

Music - Boundary Whole School Progression Map



MUSIC	EYFS	KS1		KS2			
	Three and Four-Year-Olds Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
UNDERSTANDING MUSIC	<p>Nursery Know how to look after instruments Begin to know the sounds that some instruments make.</p> <p>Reception for ELG Notice the difference between styles of Music</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform Songs, rhymes, poem and stories with others and move in time with the music</p>	<p>Use body percussion, instruments and voices.</p> <p>In the key centres of C major, F major, G major and A minor.</p> <p>Find and keep a steady beat together.</p> <p>Understand the difference between creating a rhythm pattern and a pitch pattern.</p> <p>Copy back simple melodic patterns using high and low.</p> <p>Complete vocal warm ups with a copy back option to use Solfa.</p>	<p>In the key centres of C major, G major and A minor.</p> <p>Find and keep a steady beat.</p> <p>Sing short phrases independently.</p>	<p>In the key centres of C major, F major, G major and A minor.</p> <p>Copy back and improve simple rhythmic patterns using minims, crotchets, quavers and their rests.</p> <p>Copy back and improve simple melodic patterns using the notes: C, D, E G, A, B F, G, A A, B, C</p>	<p>In the key centres of C major, F major, G major and A minor.</p> <p>Listen and copy rhythmic patterns made of semibreve, minims, dotted crotchets, crotchets, quavers, semiquavers and their rests by ear or from notation.</p> <p>Copy back melodic patterns using the notes: C, D, E C, D, E, G, A G, A, B G, A, B, D, E F, G, A A, B, C, D, E, F, G</p>	<p>In the key centres of C major, G major, D major, F major and A minor.</p> <p>Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.</p> <p>Copy back melodic patterns using the notes: C, D, E C, D, E, F, G, A, B D, E, F#, G, A A, B, C, D, E, F#, G F, G, A, B, C, D, E G, A, B, C, D, E, F#</p>	<p>In the key centres of C major, G major, D major, A minor and D minor.</p> <p>Listen and copy rhythmic patterns made out of minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.</p> <p>Copy back melodic patterns using the notes: D, E, F, G, A C, D, E, F, G, A, B G, A, B, C, D, E, F# D, E, F#, G, A, B, C# A, B, C, D, E, F, G</p>

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LISTENING	<p>Nursery Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing thoughts and feelings.</p> <p>Remember and sing entire songs.</p> <p>Reception for ELA Begin to feel the pulse of in a piece of music. Express ideas and feelings. Listen attentively.</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform Songs, rhymes, poem and stories with others and move in time with the music.</p>	<p>Move and dance with the music.</p> <p>Find the steady beat.</p> <p>Talk about feelings created by the music.</p> <p>Recognise some band and orchestral instruments.</p> <p>Describe the tempo as fast or slow.</p> <p>Describe the dynamics as loud and quiet.</p> <p>Join in sections of the song, e.g. chorus.</p> <p>Begin to understand where the music fits in the world.</p> <p>Begin to understand about different styles of music.</p>	<p>Mark the beat of a listening piece by tapping or clapping and recognising tempo, as well as changes in tempo.</p> <p>Walk in time to the beat of a piece of music.</p> <p>Identify the beat groupings in the music you sing and listen, e.g. 2 time, 3 time etc.</p> <p>Move and dance with the music confidently.</p> <p>Talk about how the music makes you feel.</p> <p>Find different steady beats.</p> <p>Join in sections of the song, e.g. call and response.</p> <p>Start to talk about the style of a piece of music.</p> <p>Start to talk about where music might fit into the world.</p>	<p>Share thoughts and feelings about the music together.</p> <p>Find the beat or groove of the music.</p> <p>Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</p> <p>Invent different actions to move in time with the music.</p> <p>Talk about what the song or piece of music means.</p> <p>Identify some instruments you can hear playing.</p> <p>Identify if it's a male or female voice singing.</p> <p>Talk about the style of music.</p>	<p>Talk about the words of a song.</p> <p>Think about why the song or piece of music was written.</p> <p>Find and demonstrate the steady beat.</p> <p>Identify 2/4, 3/4 and 4/4 metre.</p> <p>Identify the tempo as fast, slow or steady.</p> <p>The style of music you are listening to.</p> <p>Discuss the structure of songs.</p> <p>Identify: Call and response. A solo vocal or instrumental line and the rest of the ensemble. A change in texture. Articulation on certain words. Programme music.</p> <p>Explain what the main theme is and identify when it is repeated.</p> <p>Know and understand what a musical introduction is and its purpose.</p> <p>Recap by ear memorable phrases heard in the music.</p> <p>Identify major and minor tonality.</p> <p>Recognise the sound and notes of the pentatonic scale by ear and from notations.</p> <p>Describe legato and staccato.