



St Walburga's Catholic Primary School
Whole School Music Progression Overview



EYFS

Early Learning Goal / EYFS Ages and Stages: Expressive Arts and Design: Exploring and using media and materials/Being imaginative

- Sing a range of nursery rhymes
- Sing a range of songs
- Perform songs with others
- Begin to build a repertoire of songs
- Explore the different sounds of instruments
- Try to move in time to the music

Early Learning Goal: Expressive arts and design

Being imaginative: Children represent their own ideas, thoughts and feelings through music and dance.

Key stage 1

Pupils should be taught to:

- use voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the interrelated dimensions of music.

Key Stage 2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the interrelated dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- 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.

This document aims to give guidance on the progression of Music knowledge, skills and techniques across the year groups. It can also be used to differentiate work and expectations appropriately for children working above and below ARE.

Potential GD pupils should also be encouraged to extend their musical learning.

Teaching Sequence in Music – scheme of lessons following Charanga scheme. KS2 will add new dimensions but each new song studied in each year will be built on the foundations of:

1. Pulse
2. Rhythm
3. Pitch
4. Dynamics
5. Tempo

How to Use the Progression Map

The music curriculum has been divided into **12 Areas** as follows:

Areas		The Inter-Related Dimensions Of Music
1	Pulse and rhythm	
2	Tempo and dynamics	
3	Timbre and texture	
4	Pitch	
5	Structure	
6	Notation	Knowledge & Skills
7	Listening, responding and memorising	
8	ICT	
9	Singing	
10	Playing	
11	Exploring, improvising and composing	
12	Ensemble and performance skills	

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pulse and Rhythm	<ul style="list-style-type: none"> • Begin to imitate leader by joining in showing the pulse and playing simple rhythms using body percussion when singing and chanting rhymes • Join in with pulse when singing /chanting rhymes • Recognise and play simple word rhythms, e.g. clap their name • Become familiar with the term 'pulse' 	<ul style="list-style-type: none"> • Join in with pulse and simple repeated rhythm patterns when singing / chanting rhymes • Understand and use the term 'pulse' and become familiar with the word 'rhythm' 	<ul style="list-style-type: none"> • Identify and join in with pulse independently <ul style="list-style-type: none"> • Recognise and repeat back simple rhythm patterns • Understand the difference between 'pulse' and 'rhythm' 	<ul style="list-style-type: none"> • Create and reliably repeat simple rhythm patterns to make repeating patterns (ostinati) • Understand that the 'natural pulse' can be divided and multiplied • Understand and use the terms 'pulse' and 'rhythm' 	<ul style="list-style-type: none"> • Maintain and combine ostinati and begin to include some silent beats • Understand the terms 'beat' and 'rest' • Understand the importance of musical counting 	<ul style="list-style-type: none"> • Create more complex pieces by combining ostinati, e.g. to make grooves • Understand the concept of 'meter' in music in terms of grouping and emphasising beats • Beat simple time 	<ul style="list-style-type: none"> • Experience music that is not in 2 or 4 time • Understand the concept of syncopation and incorporate in music-making
Tempo and Dynamics	<ul style="list-style-type: none"> • Vary tempo and dynamics 	<ul style="list-style-type: none"> • Begin to use more subtle 	<ul style="list-style-type: none"> • Develop a wider 	<ul style="list-style-type: none"> • Understand and use the 	<ul style="list-style-type: none"> • Begin to learn some 	<ul style="list-style-type: none"> • Learn a wider range of Italian 	<ul style="list-style-type: none"> • Be able to change tempo

