

Heron Hill Primary School - Music Progression Map

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Singing	<p>NURSERY</p> <ul style="list-style-type: none"> Beginning to join in with adults and other children Singing short parts of favourite songs or joining in with simple repeated lyrics. <p>RECEPTION</p> <ul style="list-style-type: none"> Learning rhymes, poems and songs. Singing favourite songs in their entirety to themselves and others. Singing in a group or on their own, increasingly matching the pitch and following the melody. Performing in front of a known group 	<ul style="list-style-type: none"> Sing in a group, increasingly matching the pitch and following the melody Learn rhymes, poems and songs. Sing favourite songs in their entirety to themselves and others. Perform to a known audience 	<ul style="list-style-type: none"> Sing in a group, mostly matching the pitch and following the melody Sing a wider range of songs Perform to a known audience 	<ul style="list-style-type: none"> Sing a range of songs, matching the pitch and following the melody Perform to an audience Sing rounds in two parts 	<ul style="list-style-type: none"> Sing a range of songs, matching the pitch and following the melody Perform to wider audiences Sing rounds in two parts Sing a simple harmony part 	<ul style="list-style-type: none"> Sing a broad range of songs, with musical delivery Perform to wider audiences Sing rounds in three or four parts Sing a harmony part 	<ul style="list-style-type: none"> Sing a broad range of songs, with musical delivery Perform to wider audiences Sing rounds in three or four parts Sing a harmony part
Listening – aural skills	<p>NURSERY</p> <ul style="list-style-type: none"> Listening with increased attention to sounds. Mirroring and copying sounds made by others. <p>RECEPTION</p> <ul style="list-style-type: none"> Listen and respond to patterns of 2-3 notes of contrasting pitches or lengths 	<ul style="list-style-type: none"> Listen to, identify and recall a melodic pattern of 3 to 5 notes Copy a short rhythmic pattern of up to four notes 	<ul style="list-style-type: none"> Listen to, identify and recall a melodic pattern of several notes Copy a rhythmic pattern of up to eight notes 	<ul style="list-style-type: none"> Listen to, identify and recall a short melodic pattern in a song. Copy a more complex rhythmic pattern of up to two bars of 4/4 	<ul style="list-style-type: none"> Listen to, identify and recall a short melodic pattern in a song. Copy a simple rhythmic pattern of up to four bars of 4/4 Listen to and identify whether a song is in a major or a minor key. 	<ul style="list-style-type: none"> Listen to, identify and recall a short melodic pattern in a song. Copy a more complex rhythmic pattern of up to four bars of 4/4 Listen to and identify the structure of a song. Listen to and identify whether a song is in a major or a minor key. 	<ul style="list-style-type: none"> Listen to, identify and recall a longer melodic pattern in a song. Copy a complex rhythmic pattern of up to four bars of 4/4 Listen to and identify intervals of an octave and a 5th. Listen to and identify the structure of a song. Listen to and identify whether a song is in a major or a minor key.

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Listening – repertoire in context	<p>NURSERY</p> <ul style="list-style-type: none"> Responding to what they have heard, expressing their thoughts and feelings. <p>RECEPTION</p> <ul style="list-style-type: none"> Talking about music they have listened to or created 	<ul style="list-style-type: none"> Listen with concentration to live and recorded music Begin to understand that there are different genres of music Respond to music that they hear using a range of activities Talk about their responses 	<ul style="list-style-type: none"> Listen with concentration to a range of high-quality live and recorded music Begin to place different genres of music on a timeline and a map, understanding that each piece of music has its own social history Respond to music that they hear using a range of activities Talk about their responses 	<ul style="list-style-type: none"> Listen with concentration to a range of high-quality live and recorded music Place Baroque, Classical, Romantic and 20th Century pieces on a musical timeline Begin to link musical genres with place and social context Begin to identify differences between genres eg rock and classical Identify differences between musical traditions from 2 or 3 cultures /countries Creatively respond to music they hear 	<ul style="list-style-type: none"> Listen with concentration to a range of high-quality live and recorded music Place Early, Baroque, Classical, Romantic and 20th Century pieces on a musical timeline Link some musical genres with place and social context Identify several pieces of popular music and know