</p> <p>Recognise the following styles and any important musical features that distinguish the style: 20th and 21st Century Orchestral, Reggae, Soul, R&B, Pop, Folk, Jazz, Disco, Musicians, Classical, Rock, Gospel, Romantic, Choral, Funk and Electronic Dance Music.</p>	<p>Talk about feelings created by the music.</p> <p>Justify a personal opinion with reference to Musical Elements.</p> <p>Identify 2/4, 3/4, 6/8 and 5/4 metre.</p> <p>Identify the musical style of a song or piece of music.</p> <p>Identify instruments by ear and through a range of media.</p> <p>Discuss the structure of music with Terence to verse, chorus, bridge, repeat sings, chorus and final chorus, improvisation, call and response and AB form.</p> <p>Explain a bridge passage and its position in a song.</p> <p>Recognise the sound and notes of the pentatonic and Blue's scales, by ear and from notation.</p> <p>Explain the role of a main theme in musical structure.</p> <p>Explain rapping.</p> <p>Recognise the following styles and any important musical features that distinguish the style: Gospel, Minimalism, Rock n Roll, South African, Contemporary Jazz, Film music, Hip Hop, Romantic and Musicals.</p>	<p>Identify 2/4, 4/4, 3/4, 6/8 and 5/4.</p> <p>Identify the musical style of a song using some musical vocabulary to discuss its Musical Elements.</p> <p>Identify the following instruments by ear and through a range of media: bass guitar, electric guitar, percussion, sections of orchestra such as brass, woodwind and strings, electric organ, congas pianos, and synthesizers and vocal techniques such as scat singing.</p> <p>Discuss the structure of the music with reference to verse, chorus, bridge and an instrumental break.</p> <p>Identify major and minor tonality, chord triads I, IV and V and intervals within a major scale.</p> <p>Know and understand what a musical introduction and outro is, and its purpose.</p> <p>Identify the sound of a Gospel choir and a soloist, Rock band, symphony orchestra and A Cappella groups.</p> <p>Recognise the following styles and any key musical features that distinguish the style: Soul, Jazz: swing, Disco, Zimbabwean Pop, Folk, Salsa.</p>
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SINGING	<p><u>Nursery</u> Sing a large repertoire of songs.</p> <p>Remember and sing entire songs.</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) or familiar songs.</p> <p><u>Reception</u> Learn rhymes, poems and songs. Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p><u>ELG</u> Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others and try and move in time with the music.</p>	<p>Sing, rap, rhyme, chant and use spoken word.</p> <p>Demonstrate good singing posture.</p> <p>Sing songs from memory.</p> <p>Copy back intervals of an octave and fifth (high, low)</p> <p>Sing in unison.</p>	<p>Sing as part of a choir. Sing songs from memory/from notation. Sing to communicate the meaning of words. Sing in unison and sometimes in parts, and with more pitching accuracy.</p> <p>Understand and follow the leader or conductor.</p> <p>Add actions to a song.</p> <p>Move confidently to a steady beat.</p> <p>Talk about feelings created by the music/song.</p> <p>Recognise some band and orchestral instruments.</p> <p>Describe the tempo as fast or slow.</p> <p>Join in sections of the song, e.g. chorus. Begin to understand where the music fits in the world. Begin to talk about and understand the style of the music. Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to the leaders direction and visual symbols (e.g. crescendo, decrescendo, pause)</p>	<p>Sing a widening range of unison songs, of varying styles and structures.</p> <p>Perform actions confidently and in time to a range of action songs.</p> <p>Sing with awareness of following the beat.</p> <p>Sing with attention to clear diction.</p> <p>Sing expressively with attention to the meaning of the words.</p> <p>Sing in unison.</p> <p>Understand and follow the leader or conductor. Copy back simple melodic phrases using the voice.</p>	<p>Rehearse and learn songs from memory/with notation.</p> <p>Sing in different time signatures 2/4, 3/4, 4/4.</p> <p>Sing as part of a choir with awareness of size: the larger, the thicker and richer the musical texture.</p> <p>Demonstrate vowel sounds, blended sounds and consonants.</p> <p>Sing 'on pitch' and 'in time.'</p> <p>Sing expressively with attention to staccato and legato.</p> <p>Talk about the different styles of singing used for different styles of song. Talk about how songs and their styles connect to the world.</p>	<p>Sing in 2/4, 3/4, 4/4 and 6/8 time.</p> <p>Sing in unison and parts and as part of a smaller group.</p> <p>Sing a second part in a song. Self correct if lost or out of time.</p> <p>Sing expressively with attention to breathing and phrasing.</p> <p>Sing expressively with attention to dynamics and articulation.</p> <p>Develop confidence as a soloist.</p> <p>Talk about the different styles of singing used for different styles of song. Talk confidently about how connected you feel to the music and how it connects in the world. Respond to a leader or conductor.</p>	<p>Sing a broad range of songs as part of a choir, including those that involve syncopated rhythms, with a good sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style. Continue to sing in parts where appropriate. Sing in 2/4, 4/4, 3/4, 5/4 and 6/8. Sing with and without an accompaniment. Sing syncopated melodic patterns. Demonstrate and maintain good posture and breath control whilst singing. Lead a singing rehearsal. Talk about the different styles of singing used for the different styles of songs sung in this year. Discuss with others how connected you are to the music and songs, and how the songs and styles are connected to the world.</p>