	<p>by imitating the leader when singing, chanting and playing</p> <ul style="list-style-type: none"> • Show understanding of fast/slow and loud/quiet through following verbal instructions and responding appropriately to music, e.g. through movement 	<p>variations of tempo and dynamics, e.g. getting faster/slower and louder/quieter</p>	<p>vocabulary of tempo/dynamics</p> <ul style="list-style-type: none"> • Use a range of tempo/dynamic variations for desired effect 	<p>terms 'tempo' and 'dynamics'</p> <ul style="list-style-type: none"> • Experiment with and select tempo and dynamics carefully to achieve desired effects 	<p>simple Italian terms for tempo and dynamics and use for desired effects, e.g. forte, largo</p>	<p>terms for tempo and dynamics, e.g. accelerando, diminuendo and experiment making changes to create desired effects</p>	<p>and dynamics with control, both gradually and suddenly to achieve desired effects</p> <ul style="list-style-type: none"> • Use a range of terms to describe tempo and dynamics
<p>Timbre and Texture</p>	<ul style="list-style-type: none"> • Explore a range of instruments and how they make sounds • Play instruments in different ways to create different sounds 	<ul style="list-style-type: none"> • Explore sounds created by playing 2 or more instruments together • Use timbre and texture in creative music-making 	<ul style="list-style-type: none"> • Select sounds for desired effect • Create different textures carefully in music-making, considering when 'thin' or 'thicker' 	<ul style="list-style-type: none"> • Choose sounds and textures with increasing care to create desired effects, making sure that all combined sounds can be heard 	<ul style="list-style-type: none"> • Know and use a range of features for creating textures in music, e.g. canon, solo, unison 	<ul style="list-style-type: none"> • Explore a range of different vocal timbres and textures • Combine ostinati to create different instrumental textures 	<ul style="list-style-type: none"> • Explore and create a range of accompaniments to songs and tunes, e.g. drones, harmonies and sound effects

	<ul style="list-style-type: none"> • Begin to develop a vocabulary to describe sounds and playing methods e.g. shake, clang, tap • Begin to select sounds for different purposes, e.g. musical storytelling 		textures work best	<ul style="list-style-type: none"> • Understand and use the terms 'timbre and texture' 			
Pitch	<ul style="list-style-type: none"> • Explore the sound of different pitches made vocally and with instruments • Imitate high/low sounds vocally and respond to obvious pitch changes in physical movement • Experience how 	<ul style="list-style-type: none"> • Differentiate between sound pitches and be able to compare sounds by pitch using simple vocabulary: high/higher/low / lower • Respond physically to obvious pitch changes 	<ul style="list-style-type: none"> • Track steps and leaps in pitch physically/using hand-signs 	<ul style="list-style-type: none"> • Understand that a scale is a ladder of notes in order of pitch. Make music using notes from simple scales, e.g. pentatonic CDEGA and own simple scales • Understand and use the terms 'pitch' and 'scale' 	<ul style="list-style-type: none"> • Play and create melodic patterns • Experience a wider range of scales • Know note names and pitch order of some notes learned 	<ul style="list-style-type: none"> • Explore how pitches can be combined to create different effects, e.g. chords and dischords, pitches that 'blend' and pitches that 'clash' • Know that pitches have letter names and that there 	<ul style="list-style-type: none"> • Combine pitches to create desired effects • Create short, effective melodies

	instrument size effects pitch					is a whole 'family' of notes which share the same name	
Structure	<ul style="list-style-type: none"> • Experience a range of simple musical structures, e.g. songs with introduction, verse and chorus • Experience a range of simple musical structures, e.g. beginning, middle and end • Make decisions about how music should be structured 	<ul style="list-style-type: none"> • Recognise and use repetition in structuring musical pieces <ul style="list-style-type: none"> • Begin to understand why repetition is used 	<ul style="list-style-type: none"> • Use structure in creating musical pieces with different sections, making sensible choices regarding when to use repetition and variation 	<ul style="list-style-type: none"> • Understand the term 'structure' and use simple standard simple structures in musicmaking, e.g. AB, ABA 	<ul style="list-style-type: none"> • Continue to experience and experiment with different musical structures, e.g. rondo, theme and variations. 	<ul style="list-style-type: none"> • Continue to experience and experiment with different musical structures, e.g. 12 bar blues (link with chords) 	<ul style="list-style-type: none"> • Analyse the structure of music including songs and use in own music-making <ul style="list-style-type: none"> • Recap range of structures learned and use appropriately in music-making

