

Music

Progression Map



Intent	<p>“Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.” – National Curriculum, 2014</p> <p>Here at Inglehurst Infant School we believe music is inclusive and accessible to all. Our teaching of music ensures that all children have access to a broad and balanced curriculum that increases their confidence, creativity and sense of achievement. We want all children to have access to a wide genre of music and understand what music is through listening, playing and performing, analysing and composing music. We want children to have not only the skills for music but also the passion and curiosity to continue this after they leave our school. Our teaching intends for children to use music as a form of expression and make links between other areas of the curriculum. All our children are supported and encouraged through their music lessons so that they feel confident to practise performing and sharing their work and skills with others to develop a love of learning in Music. They are able to work collaboratively as well as individually to express their creativity and build upon their knowledge in the subject.</p>
Implementation	<p>Here at Inglehurst our music curriculum takes a holistic approach to music in which individual strands are woven together to create an engaging and enriching learning experience. These strands include: Performing, listening, composing, the history of music and the interrelated dimensions of music. Each five lesson unit combines these strands to capture children’s imagination and explore music enthusiastically. Children will be taught how to sing fluently and expressively both individually and collaboratively during their music lessons as well as during weekly singing assemblies. During their music lessons the children are taught how to play both tuned and un-tuned instruments accurately and with control. They will learn how to use the interrelated dimensions of music (e.g. pitch, pulse, rhythm) and how to use these expressively and with confidence. They are given opportunities to perform their own improvisations and compositions to their peers, the school and larger audiences.</p>
Impact	<p>It will be evident over time that the progress, knowledge and skills of pupils will increase between nursery and year 2. Impact will be assessed through a multi-faceted approach including performances, observations in lessons, opportunities through practical music-making, listening to children talking and watching children respond. Evidence is built up by means of sounds and video recordings taken at the beginning and end of units, or when there is something significant to note. These should show development of musical skills, particularly singing and improvement in social skills such as teamwork and cooperation. Through pupil voice it is evident that the children enjoy participating in music lessons and they particularly look forward to playing the instruments.</p>

Experience for all children

- Hands on experiences with tuned and un-tuned instruments
- Visitors from the local bands providing experience of live music performance.
- Opportunities to perform during assemblies and Christmas concerts.
- Ks1 theatre trip

	EYFS	Year 1	Year 2	Year 3
Listening	<ul style="list-style-type: none"> •*Responding to music through movement, altering movement to reflect the tempo, dynamics or pitch of the music. •Exploring lyrics by suggesting appropriate actions. •Exploring the story behind the lyrics or music. •Listening to and following a beat using body percussion and instruments. •*Considering whether a piece of music has a fast, moderate or slow tempo. •Listening to sounds and matching them to the object or instrument. •*Listening to sounds and identifying high and low pitch. •Listening to and repeating a simple rhythm. •Listening to and repeating simple lyrics. •Understanding that different instruments make different sounds and grouping them accordingly. 	<ul style="list-style-type: none"> •Recognising and understanding the difference between pulse and rhythm. •*Understanding that different types of sounds are called timbres. •*Recognising basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower). •Describing the character, mood, or 'story' of music they listen to, both verbally and through movement. •Describing the differences between two pieces of music. •Expressing a basic opinion about music (like/dislike). Listening to and repeating short, simple rhythmic patterns. •Listening and responding to other performers by playing as part of a group. 	<ul style="list-style-type: none"> •*Recognising timbre changes in music they listen to. •Recognising structural features in music they *listen to. •Listening to and recognising instrumentation. •*Beginning to use musical vocabulary to describe music. •Identifying melodies that move in steps. •Listening to and repeating a short, simple melody by ear. •Suggesting improvements to their own and others' work. 	<ul style="list-style-type: none"> •Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz). •Understanding that music from different parts of the world has different features. •*Recognising and explaining the changes within a piece of music using musical vocabulary. •*Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. •Beginning to show an awareness of metre. •*Beginning to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.
Composing	<ul style="list-style-type: none"> •Playing un-tuned percussion 'in time' with a piece of music. •Selecting classroom objects to use as instruments. •Experimenting with body percussion and vocal sounds to respond to music. •Selecting appropriate instruments to represent action and mood. 	<ul style="list-style-type: none"> •Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. •Combining instrumental and vocal sounds within a given structure. •Creating simple melodies using a few notes. •*Choosing dynamics, tempo and timbre 	<ul style="list-style-type: none"> •Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. •*Successfully combining and layering several instrumental and vocal patterns within a given structure. •Creating simple melodies from five or 	<ul style="list-style-type: none"> •Composing a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing). •Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).

	<ul style="list-style-type: none"> •Experimenting with playing instruments in different ways. 	<ul style="list-style-type: none"> for a piece of music. •Creating a simple graphic score to represent a composition. •Beginning to make improvements to their work as suggested by the teacher. 	<ul style="list-style-type: none"> more notes. •*Choosing appropriate dynamics, tempo and timbre for a piece of music. •Using letter name and graphic notation to represent the details of their composition. •Beginning to suggest improvements to their own work. 	<ul style="list-style-type: none"> •*Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. •*Suggesting and implementing improvements to their own work, using musical vocabulary.
Performing	<ul style="list-style-type: none"> •Using their voices to join in with well-known songs from memory. •Remembering and maintaining their role within a group performance. •Moving to music with instruction to perform actions. •Participating in performances to a small audience. •Stopping and starting playing at the right time. 	<ul style="list-style-type: none"> •Using their voices expressively to speak and chant. •Singing short songs from memory, maintaining the overall shape of the melody and keeping in time. •Maintaining the pulse (play on the beat) using hands, and tuned and un-tuned instruments. •Copying back short rhythmic and melodic phrases on percussion instruments. •*Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance. •Performing from graphic notation. 	<ul style="list-style-type: none"> •*Using their voices expressively when singing, including the use of basic dynamics (loud and quiet). •Singing short songs from memory, with melodic and rhythmic accuracy. •Copying longer rhythmic patterns on un-tuned percussion instruments, keeping a steady pulse. •*Performing expressively using dynamics and timbre to alter sounds as appropriate. •Singing back short melodic patterns by ear and playing short melodic patterns from letter notation. 	<ul style="list-style-type: none"> •Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. •Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. •*Performing from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology.

