

PROGRESSION MAP



AT ARGYLE PRIMARY

Progression Map:

Skills taught through the year	Autumn	Spring	Summer
Nursery Listening and appraising: - Show through movement and expression how the music makes you feel. - Show changes in music through movement. Composing: - Create different sounds with your voice – spikey, smooth, happy, sad Performing: - Using their voices to join in with well-known songs from memory - Using actions to assist with learning lyrics. - Being a part of a group performance to a small audience. - Stopping and starting at the right time. - Following a conductor - Reading and playing rhythms using crotchets and quavers - Beginning to sing solo responses in songs. Music literacy: - Ta – Crotchet - Ti-ti – Beamed quavers - Read and sing from vocal graphic notation cards	Music topic: Using our singing voices (nursery rhymes) - Sing familiar nursery rhymes to build confidence - Learn new nursery rhymes - Use pictures to embed new words and clap rhythms - Introduce shakers and claves, practise starting, stopping and playing along to music Music topic: Pulse, playing instruments together (Heroes) - Sing familiar nursery rhymes as well as learning new songs and rhymes (Postman Pat, Hurry Hurry drive the fire engine, brush brush brush your teeth, Doctor Foster, Miss Polly had a dolly ect.) - Extend range of rhythms by using 'my turn – your turn'	Music topic: Pitch (Transport) - Add more topic-based nursery rhymes and songs to the existing repertoire. Row, row row your boat, Five little friends in a flying saucer, This is the way we cross the road. - Use solfa hand signals when singing 2 and 3 note songs. - Keep a steady pulse to recorded music - Read and play basic notation (ta and ti-ti) - Use music about transport as inspiration for percussion playing (Little train of Caipira) Music topic: Tempo and dynamics (Fantasy) - Sing a range of topic (fantasy) based nursery songs with increasing accuracy. (Magic spell warmup, Magic fingers ect) - Move and play instruments along to music with variable dynamics. Experiment with how to show loud and quiet. (Carmina Burana, Hall of	Music topic: Rhythm (All creatures great and small) - Play basic rhythms along to recorded music, whilst reading notation - Respond to music with movement and actions, according to its tempo/dynamics/texture - Learn to read, write and play a specific rhythm (ta ta ti-ti ta) and use this rhythm in a dance (to Mozart's Rondo Alla Turca) - Use music as a stimulus for creating stories and images - Experiment with drawing notation and making marks for different rhythms Music topic: Notation (All creatures great and small) - Learn a range of chants and short songs around the topic (Please don't squish me, If I was a minibeast, Incy Wincy spider) - Play the word rhythms on instruments, recognise the matching notation to

	• Use untuned percussion instruments and movement along to the pulse of recorded music from various time periods • Learn unfamiliar two and three note songs. Star light, Rain on the green grass, Slowly snail, Hey ho here we go. • Use 'People who help us' images for word rhythms. Clapping and playing different rhythms. 'Police officer' 'Doctor' 'Nurse' 'Firefighter'	the mountain king, Sabre dance) • Change dynamics when reading notation and singing songs. • Use appropriate body movements along to music with changeable dynamics. • Practise controlling our loud voices • Read notation as a class up to quavers. • Ensure children are singing counting songs, Alice the Camel, 5 Sticky lollipops, 10 little raindrops, 5 little ducks, 5 little speckled frogs, 10 on the bed, 10 fat sausages, 10 green bottles, The ants go marching ect • Learn May Day Dance	the word rhythms and eventually play the word rhythms by looking at the notation. (Use minibeasts for word rhythms) • Rehearse and refine songs for the EYFS and KS1 concert at the end of term. Working on singing clearly and confidently. • Respond to music with movement, relating to animals. (carnival of the animals, flight of the bumble bee ect)
Reception Listening and appraising: • Begin to describe sounds (loud, quiet, high, low, fast, slow) • Describe how the music makes you feel. • Listen to and follow a beat using body and untuned percussion instruments. • Respond to music through movement showing a change in movement to reflect the	Music topic: Using our singing voices • Name games, please stand up. • Songs about greetings and call and response songs (kye kye kule) • Introduction to variety of instruments through songs and rhymes (I've got a shaker) • Singing songs whilst keeping a steady beat	Music topic: Beat/pulse • Continue learning 2/3 note songs using the kodaly method • Use the above songs to extend children's ability to internalise pitch, sense pulse and play rhythms • Create new rhythms using notation and word rhythms • Sing songs/chants/play games that gives plenty	Music topic: Phrasing • Learn a range of topic based songs (Please don't squish me, Busy Buzzy Bumble Bee, Butterfly, Out in the Garden, Slowly Snail, Tiny Caterpillar) • Focus on recognising and indicating the phrasing of the songs, as we are learning them

