

Brampton Abbotts CE Primary School: Music Progression Map

Intent
At Brampton Abbotts CE Primary School, we recognise that music is a universal language that embodies one of the highest forms of creativity. Music should be an enjoyable experience to both pupils and teachers. Children should participate in a wide range of musical experiences, building up their confidence simultaneously. We want our pupils to develop their understanding of rhythm and pitch and learn how music is structured, as well as learning technical vocabulary for these elements. We want to inspire and nurture a creative and imaginative approach to music making whereby pupils will receive the benefits on their overall learning and wellbeing. We want to encourage our pupils understanding and knowledge of music through playing, listening, singing, composing and performing. Children experience listening to music from different cultures and eras.
Implementation
We will provide opportunities for all children to play, sing, create, explore, express and enjoy music both by listening and making. Music will be taught as a discrete subject through weekly music sessions delivered by Encore Enterprises CIC and also across the curriculum. Areas of learning, such as times tables in maths, vocabulary in languages and movement in dance can all incorporate different elements of music. A weekly singing assembly allows the children opportunities to develop their singing skills and gain an understanding of how ensembles work. Performances, such as Christmas plays and nativities and end of year shows, demonstrate that music is important to the life of the school. Extracurricular activities, such as Young Voices and peripatetic music lessons, also provide children with experience of making music. We offer wider opportunities for musical learning including Lunchtime music clubs and private instrumental tuition.
Impact
The impact of teaching music will be seen across the school with an increase in the profile of music. Whole-school and parental engagement will be improved through performances, extracurricular activities and opportunities suggested in lessons/overviews for wider learning. Participation in music develops confidence and well-being, promotes listening and communication skills and develops concentration. Pupils will be able to sing, chant, rhyme and recognise pulse, beat and rhythm and be able to talk confidently about the elements of music including tempo, timbre, texture, structure, duration, pitch and dynamics. We want to ensure that music is loved by teachers and pupils across school, encouraging them to want to continue building on this wealth of musical ability, now and in the future.

EYFS Framework 2021: ELG	Being imaginative and expressive <ul style="list-style-type: none"> • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. 		
	KS1 (Year 1/Year 2)	LKS2 (Year 3/Year 4)	UKS2 (Year 5/Year 6)
Singing and Voice	Pupils will be taught to: <ul style="list-style-type: none"> • Sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions and counting in. • Begin with simple songs with a very small range, mi-so and then slightly wider. • Sing a wide range of call and response songs, control vocal pitch and match pitch with accuracy. • Sing songs regularly with a pitch range of do-so with increasing vocal control. • Sing songs with a small pitch range , pitching accurately. • Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader’s directions and (b) visual symbols (e.g. crescendo, decrescendo, pause). 	Pupils will be taught to: <ul style="list-style-type: none"> • Sing a widening range of unison songs of varying styles and structures with a pitch range of do–so, tunefully and with expression. Perform forte and piano, loud and soft. • Perform actions confidently and in time to a range of action songs. • Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. • Perform as a choir in school assemblies. • Sing a broad range of unison songs with the range of an octave (do–do) pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo). • Sing rounds and partner songs in different time signatures (2, 3 and 4 time) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony. • Perform a range of songs in school assemblies. 	Pupils will be taught to: <ul style="list-style-type: none"> • Sing songs with increasing control of breathing, posture and sound projection. • Sing songs in tune and with awareness of other parts. • Sing with expression and rehearse with others. • Sing in two part or three-part harmony, identifying the melodic phrases. • Sing with confidence in small groups and alone, and begin to have awareness of improvisation with the voice.
Listening	<ul style="list-style-type: none"> • Pupils will listen to a variety of musical styles. • Pupils will be able to improve my sounds so they are louder/quieter/faster/slower. • Opportunities to listen to a variety of musical styles and explain preferences. • Identify well-defined musical features. 	<ul style="list-style-type: none"> • Pupils will listen to music with attention to detail. • Pupils will be able to improve their compositions against the success criteria. • Pupils will listen to a variety of music styles and be able to comment on the tempo, dynamics, pitch and timbre. 	<ul style="list-style-type: none"> • Identify different moods and textures. • Evaluate my own and others’ compositions and make improvements. • Listen to longer pieces of music and identify features. • Comment on how the musical elements have been used expressively in a piece. • Improve my work by analysis, evaluation and comparison.

