

	<u>Music Progression Map Hollybush</u>
Nursery	Join in with songs and rhymes with different dynamics, tempo, pitch and rhythm To sing loudly and quietly. Make rhythmical and repetitive sounds Move and dance to music Play with a range of sound makers and instruments
Reception	Pitch: To begin to understand and recognise sounds can be high or low. Duration: To begin to recognise sounds that last for different lengths of time. ie short and long. Rhythm: To begin to understand that 'tunes' have short and long sounds too. Pulse (Beat): To respond to a given steady pulse in 4/4 time. Dynamics: To begin to understand that there are sounds that are loud/soft and that there is also silence. Tempo: To begin to understand and recognise that music can be fast or slow or somewhere in the middle. Timbre: To begin to understand, and be able to recognise, that there are different kinds of sound. E.g. shakers, drums, chimes etc Texture: To begin to be able to recognise that there are different combinations of sound. E.g. 1 instrument v 2 v 2+ etc Structure: To begin to understand that music (say a song) has a beginning (intro) a middle and an end and that some bits might be repeated.
Year 1	Pitch: To recognise sounds that are high or low. To begin to understand how a melody line of a tune can have different pitches (go up and down). Duration: To understand, recognise and make, sounds that last for different lengths of time. ie short and long. Rhythm: To further develop an understanding of 'tunes' that have short and long sounds and that this is rhythm. E.g. Call and response, 'fast/slow' bits of a known song.

	Pulse(Beat):: To be able to respond to a given steady pulse in 4/4 time and clap along to a song. Dynamics: To recognise and make sounds that are loud/soft and that there is also silence. Tempo: To be able to recognise music that is fast or slow or somewhere in the middle. Timbre: To understand that different kinds of sound can be chosen for different things. E.g. shakers, drums, chimes etc Texture: To be able to recognise that there are different combinations of sound. E.g. 1 instrument v 2 v 2+ etc Structure: To further develop an understanding of music (say a song) that has a beginning (intro) a middle and an end and that some bits (chorus) might be repeated, using the terms verse and chorus.
Year 2	Pitch: To begin to understand that a musical scale goes either up or down and in steps and to be able to recognise when the scale is going up or down in pitch. (use a glock to demonstrate) Duration: To begin to understand that you can fit a rhythm to a steady beat. Rhythm: To begin to understand how to compose a rhythm using syllables of words. Pulse(Beat): To begin to understand that a musical pulse is a 'musical glue.' It needs everybody to stick together and follow that same pulse in order for the music to work as it should. Dynamics: To be able to get louder or quieter over a short piece of time. Tempo: To be able to follow a given pulse that gradually gets faster or slower. Timbre: To name different percussion instruments by the sounds that they make. Texture: To start to pick out sounds in a texture. E.g. a singer or a drum kit. Structure: To identify and be able to say which part of a song is the intro, verse or the chorus.

Year 3	Pitch: To begin to develop an understanding of pitch, identifying major (happy) and minor (sad) scales. Duration: To understand that music can be written in different patterns of beat. E.g. 2/4 (a march), $\frac{3}{4}$ (a waltz) and 4/4 (steady pulse to a count of 4). Rhythm/Pulse: To further develop composition skills using syllables of words. E.g. pairs where one does a pulse & the other fits a rhythm to it/extend to groups of 4. Dynamics: To start to select a sound for a reason. E.g. When to use a loud/soft/gradual sound. Tempo: To start to understand that a musical tempo can be chosen for a reason. E.g. When to have a quick pulse v a slow pulse say in a film. Timbre: To recognise and name the sounds of different instruments. E.g. The instruments of a family in an orchestra. Texture: To further develop skills in recognising a solo, when a group of people sing the same 'tune' at the same time, it's called unison and to start to recognise a musical ostinato (something that repeats). E.g. The rhythm in 'We will rock you' by Queen, bass line of Pachelbel's Canon. Structure: To study a composer, say Mozart and start to understand that he wrote music in different forms - symphony (4 movements), opera, solo works for piano/violin etc.
Year 4	Pitch: To further develop an understanding of pitch using major (happy) and minor (sad) scales by playing or singing scales) Duration: To recognise music that is written in different patterns of beat. E.g. 2/4 (a march), $\frac{3}{4}$ (a waltz) and 4/4 (steady pulse to a count of 4). Rhythm/Pulse: To continue to develop composition skills using syllables of words. E.g. pairs where one does a pulse & the other fits a rhythm to it/extend to groups of 4. Start with body percussion before moving to instruments. Dynamics: To select and justify/explain a sound for a reason. E.g. When to use a loud/soft/gradual sound.

	Tempo: To explain when a musical tempo has been chosen for a reason. E.g. When to have a quick pulse v a slow pulse say in a film. Timbre: To further develop skills in instrument recognition by sound and name. E.g. Use of film scores. Texture: To be able to pick out layers of sounds (what's the same/different) using original/cover versions of the same song. Structure: To further develop an understanding of how music can be composed to different structures. Choose a musical form (say a symphony) and understand that composers follow a certain pattern (usually) of movements. E.g. Beethoven and his nine symphonies are mostly written in 4 movements (6th has five).
Year 5	Pitch: To continue to develop an understanding of pitch using major (happy) and minor (sad) scales and introduce a pentatonic scale. E.g. C,D,E,G,A or G,A,B,D,E (use glocks/Boomwhackers) Duration: To further develop understanding by selecting a genre, for example folk music, to introduce 6/8 time (2 groups of 3). Rhythm/Pulse: To start to understand musical notation for rhythm - bar lines (musical punctuation), time signatures (how many beats in a bar) and musical note values (use the American system, much easier to understand initially, quaver, crotchet etc to add later - whole notes, half notes, quarter note etc. Relate to learning of fractions. Dynamics: To talk about how dynamics can be selected for a purpose. E.g. A composer paid to write a film score. Take a film clip and play silently. How does this change the mood? Repeat with the same clip to the wrong music. How does that change the mood? Tempo: To compare two examples eg of fast music in a film. Do they have the same mood? Is this always true? (ie you can have happy fast/slow music or happy/sad slow music.) Timbre: To recognise that certain groups generally have the same kind of sound/instruments. E.g. orchestra, brass band, samba band, folk etc

	Texture: To start to compose simple harmony (play more than one note at a time) - start with choosing two notes then to three. Experiment with how changing the notes, changes the sound. Structure: To start to learn about leitmotiv and how it is used by composers in film music. E.g. Jaws (shark), Star Wars (different characters)
Year 6	Pitch: To continue to develop an understanding of pitch using major (happy) and minor (sad) scales and pentatonic scale. E.g. C,D,E,G,A or G,A,B,D,E (use glocks/Boomwhackers) with children playing own pentatonic scales Duration: To be able to recognise the pulse in different genres of music. Rhythm/Pulse: To further develop an understanding musical notation for rhythm - bar lines (musical punctuation), time signatures (how many beats in a bar) and musical note values (use the American system, much easier to understand initially, quaver, crotchet etc to add later - whole notes, half notes, quarter note etc. Relate to learning of fractions. Dynamics: To make own music showing an understanding of how dynamics can be selected for a purpose. Tempo: To make own music showing an understanding of how different tempi can be selected for a purpose. Timbre: To further develop an understanding and recognition of the kinds of sound different groups of instruments/performers make using world music. Texture: To further develop composing simple harmony. E.g. Use a well-known simple tune and compose the accompaniment. Structure: To further develop skills in understanding musical structure by composing a song to a recipe: E.g. It must have an intro, repeated section, loud/soft dynamics etc