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NOTATION	<p>Nursery Play instruments with increasing control to express feelings and ideas.</p> <p>To know the names of some instruments e.g. drums, maracas, bells and tambourines.</p>	<p>Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.</p>	<p>Explore standard notation, using crochets, quavers, minims and semibreves and simple combinations of: C, D, E, F, G, A, B G, A, B, C, D, E, F# F, G, A, B, C, D, E A, B, C, D, E</p>	<p>Explore standard notation using minims, semibreves, dotted crochets, crochets, quavers and semiquavers and simple combinations of: C, D, E, F, G, A, B F, G, A, B, C G, A, B, C, D, E E, F#, G#, A, B</p>	<p>Explore standard notation using semibreves, minims, dotted crochets, crochets, quavers and semiquavers and simple combinations of: C, D, E, F, G, A, B F, G, A, B, C G, A, B, C, D, E, F# D, E, F#, G, A, B, C</p>	<p>Explore standard notation using semibreves, minims, dotted crochets, crochets, quavers and semiquavers and simple combinations of: C, D, E, F, G, A, B F, G, A, B, C, D, E G, A, B, C, D, E, F# C, G, A, B G, G#, A, B, C D, E, F, G, A, B, C E, F, G, A, B, C, D</p>	<p>Explore standard notation, using dotted semibreves, dotted minims, minims, triplet crochets, dotted crochets, crochets, dotted quavers, quavers and semiquavers and simple combinations of: C, D, E, F, G, A, B F, G, A, B, C, D, E F, G, A, B, C, D, E G, A, B, C, D, E, F G, A, B, C, D, E, F# D, E, F, G, A D, E, F#, A, B, C# E, F#, G, G#, A, B, C, C# E, F, G, A, B, C, D</p>
	<p>Reception Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Know how to play instruments correctly.</p> <p>To know the names of instruments and that they can make different sounds.</p>	<p>If appropriate explore standard notation, using crochets, quavers and minims and simple combinations of: C, D, E, F, G F, G, A G, B, D D, E, F#, G, A D, A, C</p>	<p>Identify hand signals as notation and recognise music notation on a stave of five lines.</p>	<p>Read and respond to semibreves, minims, crochets and paired quavers.</p> <p>Identify: Stave Treble clef Time signature Lines and spaces on the stave.</p> <p>Identify and understand the differences between crochets and paired quavers.</p> <p>Apply spoken word to rhythms, understanding how to link each syllable to one musical note.</p>	<p>Identify: Stave Treble clef Time signature</p> <p>Identify and understand the differences between minims, crochets, paired quavers and rests.</p> <p>Read and perform pitch notation within a range. Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within rhythmic texture, achieving a sense of ensemble.</p>	<p>Identify: Stave Treble clef Time signature</p> <p>Read and respond to minims, crochets, quavers, dotted quavers and semiquavers.</p> <p>Recognise how notes are grouped when notated.</p> <p>Identify the stave and symbols on the stave (such as the treble clef) the name of the notes on lines and in spaces, barlines, a flat sign and a sharp sign.</p> <p>Further understand the differences between semibreves, minims, crochets and crotchet rests, paired quavers and semiquavers. Understand the differences between 2/4, 3/4 and 4/4 time signatures. Read and perform pitch notation within an octave. (e.g. C-C/do-do)</p>	

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PLAYING INSTRUMENTS	<p><u>Nursery</u> Play instruments with increasing control to express feelings and ideas.</p> <p>To know the names of some instruments e.g. drums, maracas, bells and tambourines.</p> <p><u>Reception</u> Know how to play instruments correctly.</p> <p>To know the names of instruments and that they can make different sounds.</p>	Rehearse and learn to play a simple melodic instrumental part by ear.	Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major and G major.	Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major and E major.	Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major and D major.	Rehearse and learn to play a simple melodic instrumental part by ear or from notation in C major, F major, G major, E major, C minor and D minor.	Rehearse and learn to play one of four differentiated instrumental parts by ear or from notation, in the tonal centres of C major, F major, G major, D major, E major, A major, E major, D minor and F minor.
						Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave and using notes within the middle C-C/do-do range. (Initially done as a whole class, with greater independence gained each lesson through smaller group performance)	Play a melody following staff notation written on one stave and using notes within an octave range (do-do), make decisions about dynamic range, including very loud (fortissimo) very quiet (pianissimo) moderately loud (mezzo forte) and moderately quiet (mezzo piano).

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IMPROVISING	<p><u>Nursery</u> Use large-muscle movements to wave flags and streamers, paint and make marks. Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Create their own songs, or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.</p> <p><u>Reception</u> Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p><u>ELG</u> Perform songs, rhymes, poems and stories with others and try and move in time with the music.</p>	<p>Explore improvisation within a major and minor scale using the notes: C, D, E D, E, A F, G, A D, F, G</p> <p>Improvise simple vocal patterns using 'Q and A' phrases.</p> <p>Understand the difference between creating a rhythm pattern and a pitch pattern.</p>	<p>Explore improvisation within a major scale using the notes: C, D, E C, G, A G, A, B F, G, A</p> <p>Work with a partner and in the class to improvise simple 'Q and A' phrases, to be sung and played on unturned percussion, creating a musical conversation.</p>	<p>Explore improvisation within a major scale using the notes: C, D, E C, D, E, F, G C, D, E, G, A G, A, B G, A, B, D, E G, A, B, C, D F, G, A F, G, A, C, D</p> <p>Become more skilled in improvising (using voices, tuned and untuned percussion and instruments played in whole class/groups/individual/instrumental teaching. Inventing short 'on the spot' responses using a limited note range.</p> <p>Compose over a simple groove.</p> <p>Compose over a drone. Structure musical ideas (e.g. using echo or 'Q&A' phrases) to create music that has a beginning, middle and end.</p>	<p>Explore improvisation within a major scale, using the notes: C, D, E C, D, E, G, A C, D, E, F, G D, E, F#, A, B D, E, F, G, A</p> <p>Improvise on a limited range of pitches on the instrument you are now learning, making use of musical features, including smooth (legato) and detached (staccato) articulation.</p> <p>Improvise over a groove.</p>	<p>Explore improvisation within a major scale, using the notes: C, D, E, F, G C, D, E, F, G C, D, E, G, A F, G, A, B, C D, E, F, G, A</p> <p>Improvise over a simple groove, responding to the beat and creating a satisfying melodic shape.</p> <p>Experiment with using a wider range of dynamics, including very loud, very quiet, moderately loud and moderately quiet.</p>	<p>Explore improvisation within a major scale, using the notes: C, D, E, F, G G, A, B, C, D G, A, B, C, D F, G, A, C, D</p> <p>Improvise over a groove, responding to the beat, creating a satisfying melodic shape with varied dynamics and articulation.</p>
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COMPOSING	Nursery	Explore and create graphic scores:	Use graphic symbols, dot notation and stick notation, as appropriate; to keep a record of composed pieces.	Create music/sound effects in response to music and video stimulus.	Combine known rhythmic notation with letter names, to create short pentatonic phrases using a limited range of five pitches, suitable for the instrument being learnt.	Start to use structures within compositions, e.g. introduction, multiple verses and chorus sections. AB form or ABA form (ternary form)	Plan and compose an 8 or 16 beat melodic phrase using the pentatonic scale and incorporate rhythmic variety and interest. Play this melody on available tuned percussion/ orchestral instruments. Notate this melody. Create a simple chord progression.