their genre Identify differences between musical traditions from several cultures /countries Creatively respond to music they hear 	<ul style="list-style-type: none"> Listen with concentration to a range of high-quality live and recorded music Place Early, Baroque, Classical, Romantic and 20th Century and Contemporary pieces on a musical timeline Link more musical genres with place and social context Know the characteristics of a range of popular music genres Identify differences between musical traditions from several cultures /countries Creatively respond to music they hear 	<ul style="list-style-type: none"> Listen with concentration to a range of high-quality live and recorded music Be familiar with the broad timeline of western musical history, and be able to place several pieces of recorded music on the timeline: Early Music – Renaissance – Baroque – Classical – Romantic – Early 20th Century – Mid 20th Century – Contemporary Link a range of musical genres with place and social context Be able to identify several pieces of recorded music (classical, popular and from different traditions) and their characteristics. Creatively respond to music they hear
Musicianship / performance Instrumental skills	<p>NURSERY</p> <ul style="list-style-type: none"> Exploring a wide range of age-appropriate musical instruments which they can select themselves e.g. shakers. Play instruments with increasing control to express their feelings and ideas. Making their own musical instruments 	<p>Glockenspiel/chimes: Play 2-note melodies using graphic representation of high and low</p> <p>Untuned Percussion:</p> <ul style="list-style-type: none"> Play simple untuned percussion instruments using correct techniques 	<p>Ukulele: Play a 1 or 2 -chord song using open strings, and C (strumming)</p> <p>Glockenspiel/chimes: Play 3-note melodies using graphic representation of high, middle, low</p>	<p>Ukulele: Play a 2-chord song using C, F (strumming)</p> <p>Glockenspiel/chimes Play simple melodies from notation C-E</p> <p>Drums: Play djembe with correct hand</p>	<p>Ukulele: Play a 3-chord song using C, F, G (strumming)</p> <p>Glockenspiel/chimes: Play simple melodies from notation C-G</p> <p>Drums:</p>	<p>Ukulele: Play a 3-chord song using C, F, G/G7 (strumming)</p> <p>Glockenspiel/chimes/ keyboard Play simple melodies from notation C-C'</p> <p>Play major triad chords: C, F, G</p> <p>Drums:</p>	<p>Ukulele: Play a 3-chord song using C, F, G/G7 (strumming); combine with picking technique for some chords</p> <p>Glockenspiel/chimes/ keyboard Play simple melodies from notation C-C'</p> <p>Play major and minor triad chords: C, F, G, Am, Dm, Em</p>

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	<p>RECEPTION</p> <ul style="list-style-type: none"> Performing in front of a known group Music-making with a growing number of different instruments. Naming simple instruments. Using simple music making and recording equipment. 		<p>Drums: Play djembe with both hands, copying simple crotchet/quaver patterns</p> <p>Untuned Percussion: Play a range of untuned percussion using correct techniques</p>	<p>positioning and posture, copying longer crotchet/quaver patterns</p> <p>Untuned Percussion: Play a range of untuned percussion using correct techniques</p>	<p><i>(no class djembe lessons in Y4)</i></p> <p>Untuned Percussion: Play a wider range of untuned percussion using correct techniques</p>	<p>Play djembe with correct hand positioning and posture, with clear contrast between high and low sounds, maintaining more complex patterns and combining 2 patterns in a piece</p> <p>Untuned Percussion: Play a wide range of untuned percussion using correct techniques</p>	<p>Drums: Play djembe with correct hand positioning and posture, with clear contrast between high and low sounds, maintaining and combining several more complex rhythmic patterns</p> <p>Untuned Percussion: Play a wide range of untuned percussion using correct techniques</p>
<p>Musicianship / performance Rhythmic and melodic skills</p>	<p>NURSERY</p> <ul style="list-style-type: none"> Adding simple moves to music but not in time with the beat necessarily. <p>RECEPTION</p> <ul style="list-style-type: none"> Moving to a beat and keeping time. 	