p> <p>Play a rhythm on the djembe drum, keeping in time with a group.</p>	<p>Play the recorder and Glockenspiel together in an <b>ensemble</b> context using notes taught (whole class)</p> <p>Learn to play a Jazz piece on the keyboard <b>using sharps and flats.</b></p> <p>Perform a given song on an instrument of your choice (instrument choice can include voice.)</p> <p>Perform <b>own composition</b> that has a recognisable structure (beginning, middle and end)</p>	<p>Choose any song from a genre previous studied. Learn piece of music to play on instrument and perform.</p> <p>Perform as a band</p>
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**Listening:** Pupils should be taught to listen with attention to detail and recall sounds with increasing aural memory

**Year 3**

Listen to and appraise reggae songs. Listening for and identifying

- A riff
- Accent
- Slow tempo
- One instrument (drums or electric guitar)

Listen to and appraise Christmas carols from around the world. Listening for and identifying at least **two instruments** used in various carols.

Listen to and appraise classical pieces from various time periods (baroque, renaissance, romantic and classical). Identify at **least two orchestral instruments**.

Identify a **concerto** and **sonata**

Listen for and identify a **trill**.

**Year 4**

Listen to and appraise a song from Africa, listening for and identifying:

- Tempo
- Rhythm
- Instrumentals
- Repetition

Listen to and appraise Christmas carols from around the world. Listening for and identifying at least **two instruments** used in various carols.

Listen to and appraise a rock song. Listening for and identifying at least **two instruments**.

Identify a **beat** in a song.

Identify beat boxing in a Hip Hop song.

**Year 5**

Listen to and appraise a piece of Jazz music, listening for and identifying

- Syncopation
- Blues scales
- Improvisation
- Repetition
- Instrumentals

Listen to and appraise Christmas carols from around the world. Listening for and identifying instruments used in various carols.

Listen to and appraise Opera Singers. Listening for an identifying:

- Solo and chorus singers
- Strings, woods, brass and percussions
- Arias
- pitch

Explain the **tempo, dynamics, metre, timbre and duration** of a piece of music.

**Year 6**

Listen to and appraise a pop song. Listening for and identifying:

- rhythm
- melody
- chorus
- repetition
- verse
- duration
- theme

Listen to and appraise Christmas carols from around the world. Listening for and identifying instruments used in various carols.

Recognise orchestral instruments and describe their effect in a piece of music.

Recognise a range of music genres (including from around the world) and **describe their characteristics**.

Express opinion about pieces of music using appropriate musical vocabulary

Express opinion about pieces of music using appropriate musical vocabulary	-	<p>Recognise orchestral instruments and describe their effect in a piece of music.</p> <p>Recognise a range of music genres (including from around the world) and <b>describe their characteristics.</b></p> <p>Express opinion about pieces of music using appropriate musical vocabulary</p> <p>Discuss similarities and differences in pieces of music and explain how composers and performers achieve this.</p>	Discuss similarities and differences in pieces of music and explain how composers and performers achieve this.
<b>Composing:</b> Pupils should be taught to improvise and compose music for a range of purposes using the inter-related dimensions of music.			
<p><b><u>Year 3</u></b> Create own lyrics for a traditional Christmas Carol, using the original as a writing frame.</p> <p>Compose a tune <b>using 8 notes</b> – perform on chosen instrument. (Tune only, no lyrics)</p>	<p><b><u>Year 4</u></b> Compose a tune using 8 notes – perform on chosen instrument. (Tune only, no lyrics)</p> <p>Compose a rhythm / beat for an African song</p> <p>Compose music that has a recognisable structure (beginning, middle and end)</p>	<p><b><u>Year 5</u></b> Improvisation</p> <p>Write lyrics for and perform an Opera</p> <p>Compose a short verse (<b>lyrics and musical notation</b>) to perform on an instrument previously studied.</p>	<p><b><u>Year 6</u></b> Compose a <b>verse and chorus (lyrics and musical notation)</b> to perform on an instrument previously studied.</p> <p>Compose a tune to perform on <b>three different instruments</b>, to perform as an <b>ensemble</b></p>

**Notation:** Pupils should be taught to use and understand staff and other musical notations.

<u><b>Year 3</b></u>	<u><b>Year 4</b></u>	<u><b>Year 5</b></u>	<u><b>Year 6</b></u>
Stave	Revise Treble Clef notes for Grade 1	Revise Treble Clef notes for Grade 1	Analyse music applying theory knowledge.
Writing High and low notes	Revise note values	Base Clef notes for Grade 1	
Treble and Base Clef	Recap Base Clef notes for Grade 1	Revise Note Values	
Middle C	Recap rests	Rests	
Treble Clef notes	Bars, bar lines and time signatures	<b>Grouping notes and beaming quavers</b>	
Note values	Tones and semitones	<b>Grouping rests</b>	
Base clef notes	Accidentals	<b>Ostinato</b>	
Rests	<b>The tonic triad in the key of C Major</b>	<b>The circle of 5<sup>th</sup></b>	
Tones and semitones	<b>Other major keys – G and F</b>	<b>Analysing music</b>	
Accidentals	<b>Key signatures</b>	(Recap all theory for Grade 1 theory exam)	
Bars, bar lines and time signatures	<b>Answering a given rhythm</b>		
Keys	<b>Intervals</b>		
Musical words and symbols	<b>Arpeggios</b>		

<b>Knowledge of Music:</b> Pupils should be taught to develop an understanding of the history of music			
<p><b><u>Year 3</u></b></p> <p>The history and features of Reggae Music</p> <p>The history of Christmas Carols</p> <p>Carols from around the world</p> <p>The history and components of classical music (renaissance, baroque, romantic and classical)</p> <p>The history and features of country music</p> <p>Name composers / artists from each genre.</p>	<p><b><u>Year 4</u></b></p> <p>The history and features of Rock</p> <p>The history and features of Hip Hop</p> <p>The history and features of African music</p> <p>Name composers / artists from each genre.</p>	<p><b><u>Year 5</u></b></p> <p>The history and features of Jazz music.</p> <p>The history and features of Opera.</p>	<p><b><u>Year 6</u></b></p> <p>History and features of Pop music</p> <p><b>Independent research</b> on one of the genres previously taught.</p> <p>Orchestras.</p>