

# Music End Point Progression Map

## Curriculum Aim:

At Milwards Primary School and Nursery, our intention is for pupils to: Enjoy, engage and be inspired by music so they want to continue to learn and progress beyond school; Develop musical skills and concepts through listening, appraising, performing and composing; Develop social skills through co-operation with others in the shared experience of music making; Develop knowledge of a range of composers and an understanding of musical traditions and cultures; Have the opportunity to express themselves creatively and demonstrate their uniqueness; Develop an understanding of musical vocabulary and use it accurately.

Extra support and detail can be found at: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/974366/Model\\_Music\\_Curriculum\\_Full.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974366/Model_Music_Curriculum_Full.pdf)

		EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>Content Focus</b>	Listening – Composer focus: (KS2 one as a focused unit – the rest background listening and brief discussions)		<b>Genre Focus / Composer:</b> <b>Vivaldi:</b> The Four Seasons – (link to sci changing seasons) <i>BAROQUE</i> <b>Florence Price</b> – Symphony No. 1 in E minor (3 <sup>rd</sup> Mvt) (African America Woman – Took traditions of Classical/West African Rhythms) & <b>Montserrat African Music Festival / Circle of Life - Lion King FEMALE / AFRICAN</b>	<b>Genre Focus / Composer:</b> <b>Hans Zimmer</b> – MODERN FILM <b>Scott Joplin</b> – RAGTIME <b>Louis Armstrong</b> - JAZZ	<b>Genre Focus / Composer:</b> <b>The Nutcracker by Tchaikovsky (CLASSICAL Ballet)</b> <b>Beethoven (Moonlight Sonata) CLASSICAL (BBC 10 PIECES)</b> <b>Benjamin Britten (Young Person’s Guide to the Orchestra) 20th Cent</b>  <b>Medieval</b> (History link – Stone – Bronze age)	<b>Genre Focus / Composer:</b> <b>Heitor Villa Lobos</b> - Brazil/Rainforests link. (BBC 10 pieces) <b>Ravi Shankar</b> – (BBC 10 pieces) 20 <sup>th</sup> Century  <b>Abba</b> (Pop)	<b>Genre Focus / Composer:</b> <b>Holst;</b> ‘The Planets’ (BBC 10 pieces) <b>20<sup>th</sup> Century - English</b> <b>Brahms:</b> Romantic era (BBC 10 pieces)  Renaissance (History Tudors linked)	<b>Genre Focus / Composer:</b> <b>WWII: Grazyna Bacewicz</b> – Overture (Polish female composer during WWII) – 20 <sup>th</sup> Century (BBC trailblazers)  <b>Dvorak – ROMANTIC</b>  Children’s/teacher’s choice for a term.
	Charanga / genre focus:	Me! My Stories My World	Hands, Heart, Feet – AFRICAN Hey Yo! - HIP HOP	Inventing a musical story – lessons 1 and 2.	Unit 3 MMC – Compose using your imagination	Mamma Mia - POP	The Fresh Prince of Bel-Air - HIPHOP	Music and Me (Composition based)
	Instrument progression:	<b>Djembe, Classroom percussion</b>	<b>Glockenspiels, Djembe</b>	<b>Glockenspiel and Djembe/drum rhythms development</b>	<b>Recorders Glockenspiel development through other units</b>	<b>Toots Glockenspiel /Djembe development through other units</b>	<b>Keyboards</b>	<b>Keyboard development</b>


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Performing (To perform.)	<p><b>ELG:</b> <b>PSED – Building relationships:</b> Work and play cooperatively and take turns with others.</p> <p><b>Expressive Arts and Design:</b> <b>Being imaginative and Expressive –</b> Sing a range of well-known nursery rhymes and songs, Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>	<p>Take part in singing. Imitate changes in pitch. Make long and short sounds, using voices and instruments. Follow instructions on how and when to sing or play an instrument.</p>	<p>Take part in singing, accurately following the melody. Copy simple patterns when singing or playing, keeping a steady pulse. Make and control long and short sounds, using voice and instruments. Show control when playing musical instruments so they sound as they should. Perform with others', taking instruction from the leader (start/stop, loud/soft etc). Take notice of others when I am performing.</p>	<p>Sing in tune. Maintain a simple part within a group. Play notes on an instrument with care so that they are clear.</p>	<p>Sing from memory with accurate pitch. Pronounce words within a song clearly. Show control of voice when singing alone and as part of a group. Perform with control and awareness of others and the occasion.</p>	<p>Sing large amounts from memory or notation. Hold a part within a round. Sing a harmony part. Sustain a drone or a melodic ostinato to accompany singing. Take turns to lead a group.</p>	<p>Sing or play from memory with confidence. Perform solos or as part of an ensemble, displaying variety of techniques. Sing or play expressively and in tune. Hold a part in a round on my own. Sing a harmony part confidently and accurately. Perform with controlled breathing (voice) and skilful playing (instrument).</p>
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## Music End Point Progression Map

