## Mount Charles School Music Progression Map

			Widsic Frogression	ινιαρ			
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Teir 2	Teir 2 Vocabulary:	Teir 2	Teir 2	Tier 2	Tier 2
		Vocabulary:	Keyboard, drums,	Vocabulary:	Vocabulary:	Vocabulary:	Vocabulary:
		bass guitar,	question and answer	Structure,	digital/electronic	structure, Swing,	civil rights,
		drums, perform,	Tier 3 Vocabulary:	intro/introduction	sounds, by ear,	tune	gender equality,
Vocabulary		singers,	bass, electric guitar,	Teir 3	birdsong, civil	tune	unison, harmony.
Vocabulary		keyboard,	saxophone, trumpet,	Vocabulary:	rights, racism,	Tier 3	unison, namony.
		audience,	pulse, rhythm, pitch,	verse, chorus,	equality.	Vocabulary:	Tier 3
		imagination	improvise, compose,	improvise,	equanty.	Rock, bridge,	Vocabulary: style
		magmation	audience, melody,	compose, pulse,	Tier 3	backbeat,	indicators,
		Teir 3	dynamics, tempo,	rhythm, pitch,	Vocabulary:	amplifier, chorus,	melody,
		Vocabulary:	perform/performance,	tempo, dynamics,	Keyboard,	bridge, riff, hook,	compose,
		pulse, rap, pitch,	audience, rap, Reggae,	bass, drums,	electric guitar,	improvise,	improvise, cover,
		rhythm,	glockenspiel.	guitar, keyboard,	bass, drums,	compose,	pulse, rhythm,
		percussion,		synthesizer, hook,	improvise,	appraising, Bossa	pitch, tempo,
		trumpets,		melody, texture,	compose,	Nova,	dynamics,
		saxophones,		structure, electric	melody, pulse,	syncopation,	timbre, texture,
		Blues, Baroque,		guitar, organ,	rhythm, pitch,	note values, note	structure,
		Latin, Irish Folk,		backing vocals,	tempo,	names, Big	dimensions of
		Funk, improvise,		hook, riff,	dynamics,	bands, pulse,	music, Neo Soul,
		compose,		melody, Reggae,	texture,	rhythm, solo,	producer,
		groove, decks,		pentatonic scale,	structure,	ballad, verse,	groove, Motown,
		melody		imagination,	compose,	interlude, tag	hook, riff, solo,
				Disco.	improvise, hook,	ending, strings,	Blues, J azz,
					riff, melody, solo,	piano, guitar,	improvise/
					pentatonic scale,	bass, drums,	improvisation, by
					unison, rhythm	melody, cover,	ear, melody, riff,
					patterns, musical	Old-school Hip	solo, ostinato,
					style, rapping,	Hop, Rap, riff,	phrases, unison,
					lyrics,	synthesizer,	Urban Gospel,
					choreography,	deck, backing	
					turntables,	loops, Funk,	
					synthesizers,	scratching,	

						notation, backing vocal, piano, organ, acoustic guitar, percussion.	unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody.	
National curriculum strand  Listening and appraising	Knowledge	To know twenty nursery rhymes off by heart.  To know the stories of some of the pursery	To know 5 songs off by heart.  To know what the songs are about.	To know five songs off by heart.  To know some songs, have a chorus or a response/answer part.	To know five songs from memory and who sang them or wrote them. To know the style of the five songs.	To know five songs from memory and who sang them or wrote them. To know the style of the five songs.	To know five songs from memory, who sang or wrote them, when they were written and, why?	To know five songs from memory, who sang or wrote them, when they were written and why?
		of the nursery rhymes.	To know and recognise the sound and names of some of the instruments they use.	To know that songs have a musical style.	To choose one song and be able to talk about:  Its lyrics: what the song is about  Any musical	To choose one song and be able to talk about:  Some of the style indicators of that song (musical characteristics	To know the style of the five songs and to name other songs in those styles.  To choose two or	To know the style of the songs and to name other songs from the Units in those styles.  To choose three
					dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch)  Identify the main sections of the song	that give the song its style).  The lyrics: what the song is about.  Any musical dimensions featured in the song and where	three other songs and be able to talk about:  Some of the style indicators of the songs (musical characteristics that give the songs their style)	or four other songs and be able to talk about:  The style indicators of the songs (musical characteristics that give the songs their style)
					(introduction,	they are used (texture,	Jones their style)	Soligo tileli style)