Notation	<ul style="list-style-type: none"> • Mark make in response to music • Draw pictures in response to music 	<ul style="list-style-type: none"> • Select symbols to represent sounds 	<ul style="list-style-type: none"> • Invent symbols to represent sounds, considering how to show variations in dynamics, tempo and pitch • Create and interpret graphic scores 	<ul style="list-style-type: none"> • Begin to read and write simple rhythms and pitches using simple staff notation and standard symbols • Use simple grids to read / write music with standard / non-standard symbols 	<ul style="list-style-type: none"> • Actively engage with written music • Name simple pitches and rhythms on a staff • Experience other notation appropriate to instruments learned, e.g. ukulele chord diagrams, TAB 	<ul style="list-style-type: none"> • Experience more complex staff notation in terms of pitches and rhythms • Understand simple time signatures and the concept of bars in written music 	<ul style="list-style-type: none"> • Experience how musical notation supports music-making in ways other than showing rhythm and pitch, e.g. dynamic and tempo markings, repeat signs, pauses
Listening, Responding and Memorising	<ul style="list-style-type: none"> • Begin to develop good behaviours for listening in musical activities • Begin to join in with familiar songs and actions from memory • Experience opportunities to combine music with movement • Continue to develop good 	<ul style="list-style-type: none"> • Focus well when listening to short musical pieces • Continue to widen repertoire of memorised songs and actions • Move in time with music • Focus well when listening to short musical pieces • Continue to widen 	<ul style="list-style-type: none"> • Identify specific sounds/sections when listening to music • Remember simple instrumental parts and patterns • Express musical preferences, thoughts and feelings about music 	<ul style="list-style-type: none"> • Develop ability to remember instrumental parts and patterns • Begin to use the vocabulary of the interrelated dimensions when describing music and expressing opinions 	<ul style="list-style-type: none"> • Remember and play/sing short melodies, rhythms and other musical ideas • Use the vocabulary of the interrelated dimensions when describing and discussing music 	<ul style="list-style-type: none"> • Understand and discuss ways in which music achieves its desired purpose and effects and communicates meaning 	<ul style="list-style-type: none"> • Compare and contrast music experienced, using the vocabulary of the interrelated dimensions

	<p>behaviours for listening in musical activities</p> <ul style="list-style-type: none"> • Widen repertoire of memorised songs and actions • Move appropriately in response to music 	<p>repertoire of memorised songs and actions</p> <ul style="list-style-type: none"> • Move in time with music 					
Use of ICT	<ul style="list-style-type: none"> • Respond to audio and visual instructions (for example from a CD or Interactive White Board (IWB)) through movement or voice 	<ul style="list-style-type: none"> • Respond to audio and visual instructions of increasing musical complexity and demand on coordination (e.g. CD or IWB) through movement or voice 	<ul style="list-style-type: none"> • Participate in group activity in creating simple rhythms using IWB e.g. Charanga Rhythm Grids which can then attempted to be demonstrated 	<ul style="list-style-type: none"> • Participate in group activity in creating simple rhythms using IWB e.g. Charanga Rhythm Grids which can then be demonstrated with increasing accuracy and complexity. • Participate in group activity in creating simple compositions using IWB e.g. Charanga Creative Explorer 	<ul style="list-style-type: none"> • Basic research tools can start to be used e.g. google, to learn about musical topics. • Use of Charanga Creative Apps with increasing complexity • Engage with interactive quizzes e.g. Charanga Musical Explorer to 	<ul style="list-style-type: none"> • Basic skills in playing electronic keyboards, e.g. exploring instrument sounds. • Independent use of Charanga e.g. YUMU • Explore basic parameters of tablet based musical apps e.g. GarageBand 	<ul style="list-style-type: none"> • Increasing skills in playing electronic keyboards, e.g. able to play a simple melody or select a suitable, topic related backing track • Independent use of Charanga e.g. YUMU • Attempt basic compositions using tablet based musical apps e.g. GarageBand