Composing (To compose.)	<p><b>ELG: Expressive Arts – being imaginative and expressive:</b> Invent, adapt and recount narratives stories with peers and their teacher.</p>	<p>Improvise with their voice using question and answer phrases.</p> <p>Create musical sound effects and short sequences of sounds in response to stimuli, <i>e.g. a rainstorm or a train journey.</i></p> <p>Combine to make a story, choosing and playing classroom instruments (e.g. rainmaker) or sound-makers (e.g. rustling leaves).</p> <p>Begin to understand the difference between creating a rhythm pattern and a pitch pattern.</p>	<p>Improvise using question and answer phrases with a partner, using voices or untuned percussion (musical conversation).</p> <p>Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch).</p> <p>Understand the difference between creating a rhythm pattern and a pitch pattern.</p> <p>Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns.</p>	<p>Become more skilled in improvising (using voices, tuned and untuned percussion), inventing short 'on-the-spot' responses using a limited note-range.</p> <p>Create music that has a <b>beginning, middle and end</b></p> <p>Compose song accompaniments on untuned percussion using <b>known rhythms and note values.</b></p>	<p>Improvise on the instrument they are now learning making their own decision about the structure.</p> <p>Composing music to create a specific <b>mood</b> using instruments being learnt (<i>Toots/Djembe/voice/keyboard – individual lessons</i>).</p>	<p>Improvise over drone or groove <b>on the instruments they are learning or tuned percussion</b>, developing a sense of shape and experimenting with musical elements studied (e.g. dynamics, pitch etc)</p> <p>Compose melodies <b>on the instruments they are learning or tuned percussion</b> developing structure to short ternary (A, B, A / verse, chorus, verse)</p> <p>Add rhythmic or chordal accompaniments to their composed melodies – Introduce major and minor chords.</p>	<p>Improvise in small groups:</p> <ul style="list-style-type: none"> <li>• Create music with multiple sections that include repetition and contrast.</li> <li>• Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape.</li> </ul> <p>Compose melodies <b>on the instruments they are learning or tuned percussion</b> developing structure to short ternary (A, B, A / verse, chorus, verse) - incorporate rhythmic variety and interest &amp; discuss how musical contrasts are achieved.</p> <p>Add rhythmic or chordal accompaniments to their composed melodies. Develop use of chords to evoke a specific atmosphere, mood or environment.</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">To transcribe (composing)</p>	<p><b>ELG: Expressive Arts – being imaginative:</b></p> <p>They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>	<p>Change sounds in response to symbols displayed.</p> <p>Recognise how graphic notation can represent created sounds.</p> <p>Explore and invent own symbols, e.g:</p> 	<p>Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.</p>	<p>Recognise the symbols for: <b>crotchets, paired quavers, minims</b> and say how many beats they represent.</p> <p>Recognise the notes <b>B,A,G</b> on musical stave.</p> <p>Begin to record simple phrases by arranging individual notation cards of known note values within 4-beat phrases.</p>	<p>Recognise the symbols for: <b>crotchets, paired quavers, minim, semibreve</b> and say how many beats they represent.</p> <p>Begin to recognise the notes <b>EGBDF</b> and <b>FACE</b> on the musical stave.</p> <p>Arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars.</p> <p>Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt.</p>	<p>Begin to use the standard musical notation of crotchet, paired quavers, minim and semibreve to indicate how many beats to play.</p> <p>Recognise the symbols for: <b>semi-quavers</b> and <b>crotchet rests</b> and say how many beats they represent.</p> <p>Read notes on the musical stave.</p> <p>Begin to understand the purpose of the treble and bass clefs.</p> <p>Begin to recognise the use of # (sharp) and b (flat) symbols.</p> <p>Begin to understand simple time signatures (2/4, 3/4, 4/4).</p> <p>Capture and record creative ideas using any of: - graphic symbols - rhythm notation and time signatures - staff notation - technology</p>	<p>Use the standard musical notation of crotchet, paired quavers, minim and semibreve to indicate how many beats to play.</p> <p>Read and create notes on the musical stave (notating melodies they have composed).</p> <p>Understand the purpose of the treble and bass clefs.</p> <p>Understand and use the # (sharp) and b (flat) symbols.</p> <p>Understand and begin to use simple time signatures (2/4, 3/4, 4/4).</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">To describe music (listening and appraising)</p>		<p>Listen to range of high-quality music.</p> <p>Begin to move to the beat of the music.</p> <p>Show they can hear different moods in music.</p> <p>Vocab: <b>pitch, rhythm, melody, pulse</b> <b>Composer, conductor</b></p>	<p>Identify the beat of a tune.</p> <p>Respond to changes in music (recognising changes in timbre, dynamics and pitch).</p> <p>Begin to recognise that music can be used to suit a purpose (e.g. to prepare for assembly).</p> <p>Vocab intro: <b>structure, timbre, dynamics, beat, lyrics</b></p>	<p>Use the terms: <b>duration, timbre, pitch, beat, tempo and texture</b> to describe music.</p> <p>Evaluate music using musical vocabulary to identify areas of likes and dislikes.</p>	<p>Use the terms: <b>duration, timbre, pitch, beat, tempo, texture</b> and use of silence to describe music.</p> <p>Describe own and other's work using musical words and use this to identify strengths and weaknesses in my music.</p> <p>Understand layers of sounds and discuss their effect on mood and feelings.</p>	<p>Choose a wider range of musical vocabulary to accurately describe and appraise music.</p> <p>Through discussion, begin to recognise music from different eras/genres of music.</p>	<p>Choose from a wide range of musical vocabulary to accurately describe and appraise music including those in <b>bold throughout document</b>.</p> <p>Describe how lyrics often reflect the cultural context of music and have social meaning.</p> <p>Begin to recognise music from different eras/genres of music.</p>

# Music Skills Progression