		verse, chorus	dynamics,	The lyrics: what	The lyrics: what
		etc.)	tempo, rhythm	the songs are	the songs are
			and pitch).	about	about
		Name some of			
		the instruments	Identify the main	Any musical	Any musical
		they heard in the	sections of the	dimensions	dimensions
		song	song	featured in the	featured in the
			(introduction,	songs and where	songs and where
			verse, chorus	they are used	they are used
			etc).	(texture,	(texture,
				dynamics,	dynamics,
			Name some of	tempo, rhythm	tempo, rhythm,
			the instruments	and pitch)	pitch and timbre)
			they heard in the	, ,	,
			song.	Identify the main	Identify the
				sections of the	structure of the
				songs (intro,	songs (intro,
				verse, chorus	verse, chorus
				etc.)	etc.)
				,	,
				Name some of	Name some of
				the instruments	the instruments
				they heard in the	used in the songs
				songs	
					The historical
				The historical	context of the
				context of the	songs. What else
				songs. What else	was going on at
				was going on at	this time,
				this time?	musically and
				tins time:	historically?
					instorically:
					Know and talk
					about that fact
					that we each
					have a musical
					identity

Skills	To learn that	To learn how	To learn how they can	To confidently	To confidently	To identify and	To identify and
	music can	they can enjoy	enjoy moving to music	identify and move	identify and	move to the	move to the
	touch your	moving to music	by dancing, marching,	to the pulse.	move to the	pulse with ease.	pulse with ease.
	feelings.	by dancing,	being animals or pop	·	pulse.		
	Ü	marching, being	stars.	To think about		To think about	To think about
	To enjoy	animals or pop		what the words	To talk about the	the message of	the message of
	moving to	stars.	To learn how songs	of a song mean.	musical	songs.	songs.
	music by		can tell a story or	, and the second	dimensions	J	
	dancing,		describe an idea.	To take it in turn	working together	To compare two	To compare two
	marching,			to discuss how	in the Unit songs	songs in the	songs in the
	being animals			the song makes	e.g. if the song	same style,	same style,
	or Pop stars.			them feel.	gets louder in the	talking about	talking about
	·				chorus	what stands out	what stands out
				Listen carefully	(dynamics).	musically in each	musically in each
				and respectfully	,	of them, their	of them, their
				to other people's	Talk about the	similarities and	similarities and
				thoughts about	music and how it	differences.	differences.
				the music.	makes them feel.		
						Listen carefully	Listen carefully
					Listen carefully	and respectfully	and respectfully
					and respectfully	to other people's	to other people's
					to other people's	thoughts about	thoughts about
					thoughts about	the music.	the music.
					the music.		
						When you talk	Use musical
					Begin to use	try to use	words when
					musical	musical words.	talking about the
					terminology	To talk about the	songs.
					when describing	musical	
					music.	dimensions	To talk about the
						working together	musical
						in songs.	dimensions
							working together
						Talk about the	in the Unit songs.
						music and how it	
						makes you feel.	Talk about the
							music and how it
							makes you feel,
							using musical

	Vocabulary							language to describe the music.
National curriculum strand  Singing  'learn to sing and to use their voices, to create and compose music on their own and with others,'	Knowledge	To sing or rap nursery rhymes and simple songs from memory.  Songs have sections.	To confidently sing or rap five songs from memory and sing them in unison.	To confidently know and sing five songs from memory.  To know that unison is everyone singing at the same time.  Songs include other ways of using the voice e.g. rapping (spoken word).  To know why we need to warm up our voices.	To know and be able to talk about:  Singing in a group can be called a choir  Leader or conductor: A person who the choir or group follow  Songs can make you feel different things e.g. happy, energetic or sad  Singing as part of an ensemble or large group is fun, but that you must listen to each other.  To know why you must warm up your voice.	To know and be able to talk about:  Singing in a group can be called a choir  Leader or conductor: A person who the choir or group follow  Songs can make you feel different things e.g. happy, energetic or sad  Singing as part of an ensemble or large group is fun, but that you must listen to each other.  Texture: How a solo singer makes a thinner texture than a large group	To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.  To choose a song and be able to talk about:  Its main features  Singing in unison, the solo, lead vocal, backing vocals or rapping  To know what the song is about and the meaning of the lyrics  To know and explain the importance of warming up your voice	To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.  To know about the style of the songs so you can represent the feeling and context to your audience.  To choose a song and be able to talk about:  Its main features  Singing in unison, the solo, lead vocal, backing vocals or rapping  To know what the song is about and the meaning of the lyrics