				(Recorder/Glocks) – with one or two notes (B / A / G)	identify timbre, texture.		
Singing	<ul style="list-style-type: none"> • Begin to find a singing voice and engage in simple songs with limited pitch range and intervals, e.g. songs from Charanga Musitrax 1 • Participate in singing songs with limited pitch range, intervals and rhythms, e.g. songs from Charanga Musitrax 1 	<ul style="list-style-type: none"> • Sing with a sense of melodic shape, developing wider range of pitches, intervals and rhythms e.g. using songs from Charanga Musitrax 1/2 	<ul style="list-style-type: none"> • Develop intonation (ability to sing in tune) singing songs with growing range of pitches, intervals and rhythms, e.g. using songs from Charanga Musitrax ½ • Begin to consider how to breathe better for singing and where best to take breaths 	<ul style="list-style-type: none"> • Pay increasing attention to intonation and rhythmic accuracy in songs of growing challenge • Track melodic shapes using hand-signs, e.g. using songs from Charanga Musitrax ½ • Begin simple part-singing e.g. call and response / phrase-copying 	<ul style="list-style-type: none"> • Pay increasing attention to breath-control, intonation and rhythmic accuracy in songs of growing challenge • Develop part-singing skills e.g. rounds/canons and overlapping 'echoes' 	<ul style="list-style-type: none"> • Understand and use some simple techniques to improve singing, e.g. mouth shape, long vowels, supported breathing • Sing partner songs and vocal accompaniments such as drones and repeated melodic phrases with awareness of other parts 	<ul style="list-style-type: none"> • Sing songs of increasing challenge with developing confidence, technique and control • Sing harmonies • Create simple vocal parts and patterns
Playing	<ul style="list-style-type: none"> • Treat instruments with care • Begin to discriminate between 	<ul style="list-style-type: none"> • Play classroom instruments with increasing accuracy 	<ul style="list-style-type: none"> • Play classroom instruments with accuracy and control 	<ul style="list-style-type: none"> • Play classroom instruments with increasing precision, control and refinement 	<ul style="list-style-type: none"> • Demonstrate a range of correct basic techniques in learning an instrument, 	<ul style="list-style-type: none"> • Confidently demonstrate a range of notes, chords or techniques when playing instruments 	<ul style="list-style-type: none"> • Continue to develop instrumental skill when playing increasingly challenging music

	<p>noise and music</p> <ul style="list-style-type: none"> • Play classroom instruments with control and awareness of others 				<p>e.g. how to hold, make a good sound and alter pitch and dynamics.</p> <ul style="list-style-type: none"> • Name main instrumental parts and know their function • Demonstrate patience and commitment towards quality learning 		
Exploring, improvising and composing	<ul style="list-style-type: none"> • Link to other areas and through creative music-making 	<ul style="list-style-type: none"> • Link to other areas and through creative music-making 	<ul style="list-style-type: none"> • Link to other areas and through creative music-making 	<ul style="list-style-type: none"> • Link to other areas and through creative music-making 	<ul style="list-style-type: none"> • Link to other areas and through creative music-making 	<ul style="list-style-type: none"> • Link to other areas and through creative music-making 	<ul style="list-style-type: none"> • Link to other areas and through creative music-making
Ensemble and Performance Skills	<ul style="list-style-type: none"> • Take turns to play instruments • Be able to start and stop with control • Know when and where to look for 	<ul style="list-style-type: none"> • Begin to follow a range of musical directions • Demonstrate self-control in maintaining silence where required 	<ul style="list-style-type: none"> • Follow a range of musical directions with accuracy and control – knowing when to have empty hands and when to be ready with an instrument 	<ul style="list-style-type: none"> • Demonstrate willingness and ability to play as part of a team • Understand the role of the conductor and sing / play to a conducted pulse 	<ul style="list-style-type: none"> • Understand the term 'unison' and be able to listen to other ensemble members whilst playing in order to achieve it 	<ul style="list-style-type: none"> • Be able to maintain a part accurately and musically when other parts are also being played • Be able to contribute to a 	<p>Be able to perform accurately and confidently as a soloist or in a small group in a formal performance situation</p>