	Use large-muscle movements to wave flags and streamers, paint and make marks. Respond to what they have heard, expressing their thoughts and feelings.	Create musical sound effects and short sequences of sounds in response to music and video stimulus.	Create a story, choosing and playing classroom instruments.	Use music technology, if available, to capture, change and combine sounds.	Compose over a groove.	Use chords to compose music to evoke a specific atmosphere, mood or environment.	Compose a ternary (ABA form) piece; use available music: software/apps to create and record it, discussing how musical contrasts are achieved.
	Reception Explore, use and refine a variety of artistic effects to express their ideas and feelings. Create their own rhythmic patterns using pictures.	Create a story, choosing and playing classroom instruments/ sound makers. Recognise how graphic notation can represent created sounds. Explore and invent your own symbols.	Create and perform your own rhythm patterns with stick notation, including crochets, quavers and minims.	Compose over a simple chord progression. Compose over a simple groove.	Create a melody using crotchets, minims, quavers and their rests. Use a pentatonic scale:	Use rhythmic variety. Compose song accompaniments, perhaps using basic chords.	Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, and all equivalent rests. Use a pentatonic and a full scale. Use major and minor tonality.
	ELG Perform songs, rhymes, poems and stories with others and try and move in time with the music.	Use music technology, if available, to capture, change and combine sounds.	Use musical technology, if available, to capture, change and combine sounds.	Use simple dynamics.	Use notation is appropriate.	Use a wider range of dynamics including fortissimo, pianissimo, mezzo forte and mezzo piano.	Use full scales in different keys.
		Use simple notation if appropriate:	Use notation is appropriate.	Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values.	Compose over a drone. Start to use simple structures within compositions, e.g. introduction, verse, chorus or AB form.	Understand how chord triads are formed and play them on tuned percussion, melodic instruments or keyboard. Perform simple, chordal accompaniments.	Understand how chord triads are formed and play them on tuned percussion, melodic instruments or keyboard. Perform simple, chordal accompaniments.
		Create a simple melody using crotchets and minims:	Create a simple melody using crochets and minims:	Create a simple melody using crotchets, minims and perhaps paired quavers:	Compose over a simple groove.	Use a wider range of dynamics including fortissimo, pianissimo, mezzo forte and mezzo piano.	Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, plus al equivalent rests. Use a pentatonic and a full scale. Use major and minor tonality.
		C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C.	C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C (C major)	C, D C, D, E C, D, E, G C, D, E, G, A Start and end on the note C (Pentatonic on C)	C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C (C major)	Use a wider range of dynamics including fortissimo, pianissimo, mezzo forte and mezzo piano.	Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, plus al equivalent rests. Use a pentatonic and a full scale. Use major and minor tonality.
		F, G F, G, A F, G, A, C F, G, A, C, D Start and end on the note F.	G, A G, A, B G, A, B, D G, A, B, D, E Start and end on the note G (Pentatonic on G)	C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C (C major)	A, B A, B, C A, B, C, D A, B, C, D, E Start and end on the note A (A minor)	Understand how chord triads are formed and play them on tuned percussion, melodic instruments or keyboard. Perform simple, chordal accompaniments.	Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, plus al equivalent rests. Use a pentatonic and a full scale. Use major and minor tonality.
		D, F	F, G F, G, A	C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C (C major)	D, E D, E, F D, E, F, G D, E, F, G, A Start and end on the note D (D minor)	Understand how chord triads are formed and play them on tuned percussion, melodic instruments or keyboard. Perform simple, chordal accompaniments.	Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, plus al equivalent rests. Use a pentatonic and a full scale. Use major and minor tonality.
					G, A G, A, B	Understand how chord triads are formed and play them on tuned percussion, melodic instruments or keyboard. Perform simple, chordal accompaniments.	Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, plus al equivalent rests. Use a pentatonic and a full scale. Use major and minor tonality.
						Understand how chord triads are formed and play them on tuned percussion, melodic instruments or keyboard. Perform simple, chordal accompaniments.	Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, plus al equivalent rests. Use a pentatonic and a full scale. Use major and minor tonality.