				To know why you must warm up		To know and explain the
				your voice		importance of warming up your voice
Skills  To sing along with a pre-recorded song and add actions.  To sing along with the backing track	Learn about voices, singing notes of different pitches (high and low).  Learn that they can make different types of sounds with their voices — you can rap or say words in rhythm.  Learn to start and stop singing when following a leader.	Learn about voices singing notes of different pitches (high and low).  Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm).  Learn to find a comfortable singing position.  Learn to start and stop singing when following a leader.	To sing in unison and in simple two-parts. To demonstrate a good singing posture.  To follow a leader when singing.  To enjoy exploring singing solo.  To sing with awareness of being 'in tune'.  To have an awareness of the pulse internally when singing.	To sing in unison and in simple two-parts.  To demonstrate a good singing posture.  To follow a leader when singing.  To enjoy exploring singing solo.  To sing with awareness of being 'in tune'. To re-join the song if lost.  To listen to the group when singing.	To sing in unison and to sing backing vocals.  To enjoy exploring singing solo.  To listen to the group when singing.  To demonstrate a good singing posture.  To follow a leader when singing.  To experience rapping and solo singing.  To listen to each other and be aware of how you fit into the group.  To sing with awareness of being 'in tune'.	To sing in unison and to sing backing vocals.  To enjoy exploring singing solo. To listen to the group when singing.  To demonstrate a good singing posture.  To follow a leader when singing.  To experience rapping and solo singing.  To listen to each other and be aware of how you fit into the group.  To sing with awareness of being 'in tune'.

	Vocabulary						
National curriculum strand  Playing instruments	Knowledge	Learn the names of the notes in their instrumental part from memory or when written down.  Learn the names of the instruments they are playing.	Learn the names of the notes in their instrumental part from memory or when written down.  Know the names of untuned percussion instruments played in class.	To know and be able to talk about:  The instruments used in class (a glockenspiel, a recorder)	To know and be able to talk about:  The instruments used in class (a glockenspiel, recorder or xylophone).  Other instruments they might play or be played in a band or orchestra or by their friends.	To know and be able to talk about:  Different ways of writing music down – e.g. staff notation, symbols  The notes C,D,E,F,G,A,B+C on the treble stave  The instruments they might play or be played in a band or orchestra or by their friends.	To know and be able to talk about:  Different ways of writing music down – e.g. staff notation, symbols  The notes C,D,E,F,G,A,B+C on the treble stave  The instruments they might play or be played in a band or orchestra or by their friends.
	Skills	Treat instruments carefully and with respect.  Play a tuned instrumental part with the song they perform.  Learn to play an instrumental part that matches their musical	Treat instruments carefully and with respect.  Learn to play a tuned instrumental part that matches their musical challenge, using one, two or three notes.  Play the part in time with the steady pulse.  Listen to and follow musical instructions from a leader.	To treat instruments carefully and with respect.  Play any part of a particular melody of a song from memory or using notation.  To rehearse and perform their part.	To treat instruments carefully and with respect.  Play any part of a particular melody of a song from memory or using notation.  To rehearse and perform their part.  To listen to and follow musical	Play a musical instrument with the correct technique within the context of the song.  Select and learn an instrumental part that matches their musical challenge, playing simple or medium parts or the melody of	Play a musical instrument with the correct technique within the context of the Unit song.  Select and learn an instrumental part that matches their musical challenge, playing simple or medium parts or the melody of

	Vocabulary	challenge, using one, two or three notes.  Listen to and follow musical instructions from a leader.		To listen to and follow musical instructions from a leader.	instructions from a leader.  To experience leading the playing by making sure everyone plays in the playing section of the song.	the song from memory or using notation.  To rehearse and perform their part within the context of the song.  To listen to and follow musical instructions from a leader.  To lead a rehearsal session.	the song from memory or using notation.  To rehearse and perform their part within the context of the Unit song.  To listen to and follow musical instructions from a leader.  To lead a rehearsal session.
National curriculum strand  Improvising	Knowledge	Understands that improvisation is about making up your own tunes on the spot.  Understands that when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them	Improvisation is making up your own tunes on the spot.  When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.  Everyone can improvise, and you can use one or two notes.	To know and be able to talk about improvisation:  Improvisation is making up your own tunes on the spot  When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them	To know and be able to talk about improvisation:  Improvisation is making up your own tunes on the spot  When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.	To know and be able to talk about improvisation:  Improvisation is making up your own tunes on the spot  When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.	To know and be able to talk about improvisation:  Improvisation is making up your own tunes on the spot  When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.