	<p>musical direction</p> <ul style="list-style-type: none"> • Start and stop by following non-verbal instructions • Sing / play with others watching 	<ul style="list-style-type: none"> • Perform in front of others and make suggestions regarding aspects of performance 	<ul style="list-style-type: none"> • Develop ability to plan and deliver a performance with awareness of audience expectation • Begin to lead group / class music-making 	<ul style="list-style-type: none"> • Perform confidently in front of others and consider what makes a good performance beyond just making music 	<ul style="list-style-type: none"> • Identify and use some practice tips for successful learning and improvement e.g. repetition, isolation and slowing the tempo • Be able to give and follow non-verbal musical direction with control and precision 	<p>polished performance</p> <ul style="list-style-type: none"> • Demonstrate good teamwork 	<ul style="list-style-type: none"> • Lead music-making effectively
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Glossary of Terms

Inter-related dimensions of music

Charanga has some good videos and other materials to explain the terms below. Here is a link to some video explanations to get you started.

<https://soundstorm.charanga.com/freestyle/1312257-creative-apps/134554-musical-toolkit>

Term	Meaning
Duration	How long or short a sound is (see rhythm).
Dynamics	How loud or quiet a sound is. The volume of the music.
Notation	How music is recorded in visual form.
Pitch	How high or low a sound or note is.
Pulse	When you hear music and find yourself tapping along, or nodding your head in time with the music, you are feeling the natural pulse . We sometimes refer to the 'pulse' as the 'beat'. The natural pulse can be multiplied (made faster) or divided (made slower).
Rhythm	Patterns of sounds or notes of different duration that fit into the pulse.
Structure	The stages or journey through a piece of music, e.g. introduction, verse 1, chorus, verse 2, chorus.
Tempo	How fast or slow the music is.
Texture	How 'thin' or 'thick' the music is in terms of layers of sound. Thin texture might mean a solo instrument or just a very few musical things happening at the same time whereas thick texture might be a lots of different musical sounds happening simultaneously.
Timbre	A word meaning 'type of sound. For example, the timbre of a flute is very different to the timbre of a piano, even when they are playing the same note at the same volume.

Other Terms	
AB	A way of structuring a musical piece with 2 contrasting sections.
ABA	A way of structuring a piece in 3 sections with the first and last being the same – a kind of musical sandwich!
Accompaniment	A musical part that is played to complement a melody
Beat	Often used synonymously with 'pulse' but used more correctly to describe a particular unit of the pulse. For example, if the music is in 4 time which is very common, so that the pulse can be counted in groups of 4: 1234,1234 etc. you may want the triangle to play on the second beat of each 4.
Call and response	Songs or instrumental pieces where a leader sings / plays a short phrase and everyone responds. Sometimes the response is a copy of the call, sometimes it is different – more like an answer to a question.
Canon	Another word for a 'round' where the musicians are divided into teams (2,3 or 4 is most common). Each team sings or plays the same tune but starting at different times. 'London's Burning' is a well-known canon.
Chant	Speaking in a rhythmic way. Think of how young children say rhymes. Rapping is a type of advanced chanting.
Chord	Two or more different notes that work well together. Chord types include major and minor chords.
Chord diagram	A diagram typically used by guitarists and ukulele players to show where to put their fingers to play certain chords.

