

Holy Cross Catholic Primary School



Music Progression Map 2021 – 2022

We care, we share, we value.

	<u>Nursery</u>	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>Listen and Appraise</u>	<p>Describe whether a piece of music is fast or slow, loud or quiet.</p> <p>Describe a piece of music as happy or sad.</p>	<p>Hear differences in musical elements.</p> <p>Recognise obvious changes in sounds and take account of musical instructions (e.g. get faster or louder).</p> <p>Identify likes and dislikes about a piece of music.</p>	<p>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</p>	<p>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</p> <p>To learn how songs can tell a story or describe an idea.</p>	<p>To confidently identify and move to the pulse.</p> <p>To think about what the words of a song mean.</p> <p>To take it in turn to discuss how the song makes them feel.</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p>	<p>To confidently identify and move to the pulse.</p> <p>To talk about the musical dimensions working together in the Unit songs e.g. if the song gets louder in the chorus (dynamics).</p> <p>Talk about the music and how it makes them feel.</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p> <p>When you talk try to use musical words.</p>	<p>To identify and move to the pulse with ease.</p> <p>To think about the message of songs.</p> <p>To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p> <p>When you talk try to use musical words to talk about the musical dimensions working together in the Unit songs.</p> <p>Talk about the music and how it makes you feel.</p>	<p>To identify and move to the pulse with ease.</p> <p>To think about the message of songs.</p> <p>To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p> <p>Use musical words when talking about the songs.</p> <p>To talk about the musical dimensions working together in the Unit songs.</p> <p>Talk about the music and how it makes you feel, using musical language to describe the music.</p>

Singing

Use the voice in different ways such as speaking, singing and chanting.

I can perform simple vocal patterns.

Sing and chant as part of a group and individually.

Sing with and without an accompaniment.

Learn about voices, singing notes of different pitches (high and low).

Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm.

Learn to start and stop singing when following a leader.

Learn about voices singing notes of different pitches (high and low).

Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm).

Learn to find a comfortable singing position.

Learn to start and stop singing when following a leader.

To sing in unison and in simple two-parts.

To demonstrate a good singing posture.

To follow a leader when singing.

To enjoy exploring singing solo.

To sing with awareness of being 'in tune'.

To have an awareness of the pulse internally when singing

To sing in unison and in simple two-parts.

To demonstrate a good singing posture.

To follow a leader when singing.

To enjoy exploring singing solo.

To sing with awareness of being 'in tune'.
To re-join the song if lost.

To listen to the group when singing.

To sing in unison and to sing backing vocals.

To enjoy exploring singing solo.

To listen to the group when singing.

To demonstrate a good singing posture.
To follow a leader when singing.

To experience rapping and solo singing.

To listen to each other and be aware of how you fit into the group.

To sing with awareness of being 'in tune'.

To sing in unison and to sing backing vocals.

To demonstrate a good singing posture.

To follow a leader when singing.

To experience rapping and solo singing.

To listen to each other and be aware of how you fit into the group.

To sing with awareness of being 'in tune'.

