



The Federation of St Giles and St John

Music progression map



How is the music curriculum organised?

Lessons are planned using the inter-related dimensions of music. These are:

- Pitch
- Duration
- Dynamics
- Tempo
- Timbre
- Texture
- Structure
- Musical notation

In each lesson in Key Stage 1, there is a focus on performing, listening, composing and singing.

In Key Stage 2, there is an additional focus on the history of music. All pupils also evaluate their own and others' work.

Progression of skills:

Strand	EYFS	Years 1 and 2	Years 3 and 4	Years 5 and 6
Listening	<ul style="list-style-type: none"> • Responding to music through movement, altering movement to reflect the tempo, dynamics or pitch of the music. • Exploring lyrics by suggesting appropriate actions. • Exploring the story behind the music. • Listening to and following a simple beat using body percussion and instruments. • Considering whether a piece of music has a fast or slow tempo. • Identifying high and low pitch. • Listening to and copying a simple rhythm. • Listening to and repeating simple lyrics. • Understanding that different instruments make different sounds. 	<ul style="list-style-type: none"> • Recognising/ understanding the difference between pulse and rhythm. • Understanding that different types of sounds are called timbres. • Recognising basic tempo, dynamic and pitch changes. (fast/slow, louder/quieter and higher/lower) • Describing the mood/story of music they listen to, verbally and through movement. • Describing the differences between two pieces of music. • Expressing an opinion about music (like/dislike) • Listening to and repeating short, simple rhythmic patterns. • Listening and responding to other performers by playing as part of a group. • Recognising some instruments in a piece of music. • Begin to use musical vocabulary. 	<ul style="list-style-type: none"> • Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. • Understanding that music from different parts of the world has different features. • Recognising and explaining the changes within a piece of music using musical vocabulary. • Using musical vocabulary to discuss the purpose of a piece of music. • Identifying crescendo/diminuendo within a piece of music. • Identifying common features between different genres, styles and traditions of music. • Recognising the use of motifs in music. 	<ul style="list-style-type: none"> • Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. • Recognising and discussing the features of music and relating it to other areas of the arts (film music) • Representing changes in pitch, dynamics and texture using graphic notation and using musical vocabulary. • Use musical vocabulary correctly when describing and evaluating the features of a piece of music.

Composing	<ul style="list-style-type: none"> • Playing untuned percussion in time with a piece of music. • Using classroom objects as instruments. • Experimenting with body percussion and vocal sounds to respond to music. • Selecting appropriate instruments to represent action and mood. • Experimenting with playing instruments in different ways, 	<ul style="list-style-type: none"> • Selecting and creating short sequences of sounds with voices or instruments to represent a given idea or character. • Combining and layering different instruments and vocal patterns within a given structure. • Creating simple melodies. • Choosing appropriate dynamics, tempo and timbre for a piece of music. • Using graphic scoring to represent their compositions. • Beginning to suggest improvements to their own work. 	<ul style="list-style-type: none"> • Composing a coherent piece of music in a given style with voices, bodies and instruments. • Beginning to improvise musically within a given style. • Developing melodies using rhythmic variation. • Use letter name, graphic and rhythmic notation and key musical vocabulary to label and record their compositions. • Suggest improvements to others' work, using musical vocabulary. 	<ul style="list-style-type: none"> • Improvising and composing creatively within a given style. • Compose a multi-layered piece of music from a given stimulus with voices, bodies and instruments. • Compose a song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure. • Develop melodies using rhythmic variation and changes in dynamics, pitch and texture. • Constructively critique their own and others' work, using musical vocabulary.
Performing	<ul style="list-style-type: none"> • Use their voices to join in with well-known songs from memory. • Remembering and maintaining their role within a group performance. 	<ul style="list-style-type: none"> • Using their voices expressively when singing, including basic dynamics eg loud and soft. • Sing short songs from memory. • Copying rhythmic patterns on untuned percussion 	<ul style="list-style-type: none"> • Sing longer songs in a variety of styles from memory, with accuracy, control, fluency and a developing sense of expression. • Sing and play with peers with accuracy and awareness of their part in the group performance. 	<ul style="list-style-type: none"> • Sing songs in two or more secure parts from memory with accuracy, control and expression. • Work as a group to perform a piece of music, keeping in time with others and