<ul style="list-style-type: none"> Move to a steady beat in 4/4 time Perform short rhythmic patterns Maintain a part in an ensemble 	<ul style="list-style-type: none"> Maintain a steady beat in 4/4 time Perform rhythmic patterns to the pulse Notate a short rhythmic pattern using a graphic representation Maintain a part in an ensemble 	<ul style="list-style-type: none"> Maintain a steady beat in 4/4 and 3/4 time Perform rhythmic patterns to the pulse Notate a short rhythmic pattern Notate a short melodic sequence of high, middle, low, using graphic representation Play a drone Maintain a part in an ensemble 	<ul style="list-style-type: none"> Maintain a steady beat in 4/4 and 3/4 time Perform rhythmic patterns to the pulse Organise rhythmic ideas in a structure Notate a rhythmic pattern Compose and notate a short melodic pattern Play a drone Maintain a part in an ensemble 	<ul style="list-style-type: none"> Maintain a steady beat in 4/4, 3/4 and 2/4 time Perform rhythmic patterns to the pulse Organise rhythmic ideas in a structure Notate a rhythmic composition Compose and notate a short melodic sequence Play a simple chord progression Maintain a part in an ensemble 	<ul style="list-style-type: none"> Maintain a steady beat in 6/8 time as well as 4/4, 3/4 and 2/4 Perform rhythmic patterns to the pulse Organise rhythmic ideas in a structure Notate a rhythmic composition Compose and notate a short melodic sequence Play a simple chord progression Maintain a part in an ensemble

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Musicianship/ Performance ICT skills				Recording <ul style="list-style-type: none"> Use a recording device to record own composition and play it back 	Recording <ul style="list-style-type: none"> Use a recording device to record own composition and play it back 	Composition <ul style="list-style-type: none"> Use Audacity to record and edit a composition comprising 2 or more layers of sound 	Composition <ul style="list-style-type: none"> Use Audacity to record and edit a composition comprising 2 or more layers of sound
Composition and improvisation	<p>NURSERY</p> <ul style="list-style-type: none"> Creating their own songs, or improvising a song around one they know. Exploring and making sounds with their bodies and with their voices. <p>RECEPTION</p> <ul style="list-style-type: none"> Exploring and engaging in music making. 	<ul style="list-style-type: none"> Improvise simple vocal chants, using question and answer phrases Create musical sound effects and short sequences of sounds in response to stimuli, and combine to make a story Understand the difference between creating a rhythm pattern and a pitch pattern. Notate their own sound sequences using symbols 	<ul style="list-style-type: none"> Create music in response to a non-musical stimulus Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation. Use graphic symbols and stick notation to keep a record of composed pieces. 	<ul style="list-style-type: none"> Become more skilled in improvising (using voices, tuned and untuned percussion and instruments played in whole-class/ group/ individual/ instrumental teaching), inventing short 'on-the-spot' responses using a limited note-range Structure musical ideas to create music that has a beginning, middle and end. Compose in response to different stimuli Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi). Compose song accompaniments on untuned percussion using known rhythms and note values. 	<ul style="list-style-type: none"> Improvise on a limited range of pitches on chime bars/glockenspiels Improvise for several bars, using voices, tuned and untuned percussion and instruments played in whole-class/ group/ individual/ instrumental teaching, inventing short 'on-the-spot' responses using a limited range of notes or chords Begin to make compositional decisions about the overall structure of improvisations. Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches; sing and play these phrases as self-standing compositions. Arrange individual notation cards of known note values to create sequences of 2-, 3- or 4-beat phrases, arranged into bars. Composing music to create a specific mood Introduce major and minor chords. Include instruments played in whole-class/ group/ individual teaching to expand the scope and range of the sound palette available for composition work. Capture and record creative ideas using notation and technology. 	<ul style="list-style-type: none"> Improvise freely over a drone, using tuned percussion and melodic instruments. Improvise over a simple groove, responding to the beat Experiment with using a wider range of dynamics Compose melodies made from pairs of phrases in either C major or A minor on chimes / glockenspiels. Enhance their composed melodies with rhythmic or chordal accompaniment. Use chords to compose music to evoke a specific atmosphere, mood or environment, or to accompany a silent film or to set a scene in a play / book. Capture and record creative ideas using notation and technology. 	<ul style="list-style-type: none"> Create music with multiple sections that include repetition and contrast. Use chord changes as part of an improvised sequence. Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape. Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale and incorporate rhythmic variety and interest. Play this melody on chimes and glockenspiels, and notate. Enhance with rhythmic or chordal accompaniment. Capture and record creative ideas using notation and technology.

