



Coupe Green Primary School

Music Progression Map



Intent - At Coupe Green, our aim is to provide a music curriculum which inspires and engages pupils in all aspects of music and allows them to reach their musical potential. We want our children to enjoy singing, composing and performing for others as well as experience the sense of achievement that can be achieved through playing musical instruments.

Year Group	Knowledge	Skills	Vocabulary
<p>EYFS</p>	<p><u>Performing and singing</u></p> <ul style="list-style-type: none"> - Sing a few familiar songs (30-50 months) - Begin to build a repertoire of songs and dances (40-60 months) - I can sing songs (ELG) <p><u>Listening and reviewing</u></p> <ul style="list-style-type: none"> - To tap out simple repeated patterns (30-50 months) - Listen attentively in a range of situations (ELG) - Look closely at similarities, differences, pattern and change (40-60 months) <p><u>Creating and Composing</u></p> <ul style="list-style-type: none"> - I understand that different media can be combined to create new effects (40-60 months) - I can make music (ELG) <p><u>Understanding and Exploring</u></p> <ul style="list-style-type: none"> - Explore and learn about how sounds can be changed (30-50 months) - Explore the different sounds of instruments (40-60 months) - Experiment with ways of changing songs and music (ELG) 		<ul style="list-style-type: none"> - Song - Pattern - Repeat - Change
<p>Year 1</p>	<p><u>Performing and singing</u></p> <ul style="list-style-type: none"> - Know songs, chants and rhymes. - Understand the difference between singing and speaking. <p><u>Listening and reviewing</u></p> <ul style="list-style-type: none"> - Understand how sounds are made- onomatopoeia. - Listen to contrasting music <p><u>Creating and Composing</u></p> <ul style="list-style-type: none"> - Know what a musical pattern is. <p><u>Understanding and Exploring</u></p> <ul style="list-style-type: none"> - Know how music has changed throughout different time periods <p><u>Describing music (Inter-related dimensions)</u></p> <ul style="list-style-type: none"> - Understand high and low pitch. - Understand long and short sound. - Dynamics- understand loud and quiet sounds. - Understand the difference between fast and slow speeds. 	<p><u>Performing and singing</u></p> <ul style="list-style-type: none"> - Perform using un-tuned instruments. - Perform with confidence. <p><u>Listening and reviewing</u></p> <ul style="list-style-type: none"> - Turn musical sounds into signs/symbols. <p><u>Creating and Composing</u></p> <ul style="list-style-type: none"> - Create and copy musical patterns. - Use their voices using different speeds. - Use signs and symbols to represent sounds. <p><u>Understanding and Exploring</u></p> <ul style="list-style-type: none"> - Talk about how music makes me feel. <p><u>Describing music (Inter-related dimensions)</u></p> <ul style="list-style-type: none"> - To be able to talk about and describe pitch, sounds and speeds. 	<ul style="list-style-type: none"> - Pitch (high/low) - Sounds (loud/quiet) - Speeds (fast/slow) - Pattern

