

Mawgan-in-Pydar Music Progression Map

Intent: Our music curriculum nurtures, inspires and enriches our pupils' learning experience. Our curriculum will build the confidence in children to sing within a group or solo, sing in harmony, perform, develop an understanding of musical terminology, creating and developing music ideas, listening, responding and reviewing music.

<p>Development matters EAD 3-4 year olds</p> <ul style="list-style-type: none"> • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas. <p>Reception children</p> <ul style="list-style-type: none"> • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop storylines in their pretend play. • Explore and engage in music making and dance, performing solo or in groups. <p>ELG - Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. 	<p>National Curriculum Key stage 1</p> <ul style="list-style-type: none"> • Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhyme • Pupils should be taught to play tuned and untuned instruments musically • Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded music • Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music 	<p>National Curriculum Key stage 2</p> <ul style="list-style-type: none"> • Pupils should be taught to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Pupils should be taught to improvise and compose music for a range of purposes using the inter-related dimensions of music • Pupils should be taught to listen with attention to detail and recall sounds with increasing aural memory • Pupils should be taught to use and understand staff and other musical notations • Pupils should be taught to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • Pupils should be taught to develop an understanding of the history of music
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Development of musicianship	EYFS	KS1 Years 1 and 2	KS2 Years 3 and 4	KS2 Years 5 and 6
<p>Controlling sounds through singing and playing (performing)</p>	<ul style="list-style-type: none"> -To sing or rap nursery rhymes and simple songs from memory. -To explore singing at different speeds and pitch to create moods and feelings. -To discover how to use the voice to create loud and soft sounds. -To know songs have sections. -To sing along with a pre-recorded song and perform movements to a steady beat. -Perform any of the nursery rhymes by singing and adding actions or dance. Perform any nursery rhymes or songs adding a simple instrumental part. Record the performance to talk about. 	<ul style="list-style-type: none"> -To sing simple songs, chants and rhymes from memory, singing as a group and at the same pitch. -Sing a wide range of call and response songs to control vocal pitch and to match the pitch they hear accurately (high and low). -To sing with a sense of shape of the melody. -To know the meaning of dynamics and tempo and be able to demonstrate these when singing by responding to the leaders' directions and visual symbols (e.g. crescendo, decrescendo and pause). -To follow instructions on how and when to sing/play an instrument. -To make and control short and long sounds (duration) using voices and instruments. -To include simple improvisation. -To take notice of others when performing. -Record the performance to talk about. 	<ul style="list-style-type: none"> -To sing in unison tunefully with awareness of pitch and with expression. -To perform actions confidently and in time to a range of actions songs. -- -To walk, move or clap a steady beat with others, changing speed of the beat as the tempo of the music changes. -To demonstrate a good singing posture -To follow a leader when singing. -To sing with awareness of being 'in tune', pronouncing words carefully and breathe well. -To have an awareness of the pulse internally when singing. -Sustain a rhythmic ostinato/ drone/ melodic ostinato (riff) (to accompany singing) on an instrument (tempo/ duration/ texture). -Perform with control and awareness of what others are singing/ playing. 	<ul style="list-style-type: none"> -To sing a broad range of songs, exploring phrasing, accurate pitch and style. - -To sing three- and four part rounds, partner songs and songs with a verse and a chorus. -To experience rapping and solo singing. -To maintain own part in a round/ sing a harmony/ play accurately with awareness of what others are playing. -To sing with awareness of being 'in tune', pronouncing words carefully and breathe well. -Sing or play from memory with confidence. -Play more complex instrumental parts. -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...?"