	and that		To know that	To know that		
	everyone can		using one or two	using one or two	To know that	To know that
	improvise!		notes confidently	notes confidently	using one or two	using one, two or
			is better than	is better than	notes confidently	three notes
			using five	using five	is better than	confidently is
					using five	better than using
			To know that if	To know that if		five
			you improvise	you improvise	To know that if	
			using the notes	using the notes	you improvise	To know that if
			you are given,	you are given,	using the notes	you improvise
			you cannot make	you cannot make	you are given,	using the notes
			a mistake	a mistake	you cannot make	you are given,
				To know that you	a mistake	you cannot make
				can use some of	To know that you	a mistake
				the riffs you have	can use some of	To know that you
				heard in the	the riffs you have	can use some of
				Challenges in	heard in the	the riffs and licks
				your	Challenges in	you have learnt
				improvisations	your	in the Challenges
					improvisations	in your
						improvisations
					To know three	
					well-known	To know three
					improvising	well-known
					musicians	improvising
						musicians
Skills	Clap and	Clap and Improvise –	Improvise using	Improvise using	Improvise using	Improvise using
	Improvise –	Listen and clap back,	instruments in	instruments in	instruments in	instruments in
	Listen and clap	then listen and clap	the context of the	the context of	the context of a	the context of a
	back, then listen	your own answer	song they are	the song they are	song to be	song to be
	and clap your	(rhythms of words).	learning to	learning to	performed.	performed.
	own answer		perform.	perform.		
	(rhythms of	Sing, Play and	C: DI I	C: DI	Play and Copy	Play and Copy
	words).	Improvise – Use voices	Sing, Play and	Sing, Play and	Back - copy back	Back - copy back
	6: 51	and instruments,	Copy Back –	Copy Back –	using	using
	Sing, Play and	listen and sing back,	Listen and copy	Listen and copy	instruments. Use	instruments. Use
	Improvise – Use	then listen and play	back using	back using	the two notes.	the two notes.
	voices and	your own answer	instruments,	instruments,		
	instruments,					

	Vocabulary	listen and sing back, then listen and play your own answer using one or two notes.  Take it in turns to improvise using one or two notes.	using one or two notes.  Take it in turns to improvise using one or two notes.	using two different notes.  Play and Improvise – Using your instruments, listen and play your own answer using one or two notes.	using two different notes.  Play and Improvise – Using your instruments, listen and play your own answer using one, two or three notes.	Play and Improvise You will be using up to three notes: Question and Answer using instruments. Use two notes in your answer. Always start on a G. Improvisation! You will be using up to three notes. Improvise with a feeling for the style of music	Play and Improvise You will be using up to three notes: Question and Answer using instruments. Use two notes in your answer. Always start on a G. Improvisation! You will be using up to three notes. Improvise with a feeling for the style of music
National curriculum strand  Composing	Knowledge	Composing is like writing a story with music.	Composing is like writing a story with music.	To know and be able to talk about: A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.  Different ways of recording compositions (letter names, symbols, audio etc.)	To know and be able to talk about:  A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.  Different ways of recording compositions (letter names,	To know and be able to talk about:  A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.  A composition has pulse, rhythm and pitch that work together and are	To know and be able to talk about:  A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.  A composition has pulse, rhythm and pitch that work together and are

