

Music Curriculum Progression Map



FS2		Y1		Y2	
Aut 1: Traditional Tales Spr 1: Our City. Sum: Our world	Aut 2: Colour, Light & Celebrations Spr 2: People who help us	Aut 1: Superheroes Spr 1: Castles Sum 1: Plants	Aut 2: Toys Spr 2: Animal Planet Sum 2: Pirates	Aut 1: Dragons Spr 1: Journeys Sum 1: Habitats	Aut 2: Great Fire of London Spr 2: Space Sum 2: Habitats

Singing

FS2	Y1	Y2
<p>Progression:</p> <ul style="list-style-type: none"> • Begin to build a repertoire of songs. • Listen with concentration • Reproduce sounds from aural memory • Use voice to chant and sing <p>Repertoire to include:</p> <ul style="list-style-type: none"> • ‘Hello’ Song • Wheels on the Bus (Local Area) • If You’re Happy & You Know It • We’ll Be Going Into Town With Our Friends (Local Area – Sheffield verses) 	<p>Progression</p> <ul style="list-style-type: none"> • Sing simple songs, chants and rhymes (e.g. Boom Chicka Boom) from memory, singing collectively and at the same pitch, responding to simple visual directions (e.g. stop, start, loud, quiet) and counting in. • Begin with simple songs with a very small range, mi-so (e.g. Hello, How are You), and then slightly wider (e.g. Bounce High, Bounce Low). Include pentatonic songs (e.g. Dr Knickerbocker). • Sing a wide range of call and response songs (e.g. Pretty Trees Around the World from Rhythms of Childhood), to control vocal pitch and to match the pitch they hear with accuracy. <p>Repertoire to include:</p> <ul style="list-style-type: none"> • Good Morning Song • Everybody Sit, Sit Down • The Wiseman & The Foolish Man • There Lived a Princess Long Ago • John Kanahanaka • Magic Penny • I Like the Flowers 	<p>Progression:</p> <ul style="list-style-type: none"> • Sing songs regularly with a pitch range of do-so with increasing vocal control. • Sing songs with a small pitch range (e.g. Rain, Rain Go Away), 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) <p>Repertoire to include:</p> <ul style="list-style-type: none"> • The Travelling Round • Trad. Star Light, Star Bright, First Star I See Tonight • Come With Me In My Spaceship • Trad. Rain, Rain Go Away • Helicopter Hovering • 5, 4, 3, 2, 1 and Zero • Young Voiceworks: Ebenezer Sneezzer • Trad. Oats and Beans and Barley Grow • Singing Sherlock 1: Teddy Bear Rock n Roll • Trad. Oliver Cromwell

	<ul style="list-style-type: none">• Dragon Dance• Trad. Bangladesh: Mo matchi (Song of the Bees)• Trad. Ghana: Kye Kye Kule• Trad. England: An Acre of Land	<ul style="list-style-type: none">• Trad. Lovely Joan• Trad. Searching for Lambs• Voicelinks: Fireworks• Trad. Bangladesh: Hatti – ma tim tim (An Imaginary Bird)• Trad. Bangladesh: Charti Kula beng (Four Fat Frogs)• Trad. Australia: I Got Kicked by a Kangaroo• Trad. America: Built My Lady a Fine Brick House• Sing Up: Paintbox
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Listening

Progression:

- Begin to listen a repertoire of songs.
- Listen with concentration
- Reproduce sounds from aural memory
- Respond to chant and sing

Implementation at LIS includes:

- Linkage to thematic areas of learning where appropriate
- Swinging Safari – Bert Haemfert
- Ladysmith Black Mambazo - Brassband

Progression:

- Western Classical/Film:
Ronda alla Turca – Mozart (Classical)
Mars – Holst (20th Century)
- Popular Music:
Wild Man – Kate Bush (Art Pop)
Runaway Blues – Ma Rainey (Blues)
- Musical Traditions:
Fanfarra – Sergio Mendes (Samba; Brazil)

Implementation at LIS includes:

- Linkage to thematic areas of learning where appropriate
- Royal Fireworks Music
- Royal Coronation Music
- Arrival of the Queen of Sheba - Handel

Progression:

- Western Classical/Film:
Night Ferry – Anna Clyne (21st Century)
Bolero – Ravel (20th Century)
Ronda alla Turca – Mozart (Classical)
Mars – Holst (20th Century)
- Popular Music:
Hound Dog – Elvis Presley (Rock & Roll)
With a Little Help from my Friends – Beatles (Pop)
Wild Man – Kate Bush (Art Pop)
Runaway Blues – Ma Rainey (Blues)
- Musical Traditions:
Baris – Gong Kebyar (Gamelin; Indonesia)
Fanfarra – Sergio Mendes (Samba; Brazil)

Implementation at LIS:

- Linkage to thematic areas of learning where appropriate
- Tubular Bells – Mike Oldfield
- A Spaceman Came Travelling – Chris De Burgh
- 2001/StarWars – John Williams/Hans Zimmer
- Folk Examples – Kate Rusby

Composing

Progression:

- Begin to move rhythmically
- Initiate movement in response to music
- Watch and listen with concentration
- Maintain a consistent beat
- Respond to music rhythmically

Implementation at LIS includes

- Linkage to thematic areas of learning where appropriate

Progression:

- Improvise simple vocal chants, using question and answer phrases.
- Create musical sound effects and short sequences of sounds in response to stimuli, e.g. a rainstorm or a train journey. Combine to make a story, choosing and playing classroom instruments (e.g. rainmaker) or sound-makers (e.g. rustling leaves).
- 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 as part of this activity.