	<ul style="list-style-type: none"> Pupils will be able to improve sounds and adjust instruments where necessary. 	<ul style="list-style-type: none"> Pupils will be given opportunities to evaluate their own work and peer-assess the work of other groups. 	
Composing (KS2 – Compose)	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> Improvise simple vocal chants, using question and answer phrases. Create musical sound effects and short sequences of sounds in response to stimuli. Combine sounds to make a story, choosing and playing instruments or sound-makers. Understand the difference between creating a rhythm pattern and a pitch pattern. Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns. Use music technology, if available, to capture, change and combine sounds. Recognise how graphic notation can represent created sounds. Explore and invent own symbols. Create music in response to a non-musical stimulus. Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation. Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces. Use music technology, if available, to capture, change and combine sounds. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi). Compose song accompaniments on untuned percussion using known rhythms and note values. Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt. Sing and play these phrases as self-standing compositions. Arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars. Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip. Introduce major and minor chords. Include instruments played in whole-class/group/individual teaching to expand the scope and range of the sound palette available for composition work. Capture and record creative ideas using graphic symbols, rhythm notation and time signatures, staff notation or technology. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment. Working in pairs, compose a short ternary piece. Use chords to compose music to evoke a specific atmosphere, mood or environment. Equally, pupils might create music to accompany a silent film or to set a scene in a play or book. Capture and record creative ideas using graphic symbols, rhythm notation and time signatures, staff notation or technology. Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody. Compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen. Either of these melodies can be enhanced with rhythmic or chordal accompaniment. Compose a ternary piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved.

<p>Composing – Improvise (KS2 only)</p>		<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi). • Compose song accompaniments on untuned percussion using known rhythms and note values. • Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt. Sing and play these phrases as self-standing compositions. • Arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars. • Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip. • Introduce major and minor chords. • Include instruments played in whole-class/ group/individual teaching to expand the scope and range of the sound palette available for composition work. • Capture and record creative ideas using graphic symbols, rhythm notation and time signatures, staff notation or technology. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment. • Working in pairs, compose a short ternary piece. • Use chords to compose music to evoke a specific atmosphere, mood or environment. Equally, pupils might create music to accompany a silent film or to set a scene in a play or book. • Capture and record creative ideas using graphic symbols, rhythm notation and time signatures, staff notation or technology. • Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody. • Compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen. • Either of these melodies can be enhanced with rhythmic or chordal accompaniment. <p>Compose a ternary piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved.</p>
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<p>Musicianship – Pulse/Beat (KS1 only)</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none">• Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.• Use body percussion, (e.g. clapping, tapping, walking) and classroom percussion (shakers, sticks and blocks, etc.), playing repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments (e.g. glockenspiels or chime bars) to maintain a steady beat.• Respond to the pulse in recorded/live music through movement and dance.• Understand that the speed of the beat can change, creating a faster or slower pace (tempo).• Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo.• Walk in time to the beat of a piece of music or song. Know the difference between left and right to support coordination and shared movement with others.• Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats.• Identify the beat groupings in familiar music that they sing regularly and listen to.		
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<p>Musicianship – Pitch (KS1 only)</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Listen to sounds in the local school environment, comparing high and low sounds. • Sing familiar songs in both low and high voices and talk about the difference in sound. • Explore percussion sounds to enhance storytelling. • Follow pictures and symbols to guide singing and playing. • Play a range of singing games based on the cuckoo interval matching voices accurately, supported by a leader playing the melody. • Sing short phrases independently within a singing game or short song. • Respond independently to pitch changes heard in short melodic phrases, indicating with actions. • Recognise dot notation and match it to 3-note tunes played on tuned percussion. 		
<p>Performing – Instrumental Performance (KS2 only)</p>		<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Develop facility in playing tuned percussion or a melodic instrument, such as violin or recorder. Play and perform melodies following staff notation using a small range (e.g. Middle C–E/do–mi) as a whole class or in small groups (e.g. trios and quartets). • Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-mi. • Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one staff and using notes within the Middle C–C'/do–do range. • Understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments to familiar songs. • Perform a range of repertoire pieces and arrangements combining acoustic

		<p>allegro and adagio, fast and slow. Extend to question-and-answer phrases.</p> <ul style="list-style-type: none"> • Develop facility in the basic skills of a selected musical instrument over a sustained learning period. • Play and perform melodies following staff notation using a small range (e.g. Middle C–G/do–so) as a whole-class or in small groups. • Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching. Identify static and moving parts. • Copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A). 	<p>instruments to form mixed ensembles, including a school orchestra.</p> <ul style="list-style-type: none"> • Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies. • Play a melody following staff notation written on one staff and using notes within an octave range (do–do); make decisions about dynamic range, including very loud, very quiet, moderately loud and moderately quiet. • Accompany this same melody, and others, using block chords or a bass line. • Engage with others through ensemble playing with pupils taking on melody or accompaniment roles.
<p>Performing – Reading Notation (KS2 only)</p>		<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Understand the staff, lines and spaces, and clef. Use dot notation to show higher or lower pitch. • Understand the differences between crotchets and paired quavers. • Apply word chants to rhythms, understanding how to link each syllable to one musical note. • Understand the differences between minims, crotchets, paired quavers and rests. • Read and perform pitch notation within a defined range (e.g. C–G/do–so). • Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers. • Understand the differences between 2/4, 3/4 and 4/4 time signatures. • Read and perform pitch notation within an octave (e.g. C–C'/do–do). • Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations. • Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests. • Further develop the skills to read and perform pitch notation within an octave (e.g. C–C/ do–do). • Read and play confidently from rhythm notation cards and rhythmic scores in up

			<p>to four parts that contain known rhythms and note durations.</p> <ul style="list-style-type: none">• Read and play from notation a four-bar phrase, confidently identifying note names and durations.
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