<p style="text-align: center;">Year 2</p>	<p><u>Performing and singing</u></p> <ul style="list-style-type: none"> - Understand how to keep in time to the beat. - Understand different sounds our voices can make. <p><u>Listening and reviewing</u></p> <ul style="list-style-type: none"> - Use ears to listen for sounds and instruments. - Identify names of instruments you hear and different occasions for when music is played. <p><u>Creating and Composing</u></p> <ul style="list-style-type: none"> - Know how to play tuned/un-tuned instruments (beat, hit, shake). - Know onomatopoeia of how instruments sound. <p><u>Understanding and Exploring</u></p> <ul style="list-style-type: none"> - Know names of and match pictures to simple instruments. <p><u>Describing music (Inter-related dimensions)</u></p> <ul style="list-style-type: none"> - Understand the term 'tempo.' - Recognise whether music has a steady beat or not. 	<p><u>Performing and singing</u></p> <ul style="list-style-type: none"> - To perform songs staying in time- starting and finishing together e.g. clapping, stomping. - Use voice expressively. <p><u>Listening and reviewing</u></p> <ul style="list-style-type: none"> - Identify and name instruments within a song. <p><u>Creating and Composing</u></p> <ul style="list-style-type: none"> - Represent sounds with symbols/onomatopoeia. - Create music that follows a steady beat- keeping in time. - Create music of different tempos. <p><u>Understanding and Exploring</u></p> <ul style="list-style-type: none"> - Select and use instruments. - Experiment with the tempo of how the instruments are played. <p><u>Describing music (Inter-related dimensions)</u></p> <ul style="list-style-type: none"> - Describe the tempo of a piece of music (fast/moderate/slow) <p><u>History of Music</u></p> <p>Listen to a range of current music.</p>	<ul style="list-style-type: none"> - Steady beat/no beat - Tempo (fast / moderate / slow / getting faster / getting slower) - Pulse
<p style="text-align: center;">Year 3</p>	<p><u>Listening and reviewing</u></p> <ul style="list-style-type: none"> - Be able to identify the difference between live and recorded music. <p><u>Creating and Composing</u></p> <ul style="list-style-type: none"> - Be able to recognise control and rhythmic accuracy when instruments are being played. - Know the difference between tuned and untuned instruments. <p><u>Understanding and Exploring</u></p> <ul style="list-style-type: none"> - Know the six main groups of instruments (woodwind, brass, percussion, keyboard, guitar and strings) <p><u>Describing music (Inter-related dimensions)</u></p> <ul style="list-style-type: none"> - Understand the term dynamics (volume) - Understand the term texture and a thick texture means many sounds and thin means a thin layer of sounds. 	<p><u>Performing and singing</u></p> <ul style="list-style-type: none"> - Sing songs clearly and starting to show control with pitch. - Show an awareness of musical expression when performing to an audience. <p><u>Listening and reviewing</u></p> <ul style="list-style-type: none"> - Listen to a variety of musical pieces and review how music can create different moods e.g. loud and fast shows upbeat etc. - Listen to a range of live and recorded music and express their opinions. <p><u>Creating and Composing</u></p> <ul style="list-style-type: none"> - Create music which combines dynamics and tempo. - Create rhythmic and melodic music using a variety of instruments. - Create and compose music through the use of instruments and ICT. <p><u>Understanding and Exploring</u></p> <ul style="list-style-type: none"> - Explore and compare the different sounds of the six main groups of instruments. <p>HISTORY OF MUSIC</p> <p><u>Describing music (Inter-related dimensions)</u></p> <ul style="list-style-type: none"> - Identify upwards and downwards direction in pitch. - Recognise different levels of dynamics (volume) in music. - Identify the texture in musical pieces. <p><u>Recorder Progression</u></p> <ul style="list-style-type: none"> - Stage 1 recorder <p><u>History of Music</u></p> <p>Explore and listen to a range of 90's music.</p>	<ul style="list-style-type: none"> - Rhythm - Pitch - Dynamics - Texture (thick/thin) - Tuned - Untuned - Woodwind, brass, percussion, keyboard, guitar and strings