tempo, dynamics, pitch or mood of the music. - Explore lyrics by suggesting appropriate actions. Composing: - Create short rhythmic patterns - Represent sounds with simple symbols. - Create and choose own lyrics for a well-known song. - Choose sounds to represent Performing: - Using their voices to sing well known songs from memory. - Becoming increasingly confident when singing independently. - Participate in performances to an audience. - Repeat short rhythmic patterns. - Read and play rhythms using crotchets, quavers and crotchet rests Music literacy: - Ta – Crotchet - Ti-ti – Beamed quavers - Za – Crotchet Rest - Read, sing and compose own vocal graphic notation cards	- Extending notation knowledge Music topic: Pitch - Sing a variety of 2 and 3 note songs using actions to differentiate between high and low sounds - Sings songs where certain words are omitted to embed internalising pitch. (10 little raindrops, BINGO) - Use solfa signs to show high and low notes (star light) - Play untuned percussion instruments along to different styles of recorded music, reading notation as we go along. - Create new words to existing songs (going on a picnic, when goldilocks went to the house of the bears)	opportunity for solo singing/talking - Play instruments along to high quality audio recordings, keeping a steady pulse Dinosaur music: Listening to different pieces of classical music, guess which dinosaur the music might be describing. Imitate dinosaur movements along to music - Compose a class song about a dinosaur of their choice. Use an existing melody, for example Hall of the Mountain King. Music topic: Tempo and dynamics - Sing a range of topic based songs with increasing accuracy. (Zoom zoom zoom, 5 little friends) - Move and play instruments along to a variety of songs with fast or slow tempos. Also with pieces of music with changeable tempos. - Change dynamics when reading notation and singing songs - Use appropriate body movements along to music with changeable dynamics	- Learn longer, more challenging songs (With the summer EYFS and KS1 concert in mind) - Create mini-beast notations, using the word rhythms of different minibeasts learnt at the beginning of the term Music topic: Rhythm - Compose rhythms by using rhythm cards as well as practising writing notation with various levels of support, leading to more independent note writing - Use images to match the word to the rhythm. - Use chants and rhymes to alternate between playing the rhythm and keeping the beat - Prepare for the Aurora orchestra trip, learn songs and make own creative responses to the music. - Continue perfecting our challenging song, and
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		Read notation as a class and in small groups, up to semiquavers and in 2/4, 3/4 and 4/4 time signatures	perform it to the school and parents.
Year 1 Listening and appraising: - Identify a wider selection of instruments when listening to music. - Recognise and understand the difference between pulse (beat) and rhythm - Recognise and respond to changes in tempo, dynamics and pitch - Describe and show through words and movement the character music they listen to. - Describe differences between two pieces of music. - Give opinions about music. Composing: - Choose and create short sequences of sound with voices or instruments to represent an idea or character. - Choosing dynamics, tempo and timbre for a piece of music. - Creating a simple graphic score to represent a composition. - Improvise one bar rhythms within a structure. Performing:	Music topic: Using our singing voices - Sing songs about Transport and Castles (All around the castle, Old King Cole, Driving in my car ect) - Listen to classical music based on modes of transport. (Little train of the Caipira, Short Ride in a Fast Machine) Respond to this music through movement, art and composition. - Create our own song, by adding ideas to an existing song (All around the castle) - Sing songs with solo singing opportunities (kye kye kule, kumela, going on a picnic, clap your hands) - Introduce solfa singing (let us chase the squirrel, star light) - Counting songs (10 little raindrops, 5 sticky lollipops) - Notation reading, introduce semi-quavers.	Music topic: Pitch and internal hearing - Learn a range of songs with the possibility of omitting words. - Learn songs with actions that embed the rhythm - Create new lyrics for existing songs. - Sing songs in solfa, but also sing songs in our heads whilst showing the solfa hand signals - Read graphic notation to indicate pitch, dynamics and duration. - Continue notation learning – crotchets, crotchet rest, quavers and semiquavers. - Compose own rhythms using notation Music topic: Rhythm - Learn a variety of songs that can be used for learning to change between playing the rhythm and the beat. - Learn clapping games that will embed our sense of beat and rhythm.	Music topic: Dynamics and tempo - Listen to and study music with contrasting tempos and dynamics. - Play, dance and conduct changes in dynamics and tempo - Learn a variety of singing and music games, looking closely at how playing helps us learn. What do we learn from each game? (Kangaroo, Doggy Doggy where's my bone, Shake a little ect...) Music topic: Composition - Write notation for existing songs that children have learnt through the year. - Introduce 6/8 time signature - Compose lyrics and a melody for a class composition. - Add instrumental accompaniment to the