*Also form part of the 'Inter-related dimensions of music' strand.

The inter-related dimensions of music				
	EYFS	Year 1	Year 2	Year 3
Pitch	To understand that what 'high' and 'low' notes are.	To understand that pitch means how high or low a note sounds. To understand that 'tuned' instruments play more than one pitch of notes	To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches. To understand that a melody is made up from high and low pitched notes played one after the other, making a tune.	To know that the group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad. To know that some traditional music around the world is based on five-notes called a 'pentatonic' scale. To understand that a pentatonic melody uses only the five notes C D E G A.

Duration	To recognise that different sounds can be long or short.	To know that rhythm means a pattern of long and short notes.	To know that 'duration' means how long a note, phrase or whole piece of music lasts. To know that the long and short sounds of a spoken phrase can be represented by a rhythm.	To know that different notes have different durations, and that crotchets are worth one whole beat. To know that written music tells you how long to play a note for.
Dynamics	To understand that instruments can be played loudly or softly.	To know that dynamics means how loud or soft a sound is. To understand that sounds can be adapted to change their mood, e.g. through dynamics.	To know that dynamics can change the effect a sound has on the audience.	To know that the word 'crescendo' means a sound getting gradually louder.
Tempo	To recognise music that is 'fast' or 'slow'. To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music.	To know that the 'pulse' is the steady beat that goes through music. To know that tempo is the speed of the music.	To understand that the tempo of a musical phrase can be changed to achieve a different effect.	
Timbre	To know that different instruments can sound like a particular character.	To know that 'timbre' means the quality of a sound; e.g. that different instruments would sound different playing a note of the same pitch. To know that my voice can create different timbres to help tell a story.	To know that musical instruments can be used to create 'real life' sound effects. To understand an instrument can be matched to an animal noise based on its timbre.	To understand that the timbre of instruments played affect the mood and style of a piece of music.
Texture	To know that music often has more than one instrument being played at a time.	To know that music has layers called 'texture'.	To know that a graphic score can show a picture of the layers, or 'texture', of a piece of music.	To know that many types of music from around the world consist of more than one layer of sound; for example a 'tala' and 'rag' in traditional Indian music.
Structure	To recognise the chorus in a familiar song.	To know that a piece of music can have more than one section, e.g. a versed and a chorus.	To understand that structure means the organisation of sounds within music, e.g. a chorus and verse pattern in a song.	To know that in a ballad, a 'stanza' means a verse. To know that music from different places often has different structural features, eg traditional Chinese music is based on the five-note pentatonic scale.
Notation	To know that signals can tell us when to start or stop playing.	To understand that music can be represented by pictures or symbols.	To know that 'notation' means writing music down so that someone else can play it I know that a graphic score can show a picture of the structure and / or texture of music.	To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play.

EYFS	
Term	
Autumn	Exploring sounds Christmas
Vocabulary	Voice, sound, instrument, loud, quiet, high, low, squeaky, soft, deep, body sounds, body percussion, tempo, fast, slow, rhythm, beat, instrumental sounds, quickly, slowly, dynamic, loudly, quietly, instrument names, environmental sounds, pitch, middle, low, high, nature sounds, animal names Celebration, song, tune, dance, movement
Spring	Music and movement
Vocabulary	Action, action songs, sign language, Makaton, deaf, communication, communicating, understand, lyrics, verse, beat, music, heartbeat, pulse, steady, repeat, constant, drum, piece, composer, tempo, fast, moderate, medium, slow, pitch, music, dance, scarf, high, low, sound, whistle, drum, triangle, siren, cello, perform, performance, audience, actions, action songs
Summer	Musical stories Big band
Vocabulary	Classical music, pitch, high, low, tempo, fast, slow, dynamic, loud, quiet, musical story, lyrics, melody, character, instrument, pitch, quiet, percussion, names of percussion instruments, compose Musical instrument, band, shake, tap, bang, strum, jingle, tempo, dynamics, pitch, beat, names of musical instruments, orchestra, sound, rhythm, conductor, wind, strings, brass

KS1		
Term	Cycle A	Cycle B
Autumn	Pulse and rhythm – All about me Christmas	Musical me Christmas
Vocabulary	Rhythm, pulse, celebration, song, tune, carol, hymn	Rhythm, pulse, dynamics, timbre, rhythm, beat, melody, notation, celebration, song, tune, carol, hymn
Spring	Timbre and rhythmic patterns - Fairy tales	Musical vocabulary -Under the sea
Vocabulary	Timbre, pattern, rhythm, syllables, strings, timpani, oboe, clarinet, bassoon, French horn, flute, rhythm, pulse	Pulse, tempo, dynamics, timbre, celeste, pitch, rhythm, structure, texture, graphic score,
Summer	African call and response songs – Animals Myths and legends	Pitch and tempo – Superheroes Orchestral instruments – Traditional stories
Vocabulary	Timbre, dynamics, tempo, rhythm, call and response, safari, structure, texture, myth, legend, beat, graphic score, notation, stave notation, pitch, compose, composition, melody	Pitch, high, low, tempo, performance, accelerando, orchestra, instruments, strings, woodwind, brass, percussion, vocals, sound effects, timbre, dynamics, tempo