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Musical notation	NURSERY <ul style="list-style-type: none"> Mark-making in response to music 	Read and write: Rhythm: Crotchets	Read and write: Rhythm: Crotchets, paired quavers, minims	Read and write: Rhythm: Crotchets, paired quavers, minims, rests	Read and write: Rhythm: Crotchets, paired quavers, minims, rests, semibreves	Read and write: Rhythm: Crotchets, paired quavers, minims, semibreves, rests	Read and write: Rhythm: Crotchets, paired quavers, minims, semibreves, rests
	RECEPTION <ul style="list-style-type: none"> Mark-making in response to music, beginning to describe what they have done and why 	Pitch: high/low graphic notation	Pitch: high/ middle /low graphic notation	Pitch: do-mi (range of a 3rd)	Pitch: do – so (range of a 5th)	Pitch: do – do' (range of 1 octave)	Pitch: do – do' (range of 1 octave)
Understand and respond to musical terms – vocabulary							
General (Tier 1)	Start to use a range of specific terms linked to music. NURSERY & RECEPTION Stop/start Silence Listen Hear Clap/pat/tap/stamp Song Perform	Pattern Repeat	Pattern Repeat	Pattern Repeat Call and response	Pattern Repeat Call and response Contrast	Pattern Repeat Call and response Contrast	Pattern Repeat Call and response Contrast
Rhythm, Metre and Tempo	NURSERY & RECEPTION Beat/pulse Fast, slow	Tempo Faster, slower Pulse/beat Rhythm	Tempo Faster, slower Pulse/beat Rhythm	Tempo Faster, slower Pulse/beat Rhythm Downbeat	Tempo Faster, slower Pulse/beat Rhythm Downbeat Bar	Tempo Faster, slower allegro, adagio Pulse/beat Rhythm Downbeat Bar Metre Simple time	Tempo Faster, slower Accelerando Rallentando allegro, adagio Pulse/beat Rhythm Downbeat Bar Metre Simple time Compound time Syncopation
Pitch, Melody and Harmony	NURSERY & RECEPTION Up/down	Pitch High/low	Pitch High/ middle /low	Pitch High/middle/low Rising/falling Drone Chord	Pitch High/middle/low Rising/falling Drone Chord Pentatonic scale Major Minor Melody Harmony	Pitch High/middle/low Rising/falling Drone Chord progression Triad Pentatonic scale Major Minor Melody Harmony Key Static, moving	Pitch High/middle/low Rising/falling Drone Chord progression Triad Pentatonic scale Major Minor Melody Harmony Key Static, moving

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Structure, Form and Texture			echo ostinato solo	echo ostinato solo unison structure question phrase answer phrase verse and chorus	echo ostinato solo unison Structure Texture question phrase answer phrase rounds duet verse and chorus Accompaniment	echo ostinato solo unison Structure Texture question phrase answer phrase rounds duet verse and chorus accompaniment Music with multiple sections	echo ostinato solo unison Structure Texture question phrase answer phrase rounds duet verse and chorus accompaniment Music with multiple sections Ternary form Music in 3 or 4 parts
Dynamics and Articulation	NURSERY & RECEPTION Loud, quiet	Dynamics Louder, quieter	Dynamics Louder, quieter	Dynamics Louder, quieter Forte, piano	Dynamics Louder, quieter Forte, piano Crescendo/ decrescendo	Dynamics Louder, quieter Crescendo/ decrescendo Forte, piano Fortissimo (very loud) Pianissimo (very quiet) Mezzo forte (moderately loud) Mezzo piano (moderately quiet)	Dynamics Louder, quieter Crescendo/ decrescendo Forte, piano Fortissimo (very loud) Pianissimo (very quiet) Mezzo forte (moderately loud) Mezzo piano (moderately quiet)
Playing techniques	NURSERY & RECEPTION Tap Hit Shake		Strum Pluck / pick	Timbre	Timbre Legato (smooth) Staccato (detached)	Timbre Legato (smooth) Staccato (detached)	Timbre Legato (smooth) Staccato (detached)