	<ul style="list-style-type: none"> • Moving to music with instruction to perform actions. • Perform to an audience. • Stopping and starting playing at the correct time. 	<p>instruments, keeping a steady pulse.</p> <ul style="list-style-type: none"> • Performing expressively using dynamics and timbre to alter sounds when appropriate. • Singing back short patterns by ear and playing short melodic patterns from letter notation. 	<ul style="list-style-type: none"> • Play melody parts on tuned instruments with accuracy and control. • Play syncopated rhythms with accuracy and control. 	<p>communicating with the group.</p> <ul style="list-style-type: none"> • Perform with accuracy and fluency from graphic and staff notation and from their own notation. • Perform by following a conductor's cues and directions.
The History of Music			<ul style="list-style-type: none"> • Understand that music from different times has different features. • Recognise and discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary. 	<ul style="list-style-type: none"> • Discuss musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.

Progression of knowledge:

Strand	EYFS	KS1	Years 3 and 4	Years 5 and 6
Pitch	<ul style="list-style-type: none"> Understand "high" and "low" notes 	<ul style="list-style-type: none"> Understand that pitch means how high or low a note sounds. Understand that some tuned instruments have a lower range of pitches and some have a higher range of pitches. Understand that a melody is made up of high and low notes played one after another to make a tune. 	<ul style="list-style-type: none"> To know that a group of pitches in a song is called its key and that a key decides whether a song sounds happy or sad. To know that some music around the world is based on 5 notes called a pentatonic scale. To understand that a pentatonic melody uses only C,D,E,G,A To know that a glissando means a sliding effect on instruments. To know that transposing a melody means changing its key. 	<ul style="list-style-type: none"> To understand that a minor key can be used to make music sad. To understand that major chords create a happy, bright sound. To know that a melody can be adapted by changing its pitch.
Duration	<ul style="list-style-type: none"> Recognise that different sounds can be long or short. 	<ul style="list-style-type: none"> Know that rhythm means a pattern of long and short notes. Know that duration means how long a note, phrase or whole piece of music lasts. To know that speech sounds can be represented by a rhythm. 	<ul style="list-style-type: none"> To know that crotchets are worth one whole beat. To know that minims are worth two whole crotchet beats. To know that a motif in music can be a repeated rhythm. 	<ul style="list-style-type: none"> To know that quavers are worth half a crotchet beat. To know that semibreves are worth 4 crotchet beats.

Dynamics	<ul style="list-style-type: none"> Understand that instruments can be played loudly or softly. 	<ul style="list-style-type: none"> Know that dynamics means how loud or soft a sound is. To know that sounds can be adapted through adding dynamics. 	<ul style="list-style-type: none"> To understand that f means forte (loud) and p means piano (soft) To understand that < means crescendo (getting louder) 	<ul style="list-style-type: none"> To understand that ff means very loud and pp means very softly. To understand that > means diminuendo (getting quieter)
Tempo	<ul style="list-style-type: none"> Recognise that music is fast or slow, Match body movements to the speed of the music. 	<ul style="list-style-type: none"> To know that a pulse is a steady beat that goes through the music. To know that tempo is the speed of the music. 	<ul style="list-style-type: none"> To know that playing in time means all performers playing together at the same time. 	<ul style="list-style-type: none"> To understand that a slow tempo can make music sound thoughtful or sad and a fast tempo can make music sound exciting or happy.
Timbre	<ul style="list-style-type: none"> To know that different instruments can sound like a particular character. 	<ul style="list-style-type: none"> Timbre means the quality of a sound eg different instruments would sound different playing the same note. Use voice to create different timbres to tell a story. Understand that musical instruments can be used to create real life sound effects. 	<ul style="list-style-type: none"> To know that grouping instruments according to their timbre can create texture in music. To understand that voices can use audio effects to describe something. 	<ul style="list-style-type: none"> To know that timbre can also be thought of as tone colour and can be described in many ways eg warm, cold, rich, bright.
Texture	<ul style="list-style-type: none"> To know that music often has more than one instrument playing at the same time. 	<ul style="list-style-type: none"> To know music has layers called texture. To know that a graphic score can show a picture of the layers of a piece of music. 	<ul style="list-style-type: none"> To know that combining different instruments and rhythms when we compose can create layers of sound we call texture. To understand that harmony means playing two notes at the same time which usually sound good together. 	<ul style="list-style-type: none"> To understand that a chord is the layering of several notes played at the same time.

