

# Broadwood Primary School

## Music – Progression Map



		Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Appraise</b>	be able to recognise instrument	guitar percussion trumpets	Keyboard piano guitar percussion trumpets	drums electric guitars bass guitar saxophone trumpet vocals	Keyboard Organ piano synthesizer electric guitar bass guitar	strings glockenspiel digital and electronic sounds turntables, synthesizers acoustic guitar solo	Lead vocal electric guitar bass guitar piano loops samples decks scratching rhythm section brass section	harmony
	be able to recognise style	Old (Baroque, Romantic), New (Disco, contemporary)	Blues Baroque Latin Folk Funk	Rock Rap Reggae	Reggae Disco, RnB Pop,	Grime Soul Gospel	Bossa Nova Swing Pop ballad Hip hop Groove	Neo soul Motown Blues Jazz Urban gospel
	be able to recognise structure			Verse Chorus	Introduction Verse Chorus	Intro Verse Bridge Chorus Outro	Guitar solo, 8-bar intro/tune Lead Interlude Tag ending	<b>All</b>
	Be able to recognise dimension	Beat (pulse) Rhythm Pitch	Pulse Rhythm Pitch Dynamics Tempo	Pulse Rhythm Pitch Dynamics Tempo	Pulse Rhythm Pitch Dynamics Tempo Texture	Pulse Rhythm Pitch Dynamics Tempo Texture	Pulse Rhythm Pitch Dynamics Tempo Texture Timbre	Pulse Rhythm Pitch Dynamics Tempo Texture Timbre
<b>Improvise</b>	Listen and copy rhythms	Voices and Instruments Listen and play back own answer using two notes	Voices and Instruments Listen and play back own answer using two notes	Instruments Listen and play back own answer using two notes and creating own rhythm	Instruments Listen and play back own answer using two notes and creating own rhythm	Instruments Listen and play back own answer using five notes and creating own rhythm in a style	Instruments Listen and play back own answer using five notes and creating own rhythm in a style	

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<b>Compose</b>	<b>Create and Record</b>	Help to create a simple melody using two notes.	Help to create a simple melody using one, two or three notes. Record with letter names Crotchets Quavers Minims Semibreves Consider pitch	Help to create a simple melody using one, two or three notes. Record with letter names Crotchets Quavers Minims Semibreves Consider pitch	Help to create a simple melody using up to five notes. Record it by letter names, symbols, audio Dotted crotchets Consider: pulse rhythm pitch dynamics tempo.	Help to create a simple melody using up to five notes. Record it by letter names, symbols, audio Dotted crotchets Consider: pulse rhythm pitch dynamics tempo	Help to create a melody, with a structure and in a style using up to five notes. Record it by letter names, symbols, notation, audio Dotted crotchets and quavers Consider: pulse rhythm pitch dynamics tempo	Help to create a melody, with a structure and in a style using up to five notes. Record it by letter names, symbols, notation, audio Dotted crotchets and quavers and minims Consider pulse rhythm pitch dynamics tempo		
		<b>Performance</b>	<b>Voice</b>	Nursery rhymes and action songs	Rap Sing Unison Two parts	Rap Sing Unison Two parts Warm up	Rap Sing Unison Two parts Warm up Convey feelings	Rap Sing Unison Two parts Warm up Convey feelings Solo	Rap Sing Unison Two parts Warm up Convey feelings Solo Backing Vocals	Rap Sing Unison Two parts Warm up Convey feelings Solo Backing Vocals
			<b>Instruments</b>	<b>Percussion</b> Play to the beat Play a rhythm	<b>Percussion</b> <b>Chime Bars</b> Play notes in time Know note names Know instrument names	<b>Percussion</b> <b>Chime Bars</b> Play notes in time Know note names Know instrument names	<b>Glocks/Ocarina</b> Play melody Read notation/symbols	<b>Glocks/Ocarina</b> Play melody Read notation/symbols	<b>Recorders/ tin whistle</b> Play melody Read notation	<b>Recorders/ tin whistle</b> Play melody Read notation
<b>Staging</b>		Sing and play for an audience.	Communicate meaning clearly Say how they felt about the performance	Communicate meaning clearly Say how they felt about the performance	Create a program Communicate meaning clearly Design the venue	Create a program Communicate meaning clearly Design the venue	Create a program Communicate meaning clearly Design the venue Record the performance Appraise the performance using musical terms	Create a program Communicate meaning clearly Design the venue Record the performance Appraise the performance using musical terms		

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### Structure of Music

	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Autumn 1</b>	Enjoy and move to music <b>Me!</b>	How pulse, rhythm and pitch work together. <b>Hey You</b>	South African Music <b>Hands feet heart</b>	RnB and other styles <b>Let your spirit fly</b>	ABBA's music <b>Mama Mia</b>	Rock Anthems <b>Livin' on a prayer</b>	Conveying feeling <b>Happy!</b>
<b>Autumn 2</b>	Enjoy and move to music <b>My Stories</b>	Pulse, rhythm and pitch, rapping, dancing and singing. <b>Rhythm in The Way We Walk</b>	Festivals and Christmas <b>Ho Ho Ho</b>	Exploring and developing playing skills <b>Glockenspiel</b>	Exploring and developing playing skills using the glockenspiel <b>Glockenspiel</b>	Jazz and improvisation <b>Classroom Jazz</b>	Jazz, improvisation and composition <b>Classroom Jazz</b>
<b>Spring 1</b>	Use singing, dancing and actions to convey meaning <b>Everyone</b>	How to be in the groove with different styles of music <b>In the Groove</b>	Playing together in a band. <b>I wanna play in a Band</b>	Reggae and Animals <b>Three little birds</b>	Writing lyrics linked to a theme <b>Stop!</b>	Pop ballads <b>Make you feel my love</b>	Benjamin Britten's music and cover versions <b>A New Year Carol</b>
<b>Spring 2</b>	Use singing, dancing and actions to convey meaning <b>Our World</b>	Pulse, rhythm and pitch in different styles of music. <b>Round and Round</b>	Reggae and Animals <b>Zoo time</b>	Music from around the world, celebrating our differences and being kind to one another <b>The Dragon Song</b>	Soul/Gospel music and helping one another <b>Lean on Me</b>	Old School Hip Hop <b>The Fresh Prince of Bel-Air</b>	The music of Carole King <b>You've got a friend</b>
<b>Summer 1</b>	Use singing, dancing and actions to convey meaning and feeling <b>Big Bear Funk</b>	Using their imagination. <b>Your Imagination</b>	The value of friendship <b>Friendship song</b>	Disco, friendship, hope and unity <b>Bringing us together</b>	The Beatles, equality and civil rights <b>Blackbird</b>	Motown <b>Dancing in the Street</b>	<b>Music and Identity</b>
<b>Summer 2</b>	The history of music, to consolidate learning, to know some of the language of music. <b>Reflect, Rewind and Replay.</b>	The history of music, to consolidate learning, to know some of the language of music. <b>Reflect, Rewind and Replay.</b>	The history of music to consolidate learning, to know some of the language of music. <b>Reflect, Rewind and</b>	The history of music, to consolidate learning, know some of the language of music. <b>Reflect, Rewind and Replay.</b>	The history of music, to consolidate learning, to know some of the language of music. <b>Reflect, Rewind and Replay.</b>	The history of music, to consolidate learning, to know some of the language of music. <b>Reflect, Rewind and Replay.</b>	The history of music, to consolidate learning, to know some of the language of music. <b>Reflect, Rewind and Replay.</b>