

Music Progression Map 2022-23

MUSIC	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
History of Music				Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music. To explore the history of Jazz and the cultural significance of Pentatonic compositions.	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music. To explore the history of Rock and Roll.	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music. To explore the history of Blues music.	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music. To explore the history of wartime music.
Singing	Expressive Arts and Design/ Being Imaginative and Expressive: Sing a range of well-known nursery rhymes and songs.	To perform rhymes, chants and songs.	To confidently perform rhymes, chants and songs expressively. It is important to warm up before singing, and to sit or stand well in order to produce and project sounds confidently.	To sing with increasing confidence accuracy and control. Learn to sing in a jazz style (Scat)	To sing with increasing confidence accuracy, fluency and control. Learn to sing and perform a rock and roll song.	To sing with increasing confidence accuracy, fluency, control and expression. Learn to sing a traditional unaccompanied African song.	To sing with confidence accuracy, fluency, control and expression, maintaining own parts in performances. Learn to sing and perform solo and ensemble songs as part of a year group performance.
Listening	Communication and Language/ Listening, Attention and Understanding: Listen attentively and respond to what they hear with relevant questions, comments and actions.	To concentrate and listen to a piece of music. To say what I like or dislike about a piece of music and describe how it makes me feel. To have respect for all genres of music, and types of instruments.	To be able to listen to different pieces of music with understanding and respect. To have respect for all genres of music, and types of instruments, (including African music and British Folk songs) whilst being able to discuss personal likes and dis-likes. That music can evoke many feelings and emotions. To learn what an orchestra is, and begin to identify some on the instruments.	To begin to appreciate and understand a wide range of music from a range of traditions and composers (including classical, pentatonic, and jazz) To recognise and name some musical instruments.	To begin to appreciate and understand a wide range of music from a range of traditions and composers, expressing and explaining preferences (including rock and roll, and African music). To recognise and name some orchestral musical instruments, identifying them when listening.	To listen with attention to detail and recall simple sounds, with increasing aural memory. To appreciate and understand a wide range of music, expressing and explaining preferences, referring to the inter-related dimensions of music. To confidently recognise and name a range of musical instruments and the different sounds they make.	To listen with attention to detail and recall simple sounds, with increasing aural memory. To appreciate and understand a wide range of music, expressing and explaining preferences, referring to the inter-related dimensions of music. To confidently identify a range of musical instruments and discuss their sounds using the inter-related dimensions of music.
Composing		To use the voice creatively. To compose simple rhythms and representative sounds.	To begin to understand the difference between improvising and composing. To improvise/compose simple rhythms and melodies for specific purposes, using voice, tuned and untuned percussion instrument. Begin to explore the inter-related dimensions of music within compositions.	To begin to improvise and compose for a specific purpose e.g. sound scape or simple melody.	To begin to improvise and compose for specific purposes.	To improvise and compose for a range of specific purposes, notating using appropriate notation.	To improvise and compose for a range of specific purposes, notating using appropriate notation.
Performing	Expressive Arts and Design/ Being Imaginative and Expressive: Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with the music.	To follow the conductor or band leader. To play instruments using the correct techniques with respect. To use un-tuned classroom percussion to play simple rhythms and explore different sounds. Begin to use tuned percussion to play simple melodies.	To use tuned and un-tuned classroom percussion to play accompaniments and melodies. To practice, rehearse and perform music to an audience with confidence.	To play and perform ensemble contexts with increasing confidence. To begin to play classroom percussion instruments with increasing accuracy and control. To begin to play the violin with some accuracy and control.	To play and perform in ensemble contexts with confidence. To begin to play classroom percussion instruments with increasing accuracy, fluency and control. To begin to play the clarinet with some accuracy and control.	To play and perform in ensemble contexts with confidence, beginning to perform in solo and smaller ensemble groups. To begin to play classroom percussion instruments with increasing accuracy, fluency, control and expression. To maintain own parts in performances. To begin to play the guitar with some accuracy and control.	To play and perform in solo and ensemble contexts with confidence. To play classroom percussion instruments with accuracy, fluency, control and expression. To begin to play the trumpet with some accuracy and control.
Key Vocabulary	Pulse, rhythm, tempo	Beat/pulse, body percussion, compose/composition, dynamics, pitch, structure, texture, timbre, tuned and un-tuned instruments.	Brass family, duration, graphic score, improvise/improvisation, melody, orchestra, Percussion family, round, String family, unison, Woodwind family.	Chord, crotchet, harmony, minim, ostinato, pentatonic, quaver, rests, scale, score, semibreve, staff notation, stave.			

A Saint Michael's musician...

- Loves singing
- Loves playing different instruments
- Can compose my own music
- Enjoys listening to a range of music