- Use rhymes to understand notation and play instruments to a steady beat (feet feet, tick tock)

Music topic: Beat

• Use their voices expressively to speak and chant. • Singing short songs with repeating sections from memory keeping in time and controlling voice to blend with others. • Read and play rhythms using crotchets, quavers, crotchet rests and semiquavers Music literacy: • Ta – Crotchet • Ti-ti – Beamed quavers • Za – Crotchet Rest • Ti-ka ti-ka – Semiquavers • Create graphic scores to sing using more than one different sound.	• Group/identify percussion instruments according to the material they are made from and use different material instruments to play beat at different times. • Play un-tuned percussion instruments whilst reading notation. Use different styles of recorded music to change dynamics, tempo, timbre, pulse and texture. • Learn to respond to music with movement (walking, marching, skipping, running) • Keep a steady beat (on knees or with heart cards)	• Use songs that encourages solo singing opportunities to improve singing confidence. • Create and play Ostinatos using notation • Read notation including semiquavers in 2/4, 3/4, 4/4 and 6/8 time.	class composition, by using our notation skills to compose ostinatos. • Rehearse and perform in the EYFS and KS1 Summer concert, focusing on clear and confident singing and playing.
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Year 2

Listening and appraising:

- Identify a wider selection of instruments when listening to music.
- Recognising structural features in music they listen to. (Chorus, verse, repeated sections)
- Identify and discuss changes in tempo and dynamics using

Music topic: Percussion and Vibrations (Dame Evelyn Glennie)

- Learn about the life of **Evelyn Glennie**. What can we learn from her?
- Differentiate between the groups of instrumental families and different types of percussion instruments.
- Conduct experiments with various instruments and soundwaves.
- Learn a tuned percussion piece
- Write a letter to Dame Evelyn Glennie

Music topic: Rhythm and Beat

- What is the difference between beat and rhythm?
- Play rhythms and beats of a variety of songs, embedding the difference between the two.
- Focus on 'feeling' the beat/pulse of music through movement and instrumental playing.
- Learn to sing 'London's Burning' Then use this as a foundation for composing a song about the Great Fire of London.
- Read notation rhythms, up to semi quavers.

Music topic: Rounds and part songs

- Crotchets, quavers, crotchet rests, minims, tika ti, ti tika.
- Reading and writing four bar patterns in 4/4 time.
- Able to play written rhythms in time with music from different countries. (Pito Pito)

appropriate musical vocabulary. Composing: • Select and create longer sequences of sounds with voices or instruments to represent a given idea or character. • Create and layer rhythmic ostinato to compose. • Improvise two bar rhythms within a given structure. • Create graphic scores showing Performing: • Using their voices expressively when singing including following changes of dynamics. • Read and play rhythms using crotchets, quavers, crotchet rests, semiquavers and minims • Copying longer rhythmic patterns on untuned percussion instruments while keep a steady beat. • Sing and play back short melodic patterns by ear. Music literacy: • Ta – Crotchet • Ti-ti – 2 beamed quavers • Za – Crotchet Rest • Ti-ka ti-ka – 4 beamed semiquavers • Ti-ka ti – 2 semiquavers/1 quaver • Ta-aa – Minims	Music topic: Young performers • Learn nativity songs from memory, focusing on keeping a steady pulse, singing together and in tune. • Rehearse with actions and clarity • Add untuned percussion instruments and dances where appropriate	Music topic: Music History • Introduce children to a new composer every week, using interactive creative responses to a piece of music from that composer. • Mozart – Horn Concerto – create graphic notation • Haydn – Surprise Symphony and Trumpet concerto • Anna Meredith – create a body percussion composition • Louis Armstrong – What a wonderful World • Prokofiev – Peter and the Wolf • What makes a musical trailblazer?	Colorito, Mexican hat dance, Jerusalema, Kye kye kule) • Learn songs in other languages. Practice changing between playing beat and rhythm in these songs. Music topic: Music collaboration • Prepare for and perform at the Camden Music KS1 Singing Festival • Use the material to create rhythms and compose own lyrics and accompaniment for the chosen songs Sing with clear pitch and a steady pulse • Share our learning by performing at the EYFS and KS1 Summer concert.
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Year 3

Listening and appraising:

- Understanding that music from different times and different parts of the world have different features
- Recognising and explaining changes within a piece of music using musical vocabulary.
- Identify and discuss tempo, dynamics, timbre and texture of a piece of music using appropriate musical vocabulary.
- Listening to and representing music through graphic notation.