Year Group	Knowledge	Skills	Vocabulary
Year 4	<p><u>Listening and reviewing</u></p> <ul style="list-style-type: none"> - Identify the verse and chorus of a song. <p><u>Creating and Composing</u></p> <ul style="list-style-type: none"> - Know the worth of a minim and a crotchet. - Understand the reason for a musical staff. - Recognise the symbols for a minim and crotchet on a stave. <p><u>Understanding and Exploring</u></p> <ul style="list-style-type: none"> - Know the names of instruments from the different groups. - Understand the different sounds of instruments in relation to the tone colour of the instruments. (Timbre) <p><u>Describing music (Inter-related dimensions)</u></p> <ul style="list-style-type: none"> - Understand the term timbre is linked to the tone colour of instruments. 	<p><u>Performing and singing</u></p> <ul style="list-style-type: none"> - Maintain a simple part of a song within group. - Perform with awareness of what others in the group are singing or playing. <p><u>Listening and reviewing</u></p> <ul style="list-style-type: none"> - Listen to different pieces of music and share views on the combination of instruments <p><u>Creating and Composing</u></p> <ul style="list-style-type: none"> - Compose music using the beats of a minim and a crotchet. - Keep a steady beat on an instrument whilst against another section of the music. <p><u>Understanding and Exploring</u></p> <ul style="list-style-type: none"> - Be able to identify specific instruments from pictures and listening to different pieces of music. - Sequence famous composers on a timeline. <p><u>Describing music (Inter-related dimensions)</u></p> <p><u>Recorder Progression</u></p> <ul style="list-style-type: none"> - Stage 1 recorder <p><u>History of Music</u></p> <p>Explore and listen to a range of 80's music.</p>	<ul style="list-style-type: none"> - Verse - Refrain (chorus) <p>- Notation</p> <ul style="list-style-type: none"> - Staff, crotchet and minim. <ul style="list-style-type: none"> - Timbre
Year 5	<p><u>Listening and reviewing</u></p> <ul style="list-style-type: none"> - Understand the contribution of a round. <p><u>Creating and Composing</u></p> <ul style="list-style-type: none"> - To know the worth of a semibreve and a quaver. <p><u>Understanding and Exploring</u></p> <p><u>Describing music (Inter-related dimensions)</u></p> <ul style="list-style-type: none"> - Know the terms crescendo (louder) and diminuendo (quieter). 	<p><u>Performing and singing</u></p> <ul style="list-style-type: none"> - Maintain a part in a song with 2 parts. <p><u>Listening and reviewing</u></p> <ul style="list-style-type: none"> - Identify a round within a song. <p><u>Creating and Composing</u></p> <ul style="list-style-type: none"> - Know and use the EGDBF and FACE on a musical stave. (Glockenspiels used to develop this skill) - Create and perform repeated rhythmic patterns on percussion instruments. - Compose using notations of a semibreve and quaver (and prior notation) <p><u>Understanding and Exploring</u></p> <ul style="list-style-type: none"> - Identify where the texture varies in a song or piece of music. <p><u>Describing music (Inter-related dimensions)</u></p> <ul style="list-style-type: none"> - To identify a silence in a rhythmic pattern using a raised hand. <p><u>Recorder Progression</u></p> <ul style="list-style-type: none"> - Stage 2 recorder <p><u>History of Music</u></p> <p>Explore and listen to a range of 70's music.</p>	<ul style="list-style-type: none"> - Crescendo (louder) - Diminuendo (quieter) <p>- Notation</p> <ul style="list-style-type: none"> - Semibreve and quaver.

<p style="text-align: center;">Year 6</p>	<p>Creating and Composing</p> <ul style="list-style-type: none"> - To know the worth of a dotted minim. - To understand that an accent is a sudden loud and sudden quiet. <p>Understanding and Exploring</p> <p>Describing music (Inter-related dimensions)</p> <ul style="list-style-type: none"> - To know the terms piano (soft) and forte (loud). 	<p>Performing and singing</p> <ul style="list-style-type: none"> - Show an awareness of the audience when performing. - Confidently maintain a part in a song with 2 parts in front of an audience. <p>Listening and reviewing</p> <ul style="list-style-type: none"> - To review the combination of 2 parts of a song e.g. why do they go well together. <p>Creating and Composing</p> <ul style="list-style-type: none"> - To compose music to meet a specific mood. - To compose music using a dotted minim and an accent (and previous notation). <p>Understanding and Exploring</p> <ul style="list-style-type: none"> - To identify the prominent melodies in pieces of music. - To make suitable suggestions of pieces of music to suit a variety of occasions. <p>Recorder Progression</p> <ul style="list-style-type: none"> - Recorder karate <p>History of Music</p> <p>Explore and listen to a range of 60's music.</p>	<ul style="list-style-type: none"> - Piano (Soft) - Forte (Loud) <p>- Notation</p> <ul style="list-style-type: none"> - Dotted minim. - Accent
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<p>Musical Resources in school</p> <table border="0"> <tr> <td>*4 x keyboards</td> <td>*Drums</td> <td>*Bells</td> </tr> <tr> <td>*Tambourines</td> <td>*Chime bars</td> <td>*Glockenspiels (class set)</td> </tr> <tr> <td>*Cymbals</td> <td>*Castanets</td> <td>*</td> </tr> </table>	*4 x keyboards	*Drums	*Bells	*Tambourines	*Chime bars	*Glockenspiels (class set)	*Cymbals	*Castanets	*	<p>History of Music Progression</p> <p>We will be studying music from the 1960's to current day period.</p>
*4 x keyboards	*Drums	*Bells								
*Tambourines	*Chime bars	*Glockenspiels (class set)								
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<p>Suggested Music websites</p> <p>http://www.bbc.co.uk/schools/websites/4_11/site/music.shtml</p> <p>https://www.teachingideas.co.uk/subjects/musical-elements</p> <p>https://audionetwork.lgfl.org.uk/</p>										