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Identify common classroom percussion instruments correctly (including xylophone, metallophone, glockenspiel). Listen to music from a range of genres, including: Classical, jazz, popular music, musical theatre, world music. Camille Saint-Saens – The Carnival of the Animals You've got a friend in me – Randy Newman from Toy Story Can't stop the feeling – Justin Timberlake from Trolls Happy by Pharrell Williams I'll be there for you by The Rembrandts Count on me by Bruno Mars Peter and the wolf by Prokofiev John Williams - Jaws Peter Grimes by Benjamin Britten Sailing By by Ronald Binge Superman Theme Batman Theme William tell Overture by Rossini The Incredibles Theme	Identify common classroom percussion instruments correctly (including xylophone, metallophone, glockenspiel). Listen to music from a range of genres, including: Classical, jazz, popular music, musical theatre, world music. Relax Paradise: Relaxing music with African drums Che Che Kule – trad. African Humoresque duet for clarinet and oboe – Doug Harville Sleeper awake on trombone – JS Bach Sonata for horn solo – Boschog Frolica for Tuba – Fernandez Do you want to build a snowman – from Frozen Once a man fell in a well – trad Holst – The Planets – Mars, Venus, Uranus John Williams – Star Wars John Barry – James Bond Ray Parker – Ghost Busters My Bonnie lies over the ocean – trad. Bax – Tintagel Vaughan Williams – The Lark Ascending Eric Coates – London Suite When Good King Arthur – nursery rhyme Offenbach – Orpheus in the underworld	Identify common classroom percussion instruments correctly (including xylophone, metallophone, glockenspiel). Begin to name the more common orchestral instruments focussing on strings (violin, viola, cello and double bass). Mussorgsky – Night on the bare mountain Mozart – Horn concerto No4 in E flat Major Jasmine Flower – trad Chinese song Scott Joplin – Maple Leaf Rag and The Entertainer Terry Gilkyson – The Bar Necessities Guion – Turkey in the Straw When the saints go marching in – trad Ella Fitzgerald – Scat singing Cab Calloway – Minnie the Moocher Oscar Peterson – Jazz-Blues lick Benny Goodman- Sing, sing, sing Mozart – Twinkle twinkle little star Baa baa black sheep – trad Explore violin music from a range of time periods: Baroque (1600-1750) – Four Seasons by Vivaldi Classical (1750-1830) – Mozart Violin Concerto in G Major 20th Century and Beyond (1900s) – Elgar Land of Hope and Glory, Gypsy Jazz, Guns 'n' Roses Sweet Child of mine, Kenyan Folk music, Jazz Fusion Continue to explore music from a range of genres, including: Classical, jazz, popular music, musical theatre, world music.	Identify common classroom percussion instruments correctly (including xylophone, metallophone, glockenspiel). Begin to name the more common orchestral instruments focussing on woodwind (clarinet, flute, piccolo, saxophone, bassoon, oboe). Cups from Pitch Perfect Jacobs and Casey - Born to hand jive Elvis Presley – Blue suede shoes Buddy Holly – Oh Boy! Bill Haley and his Comets – Rock around the clock La bateria de virgin de los Reyes – samba Explore woodwind music from each of the classical periods: Baroque (1600-1750) Arrival of the Queen of Sheba - Handel Classical (1750-1830) - Slow movement from Clarinet Concerto by Mozart Romantic (1830-1900) Mussorgsky Night on a Bare Mountain 20th Century and Beyond (1900s) – Five Bagatelles by Finzi, Doreen Ketchens with Louisiana Philharmonic Orchestra, Peter and the Wolf by Prokofiev, Steve Reich New York Counterpoint, Chosen Kale Mazel Tov - Klezmer clarinet folk tradition of Ashkenazy Jews in Europe Continue to explore music from a range of genres, including: Classical, jazz, popular music, musical theatre, world music.	Identify common classroom percussion instruments correctly (including xylophone, metallophone, glockenspiel). Begin to name the more common orchestral instruments focussing on percussion (timpani, xylophone, cymbals, gong, chimes). Foster and laRue – Hush somebody's calling my name Billie Holiday – Keeps on rainin' Muddy waters feat. Ernest Crawford – Rolling Stone Chuck Brown and the Chuckleberries – Time out blues BB King – one shoe blues Marcia Ball – So many rivers The Simpsons – Moanin' Lisa Swiss Dutchman – Piano Blues Improvisation Miriam Makeba – Click Song Ndebele folk song – Shosholozza Bwazan- This is us Darude – Sandstorm Latin groove kids – body percussion Elton John (remix by Meta Roos) The Circle of Life (Remix) Beethoven – 5th Symphony Walter Murphy and The Big Apple Band – A fifth of Beethoven Harburg (perf. Judy Garland) Somewhere over the rainbow Israal 'Iz' Kamakawiwo'ole – Somewhere over the rainbow Explore lute and guitar music from a range of time periods: Renaissance (1400-1600) Lute music Baroque (1600-1750) – Guitar Concerto by Vivaldi Classical (1750-1830) – Opus 60 no 16 by Fernando Sor Romantic (1830-1900) – Grand Vals by Francisco Tarrega, New World Theme by Dvorak 20th Century and Beyond (1900s) – The Lark Ascending by Vaughan Williams, Concierto de Aranjuez by Joan Rodrigo, Three little birds by Bob Marley, Why I Sing the Blues by BB King. Continue to explore music from a range of genres, including: Classical, jazz, popular music, musical theatre, world music.	Identify common classroom percussion instruments correctly (including xylophone, metallophone, glockenspiel). Begin to name the more common orchestral instruments focussing on brass (trumpet, trombone, french horn, tuba). Mendelssohn – Fingals Cave John Barry – James Bond Elgar – Pomp and Circumstance Britten- The young persons guide to the orchestra Explore brass music from each of the classical periods: Early Music (pre 1400) Renaissance (1400-1600) Baroque (1600-1750) Trumpet Voluntary by Clark/Purcell Classical (1750-1830) Trumpet Concerto by Haydn Romantic (1830-1900) The Grand March from Aida by Verdi 20th Century and Beyond (1900s): Louis Armstrong, Dizzy Gillespie, Chet Baker, Miles Davis, Louis Dowdeswell Continue to explore music from a range of genres, including: Classical, jazz, popular music, musical theatre, world music.
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