			<ul style="list-style-type: none"> -To listen to and follow musical instructions from a leader (crescendo, decrescendo and pause). -- -To record the performance and say how they were feeling, what they were pleased with what they would change and why. 	<ul style="list-style-type: none"> -Play a musical instrument with the correct technique within the context of the Unit song. -To play more complex instrumental parts.
<p>Creating and developing musical ideas (composing).</p>	<ul style="list-style-type: none"> -Play instruments to a steady beat. -Understand how to hold and play an instrument with care. -Explore the different sounds instruments make. -Choose an instrument to create a specific sound. 	<ul style="list-style-type: none"> -Make a sequence of long and short sounds with help (duration). -Clap longer rhythms with help. -Make different sounds (high and low- pitch; loud and quiet- dynamics; fast and slow-tempo; quality of the sound- smooth, crisp, scratchy, rattling, tinkling etc.- timbre) -Improvise simple chants using question and answer phrases. -To create musical sounds effects and short sequences of sound in response to stimuli e.g. rainstorm or train journey. Combine to make a story (sound scape) choosing and playing classroom instruments or sounds makers. 	<ul style="list-style-type: none"> -To compose and perform melodies using three or four notes. -To make creative use of the way sounds can be changed, organised and controlled (including ICT). - To create accompaniments for unes using drones or melodic ostinato (riffs). -To create (dotted) rhythmic patterns with awareness of timbre and duration. -To begin to use musical features such as legato (smooth) and staccato (detached/short) notes. -To combine rhythmic notation with letter names to create short pentatonic phrases. -To begin to learn about major and minor chords. 	<ul style="list-style-type: none"> -To compose and perform melodies using five or more notes. -To compose short ternary pieces of music (ABA). -To compose melodic phrases using the pentatonic scale (e.g. C, D, E, G, A). -To improvise music over a simple groove, responding to a beat and creating a melody. -To experiment with a wider range of dynamics, including, very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano). -To begin to use major and minor chords to compose melodies.

		<ul style="list-style-type: none"> -To understand the difference between creating a rhythm pattern and a pitch pattern. -Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns. -Recognise how graphic notation can represent created sounds. Explore and invent own symbols e.g. -To play tuned and untuned instruments musically. -Use graphic symbols, dot notation and stick notation to record composed pieces. 	<ul style="list-style-type: none"> -Record creative ideas using graphic scores, rhythm notation, staff notation and technology. 	<ul style="list-style-type: none"> -Show confidence, thoughtfulness and imagination in selecting sounds and structures to convey an idea. -Create music reflecting given intentions and record using standard notation. -Use ICT to organise musical ideas (where appropriate). -Record creative ideas using graphic scores, rhythm notation, staff notation and technology. -To play tuned, untuned and/or orchestral instruments.
<p>Responding and reviewing (appraising)</p>	<ul style="list-style-type: none"> - Express feelings in music by responding to different moods in a musical score. - Listen to music and respond by using hand and whole-body movements. - Listen to different sounds (animal noise, water etc.) and respond with voice and movement. 	<ul style="list-style-type: none"> -Hear and identify the pulse in music. -Hear different moods in music. -Identify texture- one sound or several sounds? -Begin to recognise changes in timbre (sound quality- smooth, crisp, scratchy, rattling, tinkling etc.), dynamics (loud and quiet), tempo (fast and slow) and pitch (high and low). 	<ul style="list-style-type: none"> -Know how pulse stays the same but rhythm changes in a piece of music and dance. -Listen to several layers of sound (texture) and talk about the effect on mood and feelings. -Interpret in dance. -Use more musical dimensions vocabulary to describe music- duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, metre, riff, 	<ul style="list-style-type: none"> -Use musical vocabulary confidently to describe music and dance structures such as canon, fugue, unison, rondo. - Refine and improve own/ others' work. Use a range of words to describe music (eg. duration, timbre, pitch, dynamics, tempo, texture, structure, beat, rhythm, metre, silence, riff, ostinato, melody, harmony, chord, flat, sharp, dotted rhythm,

