



# Music at Springwood Heath

## Progression Map

	Listen and appraise	Perform	Composition	Improvisation
Reception	<ul style="list-style-type: none"> <li>• To learn that music can touch your feelings.</li> <li>• To enjoy moving to music by dancing, marching, being animals or Pop stars.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform any of the nursery rhymes by singing and adding actions or dance.</li> <li>• Perform any nursery rhymes or songs adding a simple instrumental part.</li> <li>• Record the performance to talk about</li> </ul>	<p>Invent a pattern using one pitched note, keep the pulse throughout with a single note and begin to create simple 2-note patterns to accompany the song.</p>	<ul style="list-style-type: none"> <li>• Explore high and low using voices and sounds of characters in the songs. Listen to high-pitched and low-pitched sounds on a glockenspiel.</li> <li>• Copy basic rhythm patterns of single words, building to short phrases from the song/s.</li> <li>• Find the pulse by copying a character in a nursery rhyme, imagining a similar character or object and finding different ways to keep the pulse</li> </ul>

## Year 1

- The children will begin to recognise very basic style indicators and start to recognise different instruments.
- Have fun finding the pulse together and start to understand what pulse is/does/means etc.
- Start to use correct musical language during discussion and when describing feelings.
- They will begin to recognise the sound of the musical instruments used.
- Basic musical structure.
- The purpose of the song and context within history.
- How music makes them feel.
- About the dimensions of music and how they fit into music: pulse - a steady beat, simple rhythm patterns, pitch, texture, tempo, dynamics.
- They will start to use correct musical language and describe how the music makes them feel through safe and respectful discussion.

- Start to perform together in an ensemble/band.
- Sing, play, improvise and play back compositions as part of your ensemble/band.
- Do all of this in front of an audience.
- Learn about performance and building confidence.
- Understand about practice.
- Record your performance and learn from watching it back.

- Begin to understand the differences between composition and improvisation.
- Create your own simple melodies within the context of the song that is being learnt.
- Compose using one or two notes.
- Record the composition in any way appropriate.
- Notate music in different ways, using graphic/video, ICT.
- Begin to recognise/identify the awareness of a link between shape and pitch using graphic notations.

- Clap and improvise (simple rhythmic patterns).
- Copy back.
- Question and Answer.
- Sing and Improvise (simple patterns).
- Copy back using voices.
- Question and Answer using voices.
- Play and Improvise (simple patterns).
- Copy back using instruments.
- Question and Answer using instruments.
- Improvise! Take it in turns to improvise using one or two notes.

## Year 2

The children will begin to recognise very basic style indicators and start to recognise different instruments.

Styles include: South African, Rock, Reggae, Early Classical, 20th Century Contemporary Classical.

- Continue to learn how to perform together in an ensemble/band.
- Sing, play, improvise and play back compositions as part of your ensemble/band.
- Do all of this in front of an audience.
- Learn about performance and building confidence.
- Understand in more depth about practice.
- Record your performance and learn from watching it back.

- Continue to explore and understand the differences between composition and improvisation.
- Continue to create your own simple melodies within the context of the song that is being learnt.
- Compose using one, two or three notes.
- Record the composition in any way appropriate.
- Notate music in different ways, using graphic/video, ICT.
- Begin to recognise/identify the awareness of a link between shape and pitch using graphic notations.

- Clap and improvise (simple rhythmic patterns).
- Copy back.
- Question and Answer.
- Sing and Improvise (simple patterns).
- Copy back using voices.
- Question and Answer using voices.
- Play and Improvise (simple patterns).
- Copy back using instruments.
- Question and Answer using instruments.
- Improvise! Take it in turns to improvise using one or two notes.

## Year 3

The children will begin to recognise very basic style indicators and start to recognise different instruments.

Styles include: RnB, Rock, Reggae, Pop, Film/Classical, Musicals, Motown, Soul, Disco, Funk, Hip Hop, Big Band Jazz.

- Continue to perform together with confidence in an ensemble/band with an increasing understanding of how to improve your performance.
- Sing, play, improvise and play back compositions as part of your ensemble/band with increasing confidence.
- Do all of this in front of an audience with more understanding of their needs.
- Learn about performance and building confidence.
- Understand about practice.
- Record your performance and learn from watching it back.

- Continue to explore and continue with a differentiated approach, composing 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.
- Musically demonstrate increased understanding and use of the interrelated dimensions of music as appropriate within this context.
- Begin to recognise and musically demonstrate awareness of a link between shape and pitch using graphic notations if appropriate.