Composing:

- Create and combine melodies and rhythms to compose a multi-layered composition using a given stimulus.
- Use Chrome Music Lab to compose

Performing:

- Singing songs in a variety of styles with accuracy and control, demonstrating developing vocal technique.
- Perform from stave notation using both rhythm and a limited range of pitch.
- Singing and playing in a group, staying in time and being aware of their role within the group.

Music topic: Keyboards and stave notation

- Introduction to stave notation
- How to find C on the keyboard
- Learn 1-5 note songs
- Embed good keyboard technique from the start.

Music topic: Djembe composition

- Introduction to West African drumming
- Notation reading and writing along with word rhythm composition
- Use science MRAF key words to compose a drumming piece
- Use inter-related dimensions of music when composing, focusing on dynamics

Music topic: Kodaly

- Use science vocabulary to create rhythms and sentences to play on instruments
- Revise notation reading learnt in year 2 and extend to tika-ti and ta-tika
- Play composed rhythms on untuned percussion as well as sight reading on instruments
- Learn basic solfa hand signals (do-soh) and learn a range of songs and dances to assist in internalising pitch
- Compose a short song about rocks and soils using key science vocabulary
- Analyse high quality pieces of music to discover its form and how the inter related dimensions of music are used.
- Learn basic facts about the composers whose music we've analysed.
- Explore music technology by composing short themes on Chrome Music Lab.

Music topic: Tin whistle, stave notation

- Learn basic technique and care of the instrument
- Learn to play a B,A and G on the tin whistle both from memory as well as reading notation.
- Compose and write notation for B, A and G songs on staves
- Perform a short piece in assembly for performance practise.

Music literacy: • Ta – Crotchet • Ti-ti – 2 beamed quavers • Za – Crotchet Rest • Ti-ka ti-ka – 4 beamed semiquavers • Ti-ka ti – 2 semiquavers/1 quaver • Ti ti-ka – 1 quaver/2 semiquavers • Ta-aa – Minims • Listen to and notate music as a graphic score.			
Year 4 Listening and appraising: • Identify gradual changes in dynamics and tempo within a piece of music. • Compare features between different genres, styles and traditions of music. • Identify major and minor tonality. Composing: • Improvise on recorder/violin within a given structure. • Compose melodies, using given rhythms and adding pitch • Gain inspiration from other pieces of music, to compose own pieces of music Performing: • Sing longer songs in a variety of different styles from memory and notation, with accuracy,	Music topic: Notation and composition • Write the rhythmic notation for a learnt rhyme • Add pitch, using xylophones • Write the notation for the rhythm, including pitch • Compose a new song, with own rhythm and pitch, using the knowledge we learnt by studying the original rhyme and experimenting with pitch. • Write the notation for the composition and perform/record • Use songs about rivers and the water cycle to improve singing ability	Music topic: Keyboards and composition • Compose a piece of music based on the Invaders and Settlers topic with the Royal Academy of Music during a workshop. • Perform the new composition to parents and the school. • Learn songs related to the Romans, Myths and legends. • Continue building on keyboard knowledge, learnt last year. Expand range of notes to 5 notes. • Rhythm reading include tika ti and ti tika. Everyone Performing In Class:	Music topic: Music appraisal • Observe both rural and urban soundscapes. What are the key differences? How can we re-create this with musical instruments? • Using graphic notation, create both a rural and an urban soundscape using tuned and untuned instruments. • Rhythm reading include dotted notes. • Listen to and appraise music throughout history, using BBC 10 pieces. • Create responses to this music through art, poetry or movement. Everyone Performing In Class:

control and a developing sense of expression. • Singing and playing in a group with accuracy, staying in time and having awareness of their part in the group performance. • Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique. • Perform from stave notation using both rhythm and a wider range of pitches. Music literacy: • Ta – Crotchet • Ti-ti – 2 beamed quavers • Za – Crotchet Rest • Ti-ka ti-ka – 4 beamed semiquavers • Ti-ka ti – 2 semiquavers/1 quaver • Ti ti-ka – 1 quaver/2 semiquavers • Ta-aa – Minims • Tum-ti – dotted crotchet/quaver • Match a graphic score to its audio track.	• Revisit notation using short and regular notation reading activities Everyone Performing In Class: • An introduction to our new instruments (recorder and violin) • How to hold instruments and work on good sound production using simple 1, 2 or 3 note pieces of music.	• Continue to work on recorder and violin technique and notation reading. • Expand repertoire to 4 note pieces for violin. Open strings. • Recorders focus on sound production and 4/5 note songs.	• During EPIC lessons, perfect group performance skills. Work on watching the conductor and building performance confidence. • Perform to parents and the school at the end of the summer term.
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Year 5 Listening and appraising: Listening and appraising: Comparing, discussing and evaluating music using detailed musical vocabulary.	Music lesson: Music literacy Write the rhythmic notation for a learnt rhyme (that includes more complex rhythms)	Music lessons: Chords and composition - Chords, what is a chord and its purpose? - Learn to play chords - Create chord progressions	Music lessons: Kodaly and Music History - Continue building singing and composing skills using the Kodaly method - Embed basic music skills using singing games
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- Understand and be able to comment on how the composer has conveyed the message or emotion of the music. Composing: - Improvise short phrases on tuned and untuned instruments in time with a backing track and within a given structure. - Compose melodies, using given rhythms and adding pitch - Compose, using Chrome Music Lab Performing: - Sing songs in two or more secure parts from memory with increasing accuracy, fluency, control and expression. - Performing with accuracy from stave notation. - Working as group to perform a piece of music in at least 2 parts with an understanding of own role within the ensemble. Music literacy: - Ta – Crotchet - Ti-ti – 2 beamed quavers - Za – Crotchet Rest - Ti-ka ti-ka – 4 beamed semiquavers - Ti-ka ti – 2 semiquavers/1 quaver - Ti ti-ka – 1 quaver/2 semiquavers - Ta-aa – Minims	- Add pitch, using notes learnt during EPIC lessons on violin and recorder - Write the notation for the rhythm, including pitch - Compose a new song, with own rhythm and pitch. - Write the notation for the composition and perform for peer evaluation Everyone Performing In Class: - How to take our violin/recorder playing to the next level - Use stave notation to learn short pieces of music. - Improve intonation and start experimenting with playing in harmony or two different parts.	- Write lyrics for a class composition about Victorians. - Create a structure for the class composition - Use tuned percussion instruments and voices to compose melodies for the different sections of the song - Complete, rehearse and perform the class composition. Everyone Performing In Class: - Improving our instrumental playing by learning more challenging pieces of music. - Improving notation reading by using fewer aids. - Introduction to scales	- Use Chrome Music Lab to create and blend sounds (Chord reminder) - Expanding our understanding of music history by studying various compositions and composers throughout history Everyone Performing In Class: - Refine, rehearse and perform a range of pieces that display the skills learnt throughout the programme over the past two years. - Perform to parents and the school in an end of year assembly
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• Syn-co-pa quaver/crotchet/quaver			
Year 6 Listening and appraising: • Understand how music has influenced and was influenced by history • Recognise and discuss stylistic features of music. Composing: • Improvise within an extended structure • Compose and notate melodies • Record own composition using appropriate forms of notation and/or technology. (Music lab/GarageBand) Performing: • Sing songs in two or more secure parts from memory with accuracy, fluency, control and expression • Performing by following a conductor's cues • Performing confidently.	Music topic: The Phoenix of Persia • Get to know the story • Analyse the music already written and how it adds to the story • Learn about Persian instruments and how they are played • Learn about stylistic features in Persian music • Compose and record music to describe the main scenes of the story. Music topic: Music technology and composition • What is music technology? • Learn how to use Garageband on I pads. • Compose tracks for different purposes, using various levels of technology as an aid. • Use Chrome Music Lab to manipulate and create sounds/music.	Music topic: Notation, chords and building singing confidence. • Use Kodaly method to further improve singing confidence. • Revise notation reading and writing skills. • Study a variety of classical pieces throughout history, which techniques did some composers develop that are still used? • What is a chord? Continue to build on chord knowledge by learning to play well known songs with repetitive chord progressions.	Music topic: Djembe drumming and the Year 6 production • Use our notation knowledge to compose rhythmical pieces on the djembe drum. • In small groups, children build their composition ideas, drawing on their knowledge of the interrelated dimensions of music. • Learn lyrics, melodies and actions for the year 6 production. • Work on singing in harmonies and different parts.

• Performing a solo or taking a leadership role within a performance. Music literacy: • Ta – Crotchet • Ti-ti – 2 beamed quavers • Za – Crotchet Rest • Ti-ka ti-ka – 4 beamed semiquavers • Ti-ka ti – 2 semiquavers/1 quaver • Ti ti-ka – 1 quaver/2 semiquavers • Ta-aa – Minims • Syn-co-pa quaver/crotchet/quaver • Tum-ti – dotted crotchet/quaver			
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