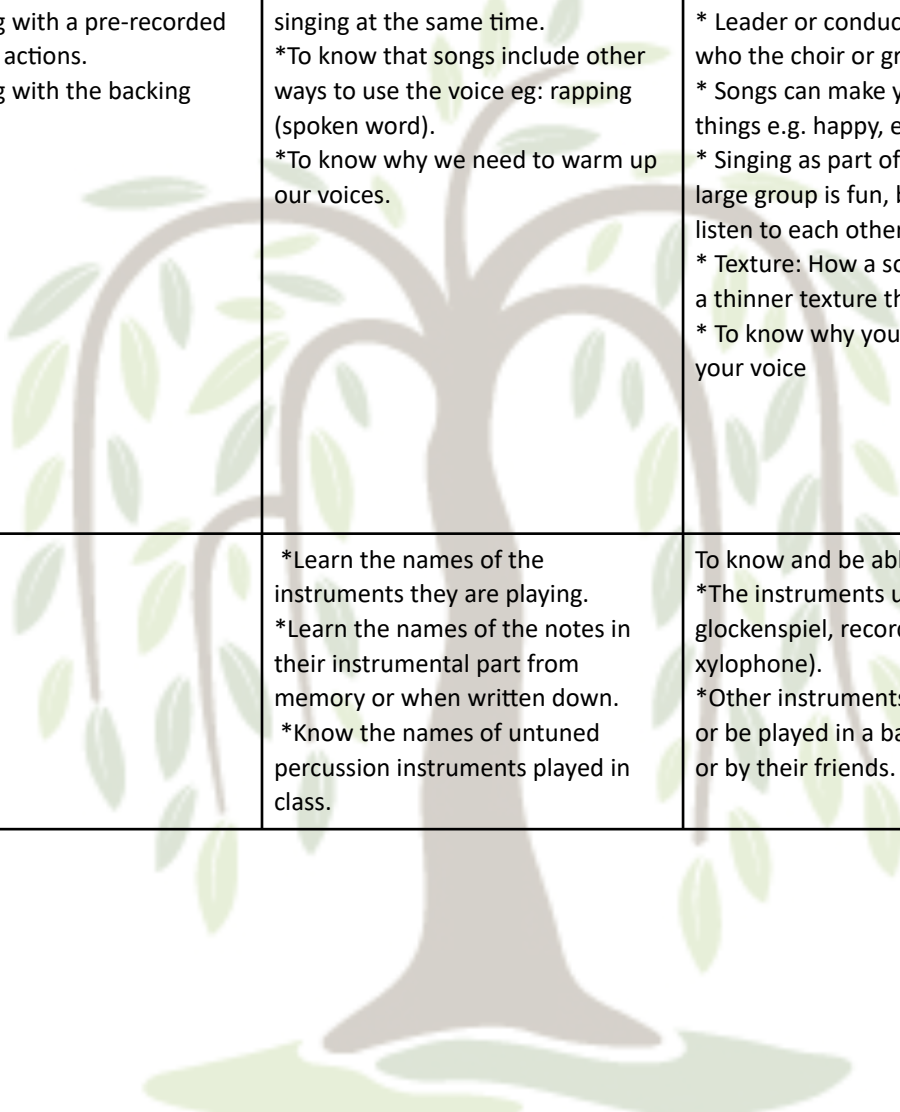


Lever House Primary School
Music Progression Map

Key Objective / Theme	EYFS	KS1	LKS2	UKS2
Listen and Appraise Listen and Respond (EYFS)	*To know twenty nursery rhymes off by heart. *To know the stories of some of the nursery rhymes. *To learn that music can touch your feelings. *To enjoy moving to music by dancing, marching, being animals or Pop stars.	*To know 5 songs off by heart. *To know what the songs are about. *To know and recognise the sound and names of some instruments. *To know some songs have a chorus or response/answer part. *To know that some songs have a musical style.	*To know five songs from memory and who sang them or wrote them. *To know the style of the five songs. *To choose one song and be able to talk about: *Some of the style indicators of that song (musical characteristics that give the song its style). * The lyrics: what the song is about. * Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch). *Identify the main sections of the song (introduction, verse, chorus etc). *Name some of the instruments they heard in the song	*To know five songs from memory, who sang or wrote them, when they were written and why? * To know the style of the songs and to name other songs from the Units in those styles. * To choose three or four other songs and be able to talk about: * The style indicators of the songs (musical characteristics that give the songs their style) * The lyrics: what the songs are about * Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) *Identify the structure of the songs (intro, verse, chorus etc.) *Name some of the instruments used in the songs *The historical context of the songs. What else was going on at this time, musically and historically? *Know and talk about that fact that we each have a musical identity.



Singing	*To sing or rap nursery rhymes and simple songs from memory. *Songs have sections. *To sing along with a pre-recorded song and add actions. *To sing along with the backing track.	*To confidently know and sing five songs from memory. *To know that unison is everyone singing at the same time. *To know that songs include other ways to use the voice eg: 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 * Texture: How a solo singer makes a thinner texture than a large group * To know why you must warm 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 and explain the importance of warming up your voice
Playing		*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, 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

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. * 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 that using one or two notes confidently is better than using five * To know that if you improvise using the notes you are given, you cannot make a mistake * To know that you can use some of the riffs you have heard in the Challenges in your improvisations	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 that using one, two or three notes confidently is better than using five * To know that if you improvise using the notes you are given, you cannot make a mistake * To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations * To know three well-known improvising musicians
Composition		* Composing is like writing a story with music. * Everyone can compose.	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. * A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure * Notation: recognise the connection between sound and symbol

Performance Share and Perform (EYFS)	*A performance is sharing music. *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 performance to talk about it.	*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 * 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 * 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 * It involves communicating feelings, thoughts and ideas about the song/music	To know and be able to talk about: *Performing is sharing music with an audience with belief * 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 * 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
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