



Music Progression Map

Key Concept	Singing and Voices	Play and Perform	Musical Notation	Musical Dimensions	Experiment, Create and Compose	Listen and Appreciate	History of Music
Symbol							

NATIONAL CURRICULUM

KS1: Pupils should be taught to:

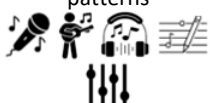
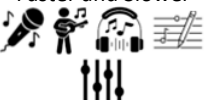
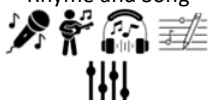
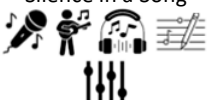
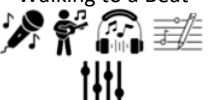
- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

KS2: Pupils should be taught to sing and play musically with increasing confidence and control.

They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

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
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Foundation 1 Nursery						
Unit of Work	Performing to Music 	Using instruments to make patterns 	Perform with Actions 	Introduction to Beat 	Perform with an Instrument 	Faster and Slower 
World Music Day Focus	'I am a Robot' – exploring vocal sounds, listen and respond; moving in time; creativity and imagination; rhythm and movement; communication and language, self-confidence & self-awareness					
Foundation 2						
Unit of Work	Introduction to Music 	Rhyme and Song 	Heartbeat and Pulse 	How We Use Our Voice 	Silence in a Song 	Walking to a Beat 
World Music Day Focus	Classical Music for Early Years – Kerry Andrews: 'No Place Like'					
Year 1						
Unit of Work	<i>Carnival of the Animals</i> by Saint Saëns (Western Classical Tradition - Romantic Era)	<i>Peter and the Wolf</i> by Sergey Prokofiev (Western Classical Tradition – 20 th Century Classical)	<i>Hoe Down</i> by Aaron Copland (Western Classical Tradition - 20 th Century)	<i>Wild Man</i> by Kate Bush (Popular Music – Art-pop)	<i>Pavane</i> by Gabriel Faure (Western Classical Tradition - Romantic Era)	<i>What a wonderful world</i> by Louis Armstrong (Popular Music - Jazz and Pop) <i>Spiegel Im Spiegel</i> by Arvo Part (Western Classical Tradition: 20 th Century)
Pitch, Rhythm & Notation Focus	Introduction to Pulse/ Beat, Rhythm Movement 	Pitch-matching, Call & Response 	Pitch, Pulse and Dynamics 	Rhythm: Ta (crotchet) and Ti-ti (quaver pairs) 	Rhythm: Sh! (crotchet rest) Question & Answer Phrases 	Pitch, Rhythm, Composition and Reading Graphic Notation 
World Music Day Focus	'Mars' from 'The Planets' by Gustav Holst Genre: Western Classical Tradition Style: 20th Century Classical					

Year 2

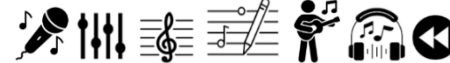
Unit of Work	<i>Hound Dog</i> by Elvis (Popular Music: Rock and Blues)	<i>Bolero</i> by Ravel (Western Classical Tradition: 20 th Century)	Shirley Hughes – <i>Out and About</i> poetry book	<i>Marche Militaire</i> by Franz Schubert (Western Classical Tradition: Classical Era)	<i>Night Ferry</i> by Anna Clyne (Western Classical Tradition: 21 st Century)	<i>Octopus's Garden</i> by The Beatles (Popular Music: Pop and Rock)
Pitch, Rhythm & Notation Focus	Pitch: So & Mi 	Pulse/Beat, Crescendo, Texture 	Pitch: La Rhythm composition and Tempo 	Dynamics, Time Signatures 	Composing 	Pitch and Rhythm Dictation, Sight Reading and Performance 
World Music Day Focus	<i>'Peter & The Wolf'</i> by Sergey Prokofiev Genre: Western Classical Tradition Style: 20th Century Classical					

Year 3

	Cycle A	Cycle B	Cycle C	Cycle D
Unit of Work	Genre: World Music Traditions: Style: South African Choral Composers/Artists: Ladysmith Black Mambazo	Genre: Western Classical Tradition: Style: The Baroque era (c. 1600–1750) Composers/Artists: Gregorio Allegri Johann Sebastian Bach Johann Pachelbel	Genre: World Music Traditions: Style: West African Djembe Composers/Artists: Babatunde Olatunji	Genre: Popular Music: Style: Folk Composers/Artists: Bela Bartok Simon & Garfunkel
Pitch, Rhythm & Notation Focus	Rhythm: Tika-tika (semiquaver) 	Pitch: Do (low) 	Rhythm notation on the Stave Djembe 	Rhythm: Ta-ah (minim) & Ta-ah rest (minim rest) 
World Music Day Focus	<i>'Good Times', 'We are Family', 'Le Freak' by Chic</i> Genre: Popular Music Style: Funk			