				symbols, audio	shaped by	shaped by
				etc.)	tempo,	tempo,
					dynamics,	dynamics,
					texture and	texture and
					structure	structure
					Notation:	Notation:
					recognise the	recognise the
					connection	connection
					between sound	between sound
					and symbol	and symbol
Skills	Help to create a	Help create three	To know and be	Help create at	Create simple	Create simple
	simple melody	simple melodies with	able to talk	least one simple	melodies using	melodies using
	using one, two	one, three or five	about:	melody using	up to five	up to five
	or three notes.	different notes.		one, three or all	different notes	different notes
			A composition:	five different	and simple	and simple
	Learn how the	Learn how the notes	music that is	notes.	rhythms that	rhythms that
	notes of the	of the composition	created by you		work musically	work musically
	composition can	can be written down	and kept in some	Plan and create a	with the style of	with the style of
	be written down	and changed if	way. It's like	section of music	a song.	a song.
	and changed if	necessary.	writing a story. It	that can be		
	necessary	,	can be played or	performed.	Explain the	Explain the
	,		performed again		keynote or home	keynote or home
			to your friends.	Talk about how it	note and the	note and the
			,	was created.	structure of the	structure of the
			Different ways of		melody.	melody.
			recording	Listen to and	,	,
			compositions	reflect upon the	Listen to and	Listen to and
			(letter names,	developing	reflect upon the	reflect upon the
			symbols, audio	composition and	developing	developing
			etc.)	make musical	composition and	composition and
				decisions about	make musical	make musical
				pulse, rhythm,	decisions about	decisions about
				pitch, dynamics	how the melody	how the melody
				and tempo.	connects with	connects with
				·	the song.	the song.
				Record the		
				composition in	Record the	Record the
				any way	composition in	composition in

	Vocabulary					appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).	any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).	any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).
National curriculum strand  Performing	Knowledge	A performance is sharing music.	To know that a performance is sharing music with other people, called an audience.	A performance is sharing music with an audience.  A performance can be a special occasion and involve a class, a year group or a whole school.  An audience can include your parents and friends.	To know and be able to talk about:  Performing is sharing music with other people, an audience  It can be to one person or a group  You need to know and have planned everything that will be performed  You must sing or rap the words clearly and play with confidence  A performance can be a special occasion and involve an audience	To know and be able to talk about:  Performing is sharing music with other people, an audience  A performance doesn't have to be a drama! It can be to one person or to each other  You need to know and have planned everything that will be performed  You must sing or rap the words clearly and play with confidence	To know and be able to talk about:  Performing is sharing music with other people, an audience.  A performance doesn't have to be a drama! It can be to one person or to each other  Everything that will be performed must be planned and learned  You must sing or rap the words clearly and play with confidence	To know and be able to talk about:  Performing is sharing music with an audience.  A performance doesn't have to be a drama! It can be to one person or to each other  Everything that will be performed must be planned and learned  You must sing or rap the words clearly and play with confidence

Skills	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	<ul> <li>Choose a song they have learnt from the Scheme and perform it.</li> <li>They can add their ideas to the performance. Record the performance and say how they were feeling about it</li> </ul>	Choose a song they have learnt from the Scheme and perform it.  They can add their ideas to the performance.  Record the performance and say how they were feeling about it.	including of people you don't know  It is planned and different for each occasion  It involves communicating feelings, thoughts and ideas about the song/music  To choose what to perform and create a programme.  To communicate the meaning of the words and clearly articulate them.  To talk about the best place to be when performing and how to stand or sit.	A performance can be a special occasion and involve an audience including people you don't know  It is planned and different for each occasion  It involves communicating feelings, thoughts and ideas about the song/music  To choose what to perform and create a programme.  Present a musical performance designed to capture the audience.  To communicate the meaning of the words and clearly articulate them.	A performance can be a special occasion and involve an audience including of people you don't know  It is planned and different for each occasion  A performance involves communicating ideas, thoughts and feelings about the song/music  To choose what to perform and create a programme.  To communicate the meaning of the words and clearly articulate them.  To talk about the venue and how to use it to best effect.	A performance can be a special occasion and involve an audience including of people you don't know  It is planned and different for each occasion  A performance involves communicating ideas, thoughts and feelings about the song/music  To choose what to perform and create a programme.  To communicate the meaning of the words and clearly articulate them.  To talk about the venue and how to use it to best effect.
		*	about it.	•			
	Record the	feeling about it			1	effect.	
	performance			Of SIL.	tileffi.	To record the	enect.
	to talk about.			To record the	To talk about the	performance and	To record the
				performance and	best place to be	compare it to a	performance and

		say how they were feeling, what they were pleased with	when performing and how to stand or sit.	previous performance.  To discuss and	compare it to a previous performance.
		what they would change and why.	To record the performance and say how they were feeling, what they	talk musically about it – "What went well?" and "It would have been even better	To discuss and talk musically about it – "What went well?" and "It
			were pleased with what they would change and why.	if?"	would have been even better if?"