

St John's Primary School Music Progression Map

Early years Progression map

30-50 months:

Expressive arts and design	Exploring and using media and materials	<ul style="list-style-type: none"> • To sing a few familiar songs • To imitate movement in response to music. • To tap out simple repeated rhythms. • To explore and learn how sounds can be changed.
	Being imaginative	<ul style="list-style-type: none"> • To develop a preference for forms of expression. • To notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. • To sing and make up simple songs. • To make up rhythms. • To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.

40-60 months

Expressive arts and design	Exploring and using media and materials	<ul style="list-style-type: none"> • To begin to build a repertoire of songs and dances. • To explore the different sounds of instruments.
	Being	

	imaginative	<ul style="list-style-type: none"> To create simple representations of events, people and objects.
ELG		
Understanding the world	Technology	<ul style="list-style-type: none"> To recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.
Expressive Arts and Design	Exploring and using media and materials	<ul style="list-style-type: none"> To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
	Being imaginative	<ul style="list-style-type: none"> To use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

St John's Primary School Music Progression Map (Charanga Scheme for KS1 and KS2)

Strand	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening and Appraising	<p>Listen to a variety of different styles from different times, traditions and composers. Learn to recognise instruments and basic style indicators. Encourage musical discussions using musical language.</p>	<p>Listen with concentration and understanding to a range of high quality live and recorded music.</p>	<p>The children will understand and appreciate a variety of musical styles from different times and traditions. Continue to recognise the sound of musical instruments and basic features or key musical styles. Encourage discussion using more accurate musical language.</p>	<p>The children will understand and appreciate a variety of musical styles from different times and traditions. Continue to recognise the sound of musical instruments and basic features of key musical styles. Encourage more confident discussion using accurate musical language.</p>	<p>The children will continue to listen to a variety of musical styles from different times and traditions. Recognise instruments and features of key musical styles. Encourage confident discussion using accurate musical language.</p>	<p>The children will continue to listen to a variety of musical styles from different times and traditions. Recognise instruments and features of key musical styles. Encourage confident discussion using accurate musical language.</p>

Musical Activities	Games	Begin to understand how pulse, rhythm and pitch work together to create music through Warm-Up Games and Flexible Games	Continue to understand how pulse, rhythm and pitch work together to create music through Warm-Up Games and Flexible Games.	Continue to understand how pulse, rhythm and pitch work together to create music through Warm-Up Games and Flexible Games.	Continue to build on previous learning about how pulse, rhythm and pitch work together to create music through Warm-Up Games and Flexible Games.	Games and Flexible Games. The children will have an understanding of how pulse, rhythm, and pitch work together to create music through Warm-Up Games.	Games and Flexible Games. A deeper understanding of how pulse, rhythm, and pitch work together to create music through Warm-Up Games.
	Singing	Start to sing songs/ raps together in a group/ ensemble.	Continue to sing songs/ raps together in a group/ ensemble.	Continue to sing songs/ raps together in a group/ ensemble.	Learn and understand more about preparing to sing. Explore a range of vocal activity eg rapping, beatboxing. Perhaps sing as a soloist and as part of a larger group and/ or in parts.	Understand more about preparing to sing songs/ raps together in a group/ ensemble, sometimes in parts and confidently.	Understand with greater depth about preparing to sing songs/ raps together in a group/ ensemble, sometimes in parts and confidently.

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Musical Activities	Playing	Use glockenspiels, recorders or band instruments if appropriate. Start to learn to play together in a band or ensemble.	Use glockenspiel s, recorders or band instruments if appropriate. Learn to play together in a band/ ensemble.	Use glockenspiel s, recorders or band instruments if appropriate. Learn to play together in a band/ ensemble.	Perform as a soloist and as part of a band or ensemble by ear and/ or from different notations. Playing pieces in unison and in two parts.	Use glockenspiels, recorders or band instruments. Play together with confidence and understanding in a band or ensemble.	Use glockenspiels , recorders or band instruments. Play together with more confidence and deeper understandin g in a band or ensemble.

	Improvisation	<p>Begin to learn that improvisation is when you make up your own tune or rhythm.</p> <p>An improvisation is not written down or notated.</p> <p>If written down in any way or recorded, it becomes a composition.</p>	<p>Continue to learn that improvisation is when you make up your own tune or rhythm.</p> <p>An improvisation is not written down in any way or recorded.</p> <p>If written down in any way or recorded, it becomes a composition.</p>	<p>Continue to learn that improvisation is when you make up your own tune or rhythm.</p> <p>An improvisation is not written down in any way or recorded.</p> <p>If written down in any way or recorded, it becomes a composition.</p>	<p>Continue inventing musical ideas within improvisation.</p>	<p>Know and understand that when you make up your own tune it's called improvisation.</p> <p>Have the knowledge and understanding that an improvisation is not written down or notated.</p> <p>If written down in any way or recorded it becomes composition.</p>	<p>Understand with greater depth that when you make up your own tune it's called improvisation.</p> <p>Have the knowledge and understanding that an improvisation is not written down or notated.</p> <p>If written down in any way or recorded it becomes composition.</p>
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	Composition	Start to learn that composition is creating very simple rhythms and melodies that are notated or recorded in some way.	Continue to learn that composition is creating simple rhythms and melodies that are notated or recorded in some way.	Continue to learn that composition is creating simple rhythms and melodies that are notated or recorded in some way.	Continue inventing musical ideas within composition. They can be recorded in sound or written using any appropriate notation.	Know and understand that composition is creating your own melody within given boundaries. It can be notated or recorded in some way.	Understand with greater depth that composition is creating your own melody within given boundaries. It can be notated or recorded in some way.
Performing		Perform together in an ensemble/ band.	Perform together in an ensemble/ band.	Perform together in an ensemble/ band.	Perform together in an ensemble/ band.	Perform together in an ensemble/ band with ease and confidence.	Perform together in an ensemble/ band with ease, confidence and knowledge of your audience.

Vocabulary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>The Inter-related Dimensions of Music- Coverage</p> <p>Pulse Rhythm Pitch Dynamics Tempo Timbre Structure Texture Notation</p>	<p>Pulse Rhythm An introduction to Pitch</p>	<p>Pulse Rhythm Pitch Dynamics Tempo Timbre Structure An introduction to Texture</p>	<p>Pulse Rhythm Pitch Dynamics Tempo Timbre Structure Texture An introduction to Notation</p>	<p>Pulse Rhythm Pitch Dynamics Tempo Timbre Structure Texture Notation</p>	<p>Pulse Rhythm Pitch Dynamics Tempo Timbre Structure Texture Notation</p>	<p>Pulse Rhythm Pitch Dynamics Tempo Timbre Structure Texture Notation</p>