



Knowledge and Skills Progression Map

Music

	Listen & Appraise	Singing	Playing instruments	Notation	Composition
FS2	<p>Begin to recognise different instruments.</p> <p>Begin to find the pulse together and start to understand what pulse is.</p> <p>Move to music.</p> <p>Begin to use correct musical language during discussion and when describing how music makes them feel.</p> <p>Begin to learn about the dimensions of music and how they fit into music: pulse - a steady beat, simple rhythm patterns, pitch, tempo, dynamics.</p>	<p>Enjoy saying rhymes and singing nursery rhymes and action songs.</p> <p>Begin to copy vocal patterns.</p> <p>Join in with songs, trying to match the pitch with their voices.</p> <p>Use body so-fa: shoulder (So), waist (Mi), knees (Re), feet (Do)</p>	<p>Begin to play the pulse using body sounds, rhythm sticks and percussion instruments.</p> <p>Begin to copy back and make their own simple rhythms using clapping or rhythm sticks.</p> <p>Experiment with different ways of playing untuned percussion.</p> <p>Play loudly and quietly, quickly and slowly following direction.</p> <p>Find low/high notes on a glockenspiel.</p>	<p>Use 'ta', 'te te', 'too', 'shush' when creating and describing rhythms.</p>	<p>Enjoy playing their own rhythms and simple tunes on a range of percussion instruments.</p>
Years 1&2	<p>Recognise very basic style indicators and recognise different instruments. Styles include: Rock, Reggae, Pop and Jazz.</p> <p>Use correct musical language during discussion and when describing feelings.</p> <p>Move in time to music.</p> <p>Understand basic musical structure – introduction, chorus, verse, ending.</p> <p>Know about the dimensions of music and how they fit into music: pulse - a steady beat, simple rhythm patterns, pitch, texture, tempo, dynamics.</p> <p>Watch video recordings of different ensembles such as bands, choirs and orchestras.</p>	<p>Sing within a pitch range and understand the importance of working together in an ensemble or as part of a group.</p> <p>Know how melody and words should be interpreted.</p> <p>Sing with good diction.</p> <p>Know how to breathe well when singing.</p> <p>Use Kodaly hand signs and notes So and Mi to develop pitch and audiation.</p>	<p>Keep to the pulse using body sounds and percussion instruments.</p> <p>Copy back and make their own simple rhythms using body sounds and percussion instruments.</p> <p>Know how to join in and stop as appropriate - learn how to follow a leader/conductor.</p> <p>Perform with a good sense of pulse and rhythm.</p> <p>Hold beaters correctly and be able to play simple tunes on the glockenspiel.</p> <p>Learn to play simple tunes on the recorder using G, A, B and C. Link C and A to So and Mi.</p>	<p>Notate music in different ways, using graphic scores or ICT – position pictures to show pitch of simple songs.</p> <p>Use 'ta', 'te-te', 'too', 'shush' and 'tika-tika' to read and create rhythms on rhythm squares.</p> <p>Be able to read rhythms on a 2/4, 3/4 and 4/4 rhythm square and understand the effect on the feel of the music.</p> <p>Be able to keep their rhythmic line when playing a two-part rhythm.</p>	<p>Recognise/identify the link between shape and pitch using graphic notations.</p> <p>Begin to understand how pulse, rhythm and pitch work together.</p> <p>Begin to learn that improvisation is when you make up your own tune or rhythm. An improvisation is not written down or notated. If written down in any way or recorded, it becomes a composition.</p> <p>Children can clap or use body sounds or a wider range of instruments to improvise rhythmic patterns.</p> <p>Create simple melodies, using one or two notes, possibly within the context of the song that is being learnt.</p>

Years 3&4

Recognise basic style indicators and recognise a broader range of different instruments.

Be introduced to the names and sounds of orchestral instruments.

Recognise the sound of the musical instruments used and basic musical structure.

Listen confidently and recognise/identify different style indicators.

Use correct musical language and describe how the music makes them feel through safe and respectful discussion.

Know the purpose of songs and, where relevant, their context within history.

Deepen understanding of the dimensions of music and how they fit into music: pulse - a steady beat, simple rhythm patterns, pitch, texture, tempo, dynamics, structure.

Find and internalise the pulse using movement.

Build on the understanding that pulse is the foundation of music upon which the other dimensions are built.

Sing in tune within a limited pitch range.

Understand the importance of working together in an ensemble and how the musical outcomes are of higher quality when doing so.

Know how important it is and why we warm up our voices and posture.

Know how to join in and stop as appropriate – continue to follow a leader/conductor confidently.

Understand how melody and words should be interpreted.

Sing with good diction and know how to perform with a good sense of pulse and rhythm.