<p style="text-align: center;"><u>Playing</u></p>	<p>Repeat short rhythmic and melodic patterns.</p> <p>Play a range untuned instruments as they were intended to be used.</p>	<p>Recognise and explore how sounds can be made and changed such as holding a triangle by the string instead of with your hand.</p> <p>Play a range of tuned and untuned instruments as they were intended to be used.</p>	<p>Treat instruments carefully and with respect.</p> <p>Play a tuned instrumental part with the song they perform.</p> <p>Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part).</p> <p>Listen to and follow musical instructions from a leader.</p>	<p>Treat instruments carefully and with respect.</p> <p>Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part).</p> <p>Play the part in time with the steady pulse.</p> <p>Listen to and follow musical instructions from a leader.</p>	<p>To treat instruments carefully and with respect.</p> <p>Play any one, or all of four, differentiated parts on a tuned instrument – a onenote, simple or medium part or the melody of the song) from memory or using notation.</p> <p>To rehearse and perform their part within the context of the Unit song.</p> <p>To listen to and follow musical instructions from a leader.</p>	<p>To treat instruments carefully and with respect.</p> <p>Play any one, or all of four, differentiated parts on a tuned instrument – a onenote, simple or medium part or the melody of the song) from memory or using notation.</p> <p>To rehearse and perform their part within the context of the Unit song.</p> <p>To listen to and follow musical instructions from a leader.</p> <p>To experience leading the playing by making sure everyone plays in the playing section of the song.</p>	<p>Play a musical instrument with the correct technique within the context of the Unit song.</p> <p>Select and learn an instrumental part that is differentiated: a onenote, simple or medium part or the melody of the song from memory or using notation.</p> <p>To rehearse and perform their part within the context of the Unit song.</p> <p>To listen to and follow musical instructions from a leader.</p>	<p>Play a musical instrument with the correct technique within the context of the Unit song.</p> <p>Select and learn an instrumental part that is differentiated: a onenote, simple or medium part or the melody of the song from memory or using notation.</p> <p>To rehearse and perform their part within the context of the Unit song.</p> <p>To listen to and follow musical instructions from a leader.</p>
--	--	--	---	--	--	---	---	---

<p><u>Improvisation</u></p>	<p>Put two or more sounds into a sequence and repeat them.</p>	<p>Recognise and explore how sounds can be organised.</p>	<p>Use voices and instruments, listen and sing back, then listen and play using one or two notes.</p>	<p>Listen and clap back, then listen and clap an answer (rhythms of words). Improvise using one or two notes.</p>	<p>Listen and copy back using instruments; two different notes. Improvise using three different notes.</p>	<p>Listen and copy back using instruments; two different notes. Improvise using three different notes.</p>	<p>Copy back using instruments. Use one, two and three notes. Question and Answer using instruments. Using one, two and three notes. Improvise using the notes D, E, G, A + B (pentatonic scale/a five-note pattern).</p>	<p>Copy back using instruments. Use one, two and three notes. Question and Answer using instruments. Using one, two and three notes. Improvise using the notes D, E, G, A + B (pentatonic scale/a five-note pattern).</p>
<p><u>Composition</u></p>	<p>Choose the most appropriate sound to match a theme (such as an animal, weather or event) when given a limited choice.</p>	<p>Select instruments based on the appropriate sounds for the intended purpose.</p>	<p>Help to create a simple melody using one, two or three notes. Learn how the notes of the composition can be written down and changed if necessary.</p>	<p>Help create three simple melodies with the Units using one, three or five different notes. Learn how the notes of the composition can be written down and changed if necessary.</p>	<p>Help create at least one simple melody using one, three or five different notes. Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any</p>	<p>Help create at least one simple melody using one, three or all five different notes. Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</p>	<p>Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. Explain the keynote or home note and the structure of the melody. Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. Record the composition in any</p>	<p>Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. Explain the keynote or home note and the structure of the melody. Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. Record the composition in any</p>

					way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).	Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).	way appropriate that recognises the connection between sound and symbol e.g. graphic/pictorial notation).	way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).
Performance	Listen respectfully to others music making.	Keep to a steady pulse.	Choose a song they have learnt from the Scheme and perform it. They can add their ideas to the performance. Record the performance and say how they were feeling about it.	Choose a song they have learnt from the Scheme and perform it. They can add their ideas to the performance. Record the performance and say how they were feeling about it.	To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the best place to be when performing and how to stand or sit. To record the performance and say how they were feeling, what they were pleased with what they would change and why.	To choose what to perform and create a programme. Present a musical performance designed to capture the audience. To communicate the meaning of the words and clearly articulate them. To talk about the best place to be when performing and how to stand or sit. To record the performance and say how they were feeling, what they were pleased with what they would change and why.	To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the venue and how to use it to best effect. To record the performance and compare it to a previous performance. To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”	To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the venue and how to use it to best effect. To record the performance and compare it to a previous performance. To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”