Structure	<ul style="list-style-type: none"> To recognise the chorus in a familiar song. 	<ul style="list-style-type: none"> To know that structure means how the music is organised eg verse and chorus. 	<ul style="list-style-type: none"> To know that music from different places and from different eras often has different structural features eg pentatonic scale in Chinese music. To understand that ostinato is a musical pattern that is repeated through a piece of music. To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music. 	<ul style="list-style-type: none"> To know that 12 bar blues is a sequence of 12 bars of music, made up of three different chords. To know that a theme in music is the main melody and that variations are when the melody is changed in some way.
Notation	<ul style="list-style-type: none"> To know that signals can tell us when to start or stop playing. 	<ul style="list-style-type: none"> Understand that music can be represented by pictures or symbols. To be able to make a graphic score that they can follow themselves and others can too. 	<ul style="list-style-type: none"> To understand that reading music means using how the written note symbols look and their position to know what notes to play. 	<ul style="list-style-type: none"> To be able to read the notes E,G,B,D,F and F,A,C,E in the treble clef.

The history of music:

This shows a sample of some of the key composers we learn about. However, we also make reference to other composers and other pieces of music from the same period of history.

Early music	Hildegard von Bingen (1098-1179)	She was a German nun who lived to be 81 years old. She wrote religious music for one voice (monophony)	O Ecclesia
Renaissance music	Thomas Morley (1557-1602)	He was an organist and lived in Elizabethan times. He was famous for writing secular music, especially madrigals.	Now is the month of maying
	Thomas Tallis (1505-1585)	English composer, famous for writing mainly vocal music.	Tallis' Canon
Baroque music	Georg Frederic Handel (1685-1759)	He was born in Germany but lived most of his life in England. He is famous for composing the Royal Fireworks Music for King George II. He wrote operas, religious music and concertos for organ as well as instrumental music. He is buried in Westminster Abbey.	Royal Fireworks Music Messiah
	Antonio Vivaldi (1678-1741)	Italian composer, born in Venice. He was a violinist. His style influenced many other	Four seasons.

		composers and he was admired throughout Europe. However, he died in poverty.	
	Johann Sebastian Bach (1685-1750)	German Baroque composer. He was orphaned when he was 10 and went to live with his brother. His family were very musical. He wrote lots of very famous music, particularly for organ. He remains one of the most famous composers of all time.	Tocata and fugue in D minor. (used in Disney's Fantasia) Brandenburg Concerto in G major.
Classical music	Wolfgang Amadeus Mozart (1756-1791)	Born in Salzburg, Austria. His father was also a composer and Mozart started composing as a very young child. He performed for the emperor when he was just six years old. His father took him on tours around Europe to show him off. Mozart wrote operas, concertos for a range of instruments, choral music and instrumental music.	The magic flute. The flute and harp concerto. Overture from the Marriage of Figaro.
	Ludwig van Beethoven (1770-1827)	Beethoven was born in Bonn, Germany. His father taught him to play the piano from a young age and he wanted his son to be as famous as Mozart so he pretended Beethoven was	Fur Elise Symphony Number 5 Pastoral symphony.

		<p>younger than his actual age on his first performance.</p> <p>Beethoven developed tinnitus and eventually became completely deaf but despite this, he continued to compose. He wrote symphonies, sonatas and concertos for voice and for various instruments.</p>	
Romantic music	Frederic Chopin (1810-1849)	<p>Chopin was born in Poland but lived most of his life in France. He mainly composed piano music and he wrote lots of famous waltzes, mazurkas and nocturnes. He was a child prodigy and gave performances at an early age. He made a living by giving piano lessons in Paris but he never liked asking for money so he looked away when they paid him!</p>	<p>Minute Waltz (it doesn't last a minute though!)</p> <p>Nocturne in E flat major</p> <p>Fantasia impromptu</p>
Twentieth Century music	Scott Joplin (1868-1917)	<p>Scott Joplin was an American composer, who is famous for ragtime music. His mother was a singer and a banjo player and his father was a violinist. Scott Joplin started learning to play the guitar and then took up the piano, which he was very good</p>	<p>The Entertainer</p> <p>The Maple Leaf Rag</p>

		at. He also played the cornet. Scott Joplin started playing in different places including bars and dance halls. In the early 20 th century, syncopated rhythms were becoming popular and this formed the basis of ragtime music. His music was also later used in silent films (Laurel and Hardy etc).	
World music	Traditional Chinese music	Using a pentatonic scale.	The jasmine flower-traditional Chinese song
Musical stories/film music	John Williams (b1932-)	John Williams is an American composer who is famous for writing music for films.	Harry Potter Star Wars Home alone