Begin to understand how our style of singing should reflect the content of the song.

Use Kodaly hand signs and notes La, So, Mi, Re & Do to develop pitch and audiation.

In Cycle 1, children in Year 3/4 receive 2 terms of instrumental tuition with Berkshire Maestros. They can then choose to continue to play the instrument in KS2 band in the summer term if they wish.

Develop better technique for playing instruments, including glockenspiels and recorders.

Know how to play musical parts following a range of styles of notation.

Use a sound-before-symbol approach when reading music i.e. hear the music in their heads.

Use notated parts if appropriate.

Experience playing together in a band or ensemble (including KS2 Band in Cycle 1).

Confidently follow a leader/conductor.

Respond with more confidence to musical cues such as starting and stopping and changes in dynamics.

Know how to treat each instrument with respect and use the correct techniques to play them.

Continue building more complex rhythms within call and response activities.

e.g.  = "te-te, ta".

Recognise/identify and musically demonstrate awareness of a link between shape and pitch graphic notations.

Start to understand the basics and foundations of notation using



in a rhythm square.

Symbol	Rhythm Name
	ta
	ti-ti
	---
	tika-tika
	too
	ti-tika
	tika-ti
	tum-ti
	syn-co-pa
	tim-ka

Deepen knowledge and understanding of improvisation.

Know how to sing, play and copy back - clapping progressing to using instruments.

Invent a musical answer using one or two notes.

Improvise - using two notes on instruments and increasing to three or four notes.

Listen to each other's musical ideas and make constructive comments.

Listen to the sound of the composition as it unfolds and make decisions about it.

Recognise and musically demonstrate awareness of a link between shape and pitch using graphic notations if appropriate.

Record the composition in any way that is appropriate - using graphic/pictorial notation, using ICT or with formal notation.

Musically demonstrate increased understanding and use of the interrelated dimensions of music as appropriate within this context.

**Years
5&6**

When listening to the music, find and internalise the pulse using movement confidently and independently.

Understand the pulse and its role as the foundation of music.

Deepen knowledge and understanding of specific musical styles through listening to more examples of the same styles and understanding their musical structure and style indicators.

Recognise a range of musical structures e.g. ABA.

Compare pieces that have a common theme e.g. Pachelbel's Canon and Maroon 5's 'Memories'.

Use correct musical language to confidently describe the music they are listening to and their feelings towards it.

As a group, comment on and discuss with confidence musical ideas.

Appropriately and confidently discuss other dimensions of music and how they fit into the music they are listening to

Know how important it is and why we warm up our voices, posture, breathing and voice projection.

Sing together with confidence, with increasingly difficult melody and words, sometimes in two parts.

Sing within an appropriate vocal range with clear diction.

Understand the workings of an ensemble/choir, how everything fits together.

Have a greater understanding of melody, words and their importance and how to interpret a song musically.

Demonstrate musical quality and understanding of how the interrelated dimensions of music play their part.

Use all Kodaly hand signs and notes Do, Re, Mi, Fa, So, La & Ti to develop pitch and audiation.

Follow the leader/conductor and have a chance to be the leader/conductor.

Play differentiated parts with a sound-before-symbol approach or using the notated scores.

Choose parts according to ability and play them musically.

Progress as appropriate between differentiated musical parts.

Perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, and maintaining an appropriate pulse.

Demonstrate musical quality e.g. clear starts, ends of pieces/phrases, technical accuracy etc.

Maintain an independent part in a small group.

Continue to treat each instrument with respect and use the correct techniques to play them.

Know and build upon the basics and foundations of formal notation - an introduction.

Read and create rhythms using  and bar lines on a single line of the musical staff.

Learn where pitched notes are placed on the staff using 'FACE' and create their own EGBDF mnemonic such as 'Every Good Bunny Deserves Fruit'.

Learn to write the notes in the correct orientation on a musical staff, along with bar lines and the treble clef.

Use knowledge of notation and the musical staff to write down simple tunes.

Learn to follow simple tunes written on a staff, initially with the letter names written above the note.

Explore and create musical improvisations with voices and instruments with more depth and precision.

Deepen the understanding that when you improvise you make up your own tune (or rhythm) using one, two or three notes, or you can sing.

Securely know how to improvise using simple patterns on their instrument and/or voice.

Securely know how to create their own more complex rhythmic patterns that lead to melodies in a group or a solo situation.

Create more complex tunes and melodies as part of a group or with the whole class.

Compose using two notes, increasing to three notes and beyond if required.

Listen to the sound of the composition as it unfolds and make decisions about it.

Record the composition in any way that is appropriate - using graphic/pictorial notation, using ICT, video or with formal notation.