		<ul style="list-style-type: none"> -Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.). -Start to recognise different instruments 	<ul style="list-style-type: none"> ostinato, melody, harmony. -Counting simple music when dancing. -To think about what the words of a song mean. 	<ul style="list-style-type: none"> staccato, legato, crescendo, diminuendo). - Use these words to identify strengths and weaknesses in own and others' music. - To think about the message of songs. -To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences
Listening and applying knowledge and understanding.	<ul style="list-style-type: none"> -Choose different instruments, including the voice, to create sound effects in play -Investigate a variety of ways to create sound with different materials. -Experiment performing songs and music together with body movements to a steady beat. 	<ul style="list-style-type: none"> -To begin to recognise instruments being played in a piece of music. -To begin to recognise simple repeated patterns and follow musical instruction (tempo, dynamics). -Know how sounds are made and changed. -To understand how changing musical elements can create different moods and effects. -To begin to represent sounds with a range of symbols, shapes and marks (graphic notation). -To know music can be played or listened to for a variety of purposes. 	<ul style="list-style-type: none"> -To listen with attention and begin to recall sounds with increasing accuracy. -To understand how musical elements are combined and used for effect. -To begin to use simple dot notations to show higher and lower pitch. -To know what the stave line and clef represent. -To begin to understand how many beats a musical note is worth (quaver, crochet, minim, rest). -To describe different purposes of music in history/other cultures. 	<ul style="list-style-type: none"> -To listen and recall a range of sounds and patterns with accuracy and confidence. -To use increased aural memory to recall sounds accurately. -To know and use standard musical notation to perform and record own music (adding semiquavers, semibreves). -To understand the difference between 2/4, 3/4 and 4/4 time signatures. -To play melodies following staff notation. -To use different venues and occasions to vary performances.



			<ul style="list-style-type: none">-To listen to music identify instruments and suggest historical period.-To know the names of Classical composers such as Mozart, Beethoven and Hayden.-Respond in movement and dance to musical scores	<ul style="list-style-type: none">-To describe different purposes of music in history/ other cultures.-To retain knowledge of musical periods and assign key works to historical period through deduction --To know of key composers and which period they relate to.
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2023- 2024 Cycle A				
Songs from Sing up	EYFS	Year 1 and 2	Year 3 and 4	Year 5 and 6
Autumn	Movers and Shakers	Movers and Shakers	Through the Age	Dynamics Dynasties
	<ul style="list-style-type: none"> • I've got a grumpy face • The Sorcerer's Apprentice • Witch, witch • Row, row, row 	<ul style="list-style-type: none"> • Menu song • Colonel Hathi's March • Magical musical aquarium • The king is in the castle 	<ul style="list-style-type: none"> • I've been to Harlem • Nao chariya de/ Mingulay boat song • Sound symmetry • Chilled out clap rap 	<ul style="list-style-type: none"> • What shall we do with the drunken sailor? • Why we sing? • Keep the home fires burning • Songwriting
Spring	Coastlines	Coastlines	Rocks, Relics and Rumbles	Sow, Grow, and Farm
	<ul style="list-style-type: none"> • Bird spotting: Cuckoo polka • Shake my sillies out • Up and down • Five fine bumble bees 	<ul style="list-style-type: none"> • Bird spotting: Cuckoo polka • Shake my sillies out • Up and down • Five fine bumble bees 	<ul style="list-style-type: none"> • Ukulele 1: Latin dance • March' from The Nutcracker • From a railway carriage • The bare necessities 	<ul style="list-style-type: none"> • Madina tun nabi • Época • Compose 2 • Three little birds
Summer	Magnificent Monarchs	Magnificent Monarchs	Emperors and Empires	Ground-breaking Greeks
	<ul style="list-style-type: none"> • Down there under the sea • Listen 3 • Slap clap clap • Bow, bow, bow Belinda 	<ul style="list-style-type: none"> • Down there under the sea • Listen 3 • Slap clap clap • Bow, bow, bow Belinda 	<ul style="list-style-type: none"> • Ukulele 2: Fly with the stars • Listen 3 • Compose 3 • Four white horses 	<ul style="list-style-type: none"> • Baloo baleerie • Listen 3 • Compose 3 • Kis nay banaayaa