Composition	A finished piece of creative music
Conductor	The leader of a music group.
Creative music-making	Exploration, improvisation and composition
Direction	Musical leadership. Conducting is one way in which music is led.
Dischord	Two or more different notes that clash
Drone	A sound made by repeating the same note. Often used as an accompaniment
Echo	A repetition of a musical section. See 'call and response' above. When the call and response are the same, we can say the response is an echo, although to be precise, an echo should be softer than the original – just like in science.
Ensemble	2 or more people making music together
Graphic score	An informal way of writing music using pictures and symbols.
Grid notation	A type of graphic score where organising pictures or symbols into a grid makes it fit better to a pulse. Sometimes standard musical symbols are used. Charanga has a good selection of grid notation. https://soundstorm.charanga.com/freestyle/1312257-creative-apps/1314387-rhythm-grids .
Groove	A sense of musical swing or flow created by repeating two or more musical patterns that fit together – often used in Samba music and African drumming
Harmony	A musical part that fits with and enhances the melody / tune
Improvisation	Making up musical ideas spontaneously
Interval	The distance in pitch between notes
Intonation	The ability to sing / play in tune.

Isolation	A way of practising where tricky musical sections or techniques are identified and repeated, rather than just playing through the whole piece.
Melody	tune
Meter	How musical beats are grouped or measured. In most music we commonly listen to, the beats are grouped in 2s or 4s. We can say it is in '2 time' or '4 time'
Note	A name denoting a single musical sound. Musical sound is often made up of several different notes played or sung simultaneously.
Ostinato (singular) Ostinati (plural)	A repeating pattern. It could be rhythmic (using instruments like claves or shakers) or melodic where a pattern of notes is repeated.
Overlapping echo	A type of 'call and response' where the response begins before the call ends, so the 2 parts overlap.
Phrase	A short unit of musical sense.
Phrase-copying	Echoing or copying musical phrases in terms of lyrics and/or melody
Rest	The musical term for gaps, spaces or silences in music.
Rondo	A musical structure where a tune introduced at the start keeps returning. There might be other musical material in between. The returning tune is sometimes called the 'theme' or 'refrain'.
Round	See canon above.
Scale	A ladder of notes moving in pitch order from lowest to highest or vice versa. Some scales contain more notes than others. A pentatonic scale has 5 notes. There are many different pentatonic scales, depending on which notes are in the 'ladder'.
Solo	One voice or instrument.
Staff	Sometimes called a 'stave', the set of horizontal lines on which 'staff notation' is written. Standard notation uses 5 lines but staff notation can be simplified. The position of notes on the staff shows the pitch

Supported breathing	A singing technique where the whole body is used to control breath exhalation in order to produce desired sounds
Syncopation	A rhythm pattern in which sounds or notes do not always fit in with the beats of the natural pulse
TAB	A type of notation used by guitarists and ukulele players
Theme and variations	See 'rondo' above. Each time the theme returns, it is altered. There may or may not be other musical material in between the variations.
Thick	Used to describe musical textures where a lot of different things are happening at once.
Thin	Used to describe musical textures with one or a few different things happening at once.
Time signature	A musical sign used in staff notation to explain the meter of the music
Twelve Bar blues	A type of musical structure that typically uses a set progression of 3 chords
Unison	Everyone does the same thing at the same time.
Word rhythm	A rhythm pattern that fits with words, e.g. '2,4,6,8, who do we appreciate!'

Italian Musical Terms

Italian terms are often used to describe how music should be played and music students will come across many!

Even if their music-making is limited to school experience, primary school children enjoy enriching their vocabulary with some carefully chosen Italian terms – particularly those that describe tempo, dynamics and mood.

A few simple ones are listed below to get you started.

Term	Meaning
Accelerando (a-chel-er-and-oh)	Getting faster
Andante (and-ant-ay)	Walking pace – not too fast or slow
Diminuendo (dim-in-you-end-oh)	Getting quieter
Forte (for-tay)	Loud
Fortissimo (for-tiss-i- moh)	Very loud
Largo	Slow
Morendo (mor-end-oh)	Gradually fading away
Piano	Quiet
Pianissimo	Very quiet
Presto	Fast