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		<p>D, F, G D, F, G, A D, F, G, A, C Start and end on the note D.</p>	<p>F, G, A, C F, G, A, C, D Start and end on the note F (Pentatonic on F)</p>	<p>F, G F, G, A F, G, A, B F, G, A, B, C Start and end on the note F (F major)</p> <p>G, A G, A, B G, A, B, D G, A, B, D, E Start and end on the note G (Pentatonic on G)</p>	<p>G, A, B, D G, A, B, D, E Start and end on the note G (pentatonic on G)</p>	<p>G, A G, A, B G, A, B, D G, A, B, D, E Start and end on the note G (Pentatonic on G)</p> <p>D, E D, E, F D, E, F, G D, E, F, G, A Start and end on the note D (D minor)</p> <p>E, F E, F, G E, F, G, B E, F, G, B, C Start and end on the note E (E major)</p>	<p>F, G, A, C, D Start and end on the note F (pentatonic on F)</p> <p>F, G F, G, A F, G, A, B F, G, A, B, C Start and end on the note F (F minor)</p> <p>D, E D, E, F D, E, F, G D, E, F, G, A Start and end on the note D (D minor)</p> <p>F, G F, G, A F, G, A, C F, G, A, C, D Start and end on the note F (pentatonic on F)</p> <p>F, G F, G, A F, G, A, B F, G, A, B, C Start and end on the note F (F minor)</p>
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PERFORMING	<p><u>Nursery</u></p> <p>Sing a large repertoire of songs.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Remember and sing entire songs.</p> <p>Create their own songs, or improvise around one they know.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p> <p><u>Reception</u></p> <p>Combine different movements with ease and fluency.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p><u>ELG</u></p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others and try and move in time with the music.</p>	<p>Enjoy and have fun performing.</p> <p>Choose a song/songs to perform to a well-known audience.</p> <p>Prepare a song to perform.</p> <p>Communicate the meaning of the song.</p> <p>Add actions to the song.</p> <p>Play some simple instrumental parts.</p>	<p>Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation and with confidence.</p> <p>Decide on any actions, instrumental parts/improvised ideas/composed passages to be practised and included in the performance.</p> <p>Talk about what the song means and why it was chosen to share.</p> <p>Talk about the difference between rehearsing a song and performing it.</p>	<p>Play and perform melodies following staff notation, using a small range as a whole class or in small groups.</p> <p>Include any actions, instrumental parts/improvised ideas/composed passages within the rehearsal and in the performance.</p> <p>Reflect on feelings about sharing and performing, e.g. excitement, nerves and enjoyment.</p>	<p>Rehearse and enjoy the opportunity to share what has been learned in the lessons.</p> <p>Perform, with confidence, a song from memory or using notation.</p> <p>Include instrumental parts/improvised sections/composed passages within the rehearsal and in the performance.</p> <p>Explain why the song was chosen, including its composer and the historical and cultural context of the song.</p> <p>Communicate meaning of the words and articulate them clearly.</p> <p>Use the structure of the song to communicate its mood and meaning in the performance.</p> <p>Talk about what the rehearsal and performance has taught the student.</p> <p>Understand how the individual fits within the larger group ensemble.</p> <p>Reflect on the performance and how well it suited the occasion.</p> <p>Discuss and respond to any feedback and consider how future performances might be different.</p>	<p>Create, rehearse and present a holistic performance for a specific purpose, for a friendly but unknown audience.</p> <p>Perhaps perform in smaller groups, as well as whole class.</p> <p>Perform a range of repertoire pieces and arrangements combining acoustic instruments, to form mixed ensembles, including a school orchestra.</p> <p>Perform from memory or with notation, with confidence and accuracy.</p> <p>A student leads part of the rehearsal and part of the performance.</p> <p>Record the performance and compare it to a previous performance; explain how well the performance communicated the mood of each piece.</p> <p>Discuss and talk musically about the strengths and weaknesses of a performance.</p> <p>Collect feedback from the audience and reflect how future performances might be different.</p>	<p>In the key centres of C major, G major, D major, A minor and D minor.</p> <p>Listen and copy rhythmic patterns made out of minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.</p> <p>Copy back melodic patterns using the notes:</p> <p>D, E, F, G, A C, D, E, F, G, A, B G, A, B, C, D, E, F# D, E, F#, G, A, B, C# A, B, C, D, E, F, G</p>
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