Implementation at LIS includes

- Linkage to thematic areas of learning where appropriate

Progression:

- Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch).
- 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.

Implementation at LIS includes

- Linkage to thematic areas of learning where appropriate

Musicianship – Pulse/Beat

<p>Progression:</p> <ul style="list-style-type: none"> • Begin to walk, move or clap a steady beat individually and with others • Begin to use body percussion individually and with others <p>Implementation at LIS includes</p> <ul style="list-style-type: none"> • Linkage to thematic areas of learning where appropriate 	<p>Progression:</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, e.g. <ul style="list-style-type: none"> o Stepping (e.g. Mattachins from Capriol Suite by Warlock), o Jumping (e.g. Trepak from The Nutcracker by Tchaikovsky) o Walking on tiptoes (e.g. Scherzo from The Firebird Suite by Stravinsky). <p>Implementation at LIS includes</p> <ul style="list-style-type: none"> • Linkage to thematic areas of learning where appropriate 	<p>Progression:</p> <ul style="list-style-type: none"> • Understand that the speed of the beat can change, creating a faster or slower pace (tempo). • Mark the beat of a listening piece (e.g. Bolero by Ravel) 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 (e.g. La Mourisque by Susato). 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, e.g. <ul style="list-style-type: none"> o in 2 Maple Leaf Rag by Joplin o in 3 The Elephant from Carnival of the Animals by Saint-Saëns <p>Implementation at LIS includes</p> <ul style="list-style-type: none"> • Linkage to thematic areas of learning where appropriate
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Musicianship - Rhythm

<p>Progression:</p> <ul style="list-style-type: none"> • Tap out simple repeated rhythms • Listen with concentration • Reproduce sounds from aural memory • Use body or instrument as percussion • Imitate and copy simple rhythms 	<p>Progression:</p> <ul style="list-style-type: none"> • Perform short copycat rhythm patterns accurately, led by the teacher. • Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat. • Perform word-pattern chants (e.g. ca-ter-pil-lar crawl, fish and chips); create, retain and perform their own rhythm patterns. 	<p>Progression:</p> <ul style="list-style-type: none"> • Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion. • Create rhythms using word phrases as a starting point (e.g. Hel-lo Si-mon or Can you come and play?).
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<p>Implementation at LIS includes:</p> <ul style="list-style-type: none"> • Linkage to thematic areas of learning where appropriate 	<p>Implementation at LIS includes</p> <ul style="list-style-type: none"> • Linkage to thematic areas of learning where appropriate 	<ul style="list-style-type: none"> • Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests. • Create and perform their own chanted rhythm patterns with the same stick notation. <p>Implementation at LIS includes</p> <ul style="list-style-type: none"> • Linkage to thematic areas of learning where appropriate
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Musicianship - Pitch		
<p>Progression:</p> <ul style="list-style-type: none"> • Begin to listen to sounds in the local school environment, comparing high and low sounds. • Begin to sing familiar songs in both low and high voices and talk about the difference in sound. <p>Implementation at LIS includes</p> <ul style="list-style-type: none"> • Linkage to thematic areas of learning where appropriate 	<p>Progression:</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, e.g. <ul style="list-style-type: none"> o ascending xylophone notes to suggest Jack climbing the beanstalk, o quiet sounds created on a rainstick/shakers to depict a shower, o regular strong beats played on a drum to replicate menacing footsteps. • Follow pictures and symbols to guide singing and playing, e.g. 4 dots = 4 taps on the drum. <p>Implementation at LIS includes</p> <ul style="list-style-type: none"> • Linkage to thematic areas of learning where appropriate 	<p>Progression:</p> <ul style="list-style-type: none"> • Play a range of singing games based on the cuckoo interval (so-mi, e.g. Little Sally Saucer) matching voices accurately, supported by a leader playing the melody. The melody could be played on a piano, acoustic instrument or backing track. • Sing short phrases independently within a singing game or short song. • Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g. stand up/sit down, hands high/hands low). • Recognise dot notation and match it to 3-note tunes played on tuned percussion <p>Implementation at LIS includes</p> <ul style="list-style-type: none"> • Linkage to thematic areas of learning where appropriate

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| | <ul style="list-style-type: none">• Boomwhacka activities in order to develop understanding of pitch | |
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