Year 4

	Cycle A	Cycle B	Cycle C	Cycle D
Unit of Work	Genre: Popular Music: Style: Motown / Soul Composers/Artists: Stevie Wonder The Supremes Aretha Franklin	Genre: World Music Traditions: Style: Music in Arabic Composers/Artists: Nusrat Fateh Ali Khan Reem Kelani	Genre: Western Classical Tradition: Style: The Classical Era (c. 1750 – 1820) Composers/Artists: Ludwig Van Beethoven	Genre: World Music Traditions Style: Gamelan Composers/Artists: Gamelan Gong Kebyar
Pitch, Rhythm & Notation Focus	Rhythm: Ta-ah-ah-ah (semibreve) Sh-sh-sh-sh (semibreve rest) Pitch notation on the Stave - one octave 	Pitch: Re & Pentatonic scale 	Time Signatures in simple time: Duple, Triple and Common 	Rhythm: Ti rest (quaver rest) Ti (quaver) 

NMS Whole Class Ensemble Teaching	Autumn Term Introduction to the viola, cello and violin Copyback and improvised rhythms	Spring Term Copyback rhythms and melodies with greater accuracy Introduction to stave notation	Summer Term Reproduce melodies with musical expression Perform with confidence to an audience Stave notation (more advanced)	
World Music Day Focus	'Finlandia' by Jean Sibelius Genre: Western Classical Tradition Style: Romantic Era Poetry & Music with Joseph Coelho			
Year 5				
	Cycle A	Cycle B	Cycle C	Cycle D
Unit of Work	Genre: World Music Traditions Style: Indian Classical & Bhangra Composers/Artists: Kishori Amonkar (Indian Classical), Bhujhangy Group (Bhangra), Berklee Indian Ensemble (Indian Classical / innovation)	Genre: Popular Music Style: Jazz Composers/Artists: Billy Strayhorn / Duke Ellington Dave Brubeck Quartet	Genre: Western Classical Tradition Style: The Romantic Era (c. 1830-1900) Composers/Artists: Antonín Dvořák	Genre: Popular Music Style: Art pop Composers/Artists: Bjork
Pitch, Rhythm & Notation Focus	Rhythm: Ti-tika (quaver/semiquaver) 	Improvisation 5/4-time signature 	Rhythm: Syncopation 	Rhythm: Tika-ti (semiquaver/ quaver) 
World Music Day Focus	'Symphony (finale)' by Ravi Shankar Genre: World Music Tradition Style: Hindustani Classical Music 'Doctor Who Theme' by Delia Derbyshire Genre: Experimental Music Style: Early Electronic Music			

Year 6

	Cycle A	Cycle B	Cycle C	Cycle D
Unit of Work	Genre: Popular Music Style: Blues Composers/Artists: Ma Rainey Bessie Smith	Genre: Western Classical Tradition Style: Contemporary - 20 th Century Composers/Artists: Samuel Barber Steve Reich (minimalism)	Genre: Popular Music: Style: Rock n Roll Composers/Artists: The Beatles	Genre: Western Classical Tradition, Style: Contemporary - 21st Century Composers/Artists: Hans Zimmer
Pitch, Rhythm & Notation Focus	Rhythm: Tied notes 12 Bar Blues 	Expanding syncopated ostinato 	Read stave notation & play an ensemble piece 	Filmic Composition 
World Music Day Focus	Maths & Music: Composer Liam Taylor-West works with University of Bristol's School of Mathematics The mathematics of aperiodic order, using musical examples. Investigating both mathematical and musical concepts, including: Sequences, Randomness vs predictability, Repetition in music, Rhythms and polyrhythms, Composing, Fractions and irrational numbers and Fractals. 'Connect It' by Anna Meredith <i>Genre: Experimental Music</i> <i>Style: Body Percussion, Electronic Music</i>			

Glossary of Kodály Musical Terminology:

Steady Beat Heartbeat (EYFS)	Pulse	Kodály hand signs related to the pitch ladder  DO  TI  LA  SO  FA  MI  RE  DO
The sound of the words	Rhythm	
Thinking voice	Inner Hearing	
	Ta (crotchet)	
	Ti-ti (quaver pair)	
	Sh! (crotchet rest)	
	Tika Tika (semiquavers)	
	Ta-ah (minim)	
	Ta-ah rest (minim rest)	
	ta-ah-ah-ah (semibreve)	
	Sh-sh-sh-sh (semibreve rest)	
	ti rest (quaver rest /sniff)	
	Ti (quaver)	
	Ti-tika	
	Dotted Minim	
	tika-ti	
	Syncopa / Ti-ta-ti	
	Tied notes	