Names of instruments	NURSERY & RECEPTION Names of a variety of untuned percussion instruments	Names of variety of untuned percussion, plus some tuned percussion instruments	Names of a wider variety of tuned and untuned percussion, including ukuleles Orchestral instruments: Violin Flute Trumpet	Sections of the orchestra.... More orchestral instruments World music – instruments....	Variety of brass instruments	Instruments of jazz ensemble	Wider variety of instruments from different periods and cultures

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Suggested listening repertoire							
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Western classical & film	<p>NURSERY Listen and respond to a range of music as needed for topic links; include a selection from western, popular and traditional genres, as appropriate</p> <p>RECEPTION Listen and respond to a range of music as needed for topic links, beginning to understand the cultural, geographical or historical links to the music. Include a selection from western, popular and traditional genres, as appropriate</p>	<ul style="list-style-type: none"> • Rondo alla Turca - Mozart (Classical) • Mars from The Planets - Holst (20th Century) • 2nd movement from Surprise Symphony No. 94 in G major – Haydn (Classical) • Flight of the Bumblebee - Rimsky-Korsakov (Romantic) 	<ul style="list-style-type: none"> • Night Ferry - Anna Clyne (21st Century) • Bolero - Ravel (20th Century) • Arrival of the Queen of Sheba - Handel (Baroque) 	<ul style="list-style-type: none"> • Hallelujah from Messiah - Handel (Baroque) • Night on a Bare Mountain - Mussorgsky (Romantic) • The Sorcerer's Apprentice – Dukas (Romantic) • Jai Ho from Slumdog Millionaire - A. R. Rahman (21st Century) 	<ul style="list-style-type: none"> • Symphony No. 5 - Beethoven (Classical) • Euchari - Hildegard (Early) • For the Beauty of the Earth - Rutter (20th Century) • The Young Person's Guide to the Orchestra – Britten (20th Century) 	<ul style="list-style-type: none"> • English Folk Song Suite - Vaughan Williams (20th Century) • Symphonic Variations on an African Air Coleridge-Taylor (20th Century) • This Little Babe from Ceremony of Carols - Britten (20th Century) • La Mer – Debussy (20th Century) 	<ul style="list-style-type: none"> • 1812 Overture - Tchaikovsky (Romantic) • Connect It - Anna Meredith (21st Century) • 3rd movement from Horn Concerto No. 4 - Mozart (Classical)
Popular Music		<ul style="list-style-type: none"> • Wild Man - Kate Bush (Pop) • Runaway Blues - Ma Rainey (Blues) 	<ul style="list-style-type: none"> • Hound Dog - Elvis Presley (Rock n Roll) • With A Little Help from My Friends - The Beatles (Pop) 	<ul style="list-style-type: none"> • I Got You (I Feel Good) - James Brown (Funk) • Le Freak - Chic (Disco) 	<ul style="list-style-type: none"> • Take the 'A' Train - Billy Strayhorn/Duke Ellington Orchestra (Jazz) • Wonderwall - Oasis (90s Indie) 	<ul style="list-style-type: none"> • Play Dead - Björk (90s Singer /Songwriter) • Smalltown Boy - Bronski Beat (80s Synth/Pop) 	<ul style="list-style-type: none"> • Say My Name - Destiny's Child (90s RnB) • Somebody to Love – Queen (Rock)
Musical traditions		<ul style="list-style-type: none"> • Samba – Brazil - Fanfarra (Cabua-Le-Le) (Sérgio Mendes /Carlinhos Brown) 	<ul style="list-style-type: none"> • Gamelan - Indonesia - Baris (Gong Kebyar of Peliatan) 	<ul style="list-style-type: none"> • Indian Classical - India Sahela Re (Kishori Amonkar) 	<ul style="list-style-type: none"> • Bhangra - Punjab/UK Bhabiye Akh Larr Gayee – (Bhujhangy Group) • Calypso - Trinidad Tropical Bird (Trinidad Steel Band) 	<ul style="list-style-type: none"> • Drumming - Nigeria Jin-Go-La-Ba (Drums of Passion) (Babatunde Olatunji) • Choral - South Africa Inkanyezi Nezazi (Ladysmith Black Mambazo) 	<ul style="list-style-type: none"> • Folk - Middle East Sprinting Gazelle (Reem Kelani) • Folk - England Sea Shanties (Various) • Folk - Poland Mazurkas Op. 24 Chopin • Tango - Argentina Libertango (Piazzolla)