- Sing, Play and Copy back - clapping progressing to using instruments.
- Copy back a musical idea.
- Play and Improvise - using instruments.
- Invent a musical answer using one or two notes.
- Improvise! - using two notes on instruments.
- Listen to each other's musical ideas.

## Year 4

The children will continue to recognise basic style indicators and continue to recognise different instruments. They will deepen knowledge and understanding of specific musical styles through listening to more examples of the same styles and understanding its musical structure and style indicators.

Styles include: ABBA, Grime, Beatles, Gospel, Classical Romantic, Tango, Hip Hop, Early Classical Music, 20th Century Contemporary Classical Music

- Continue to perform together with confidence in an ensemble/band with an increasing understanding of how to improve your performance.
- Sing, play, improvise and play back compositions as part of your ensemble/band with increasing confidence.
- Do all of this in front of an audience with more understanding of their needs.
- Learn about performance skills and building confidence.
- Understand in more depth about practice and why we do it.
- Record your performance and learn from watching it back.

- Continue with a differentiated approach, composing 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.
- Musically demonstrate increased understanding and use of the interrelated dimensions of music as appropriate within this context.
- Begin to recognise and musically demonstrate awareness of a link between shape and pitch using graphic notations.

- Sing, Play and Copy back - clapping progressing to using instruments.
- Play and Improvise - using instruments. Invent a musical answer using one, two or three notes.
- Improvise! - using up to three notes on instruments. Listen to each other's musical ideas.
- To listen and copy musical ideas by ear (rhythmic or melodic).
- To create musical rhythms and melodies as answers as part of a group and as a soloist.
- To respect each other's musical ideas and efforts.

## Year 5

The children will continue to recognise features of key musical styles and continue to recognise different instruments. They will deepen knowledge and understanding of specific musical styles through listening to more examples of the same styles and understanding its musical structure and style indicators.

Styles include: Pop, Motown, Country, A Capella Music, 80s Rock, Funk, The Beatles, Latin, Early Classical Music, 20th Century Classical Music, Contemporary Classical Music.

- Continue to perform together in an ensemble/band with a deeper understanding of how to improve your performance musically.
- Sing, play, improvise and play back compositions as part of your ensemble/band with increasing confidence, skill and accuracy.
- Do all of this in front of an audience with more understanding of their needs.
- Communicate ideas, thoughts and feelings through the performance.
- Understand about practice.
- Record your performance and learn from watching it back. Respond to feedback and offer positive comment.

- Continue to create your own more complex tunes and melodies within the context of the song that is being learnt and do this with understanding as part of a group or with your whole class.
- Continue with a differentiated approach, composing using two notes, increasing to three notes and beyond if required.
- Record the composition in any way that is appropriate - using graphic/pictorial notation, using ICT, video or with formal notation.
- Musically demonstrate increased understanding and use of the interrelated dimensions of music as appropriate within this context.
- Begin to recognise and musically demonstrate awareness of a link between shape and pitch using graphic notations.

- Understand what musical improvisation means. Improvise and perform in solo and ensemble contexts, use quality not quantity of notes.
- Continue to create more complex rhythms and melodies and create their own rhythmic patterns that lead to melodies.

## Year 6

- Children will continue to show their increasing depth of knowledge and understanding.
- The children will recognise style indicators with increasing knowledge and confidence and continue to recognise different instruments. They will deepen knowledge and understanding of specific musical styles through listening to more examples of the same styles and understanding its musical structure and style indicators.

Styles include: 21st Century Classical Music, Electronic Music, Turntables, Jazz, the music of Benjamin Britten, Rock music, the music of Carole King, Early Classical Music, 20th Century Contemporary Classical Music.

Perform together in an ensemble/band with ease, confidence and knowledge of your audience.

- Confidently create your own melodies within the context of the song that is being learnt.
- Move beyond composing using two notes, increasing to three notes then five if appropriate.
  - Use voice, sounds, technology and instruments in creative ways. Record the composition in any way appropriate. Notate music in different ways, using graphic/pictorial notation, video, ICT or with formal notation if appropriate.
  - Continue to musically demonstrate an understanding and use of the interrelated dimensions of music as appropriate.
  - Recognise and musically and/or verbally demonstrate awareness of a link between shape and pitch using notations if appropriate.

- Deepen your understanding of what musical improvisation means. Continue to Improvise and perform confidently in solo and ensemble contexts, use quality not quantity of notes.
- Continue to create more complex rhythms and melodies and create their own rhythmic patterns that lead to melodies.