

## Music Progression Map

### Subject Intent

Our intent at St Oswald's is to encourage learners to become Musicians who develop a deeper understanding and appreciation to the multicultural and diverse global community in which they live. Through the implementation of a thorough and progressive Music curriculum our children will be equipped with the necessary knowledge, skills and cultural capital to be contributing, well rounded citizens with high expectations and ambition.

To achieve this, our curriculum will engage and inspire children to achieve musical excellence through:

- developing a love of music
- developing their talent as musicians
- increasing their self confidence and creativity
- using their voices expressively and creatively
- creating and composing music on their own and with others
- performing, listening to, reviewing and evaluating music, across a wide range of historical periods, genres, styles and traditions
- appreciating the work of great composers and musicians

National Curriculum	Year Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Use voices</b>	Explore a range of voice sounds  pitch match  Sing in a group or on their own	Sing as part of a group, keeping to the same pitch  Sing simple songs from memory  Make different types of sounds with their voices	Sing in tune, demonstrating an understanding of dynamics and tempo.  Maintain a good posture during singing	Sing a wider range of unison songs of varying styles, tunefully and with expression  Use clear pronunciation when singing	Sing with clear diction, accurate tuning, and appropriate tone  Respond to directions for getting louder and quieter  Sing in a round	Sing a broad range of songs with a sense of ensemble and performance.  Observe phrasing, accurate pitching and appropriate style  Sing in 3 part rounds	Sing songs that include syncopated rhythms as part of a choir.  Sing in 3 and 4 part rounds, experimenting with the positioning of singers within the group.
<b>Play tuned and untuned instruments</b>	Create sounds using percussion instruments to represent emotions	Accompany simple songs	Play instruments accurately and in time.	Play on all four strings of the violin - G, D, A and E and	Play and read the notes C, D, E, F & G on a glockenspiel	Use the pentatonic scale	Play instrumental parts with the music by ear using a wider range of notes

	<p>Use instruments to tell a story</p> <p>name some instruments</p>	<p>Listen to and follow musical instructions</p>	<p>Play notes accurately when playing and performing</p>	<p>recognise them on the music stave</p>		<p>Play instrumental parts with the music by ear</p>	
<b>Listen with concentration</b>	<p>Talk about music, expressing their feelings and responses.</p>	<p>Describe what music makes us think of or how it makes us feel</p> <p>Recognise two or more instruments they hear in a piece of music</p>	<p>Recognise many of the instruments they hear in a piece of music</p> <p>Understand that songs have a musical style</p>	<p>Identify the structure of a piece of music (introduction, verse, chorus)</p> <p>Identify the instruments and voices in a piece of music</p> <p>Explain how the words of a song can tell a story</p>	<p>Identify the structure of a piece of music (introduction, verse, chorus, bridge)</p> <p>Identify changes in tempo and dynamics</p>	<p>Identify the structure of a piece of music (introduction, verse, chorus, bridge, solo, lead, repeat, improvisation)</p> <p>Make comments on tempo, dynamics and texture</p>	<p>Describe the style indicators of the song/music</p> <p>Talk about the musical dimensions of a song</p>
<b>Use the inter-related dimensions</b>	<p>Copy and follow a beat</p> <p>Move rhythmically</p> <p>Match the pitch and follow the melody</p>	<p>Find and keep a steady beat</p> <p>Copy and create simple rhythms</p> <p>Recognise and use high and low sounds</p> <p>Recognise and use changes in tempo</p>	<p>Demonstrate an understanding of the difference between pulse and rhythm</p> <p>Understand how we add high and low sounds to the pulse and rhythm when we sing and play</p>	<p>Know how pulse, rhythm and pitch work together to form a song</p>	<p>Be able to keep the internal pulse</p> <p>Learn more complex rhythm patterns</p>	<p>Know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting</p>	<p>Creatively combine a range of musical devices when creating and making music</p>

<b>Perform</b>	Explore and engage in music making and dance, performing solo or in groups	Perform a song they have learnt to an audience	Play tuned instruments accurately when performing	Play accurately and in time as part of a performance  Maintain their own part in a performance	Perform significant parts from memory and from notation	Be aware of their own contribution to a performance, such as leading others, taking a solo part and or providing rhythmic support	Demonstrate increasing confidence and skill through taking different roles in performance and rehearsal
<b>Improvise and compose</b>	Explore, use and refine a variety of artistic effects to express their ideas and feelings	Help to create a simple melody using notes	Compose a simple melody using notes and rhythms	Improvise/compose a melody with simple rhythms as part of a performance	Compose using the notes C, D, E, F & G  Compose own lyrics based on a theme	Improvise in a specific style  Create musical ideas for a group to copy or respond to	Improvise in a specific style using notes  Compose music for different occasions using appropriate musical devices
<b>Use musical notation</b>	Follow visual cues to change vocal volume	Represent sounds with symbols	Learn how the notes of a composition can be written down and changed	Recognise, respond to, and use basic musical symbols	Recognise, respond to, and use basic musical symbols including from standard Western notation	Follow basic shapes of music when singing and playing short passages	Use a variety of notations when playing and composing music