St Helen's Music Progression Map

Substantive Knowledge- The established facts that we want children to know and remember.

Our music curriculum is broken down into four knowledge strands

Topic knowledge
Gaining a rich knowledge of the current topic, listen and appraise, singing, performance, improvisation, composition and performance.

Disciplinary Knowledge- The methods that we want the children to use to find out the facts- thinking and acting like a musician.

The disciplinary concepts in our music curriculum are
Understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Musical enquiry
Our curriculum is focussed on developing imagination and creativity, building up pupils' knowledge, skills and understanding

Key Stage 1- Years 1 and 2	Lower Key Stage 2- Years 3 and 4	Upper Key Stage 2- Years 5 and 6
The curriculum is grouped in four sections as follows: • Singing • Listening • Composing • Musicianship: -Pulse/Beat -Rhythm -Pitch	The chronology supports the Listening section for each year and places a diverse range of music rich in learning opportunities in its chronological and stylistic context.	Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style. • Continue to sing three- and four-part rounds or partner songs, and experiment with positioning singers randomly within the group. • Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.

Key stage 1 Cycle A/B				
Units taught	**Core Knowledge- what do we want the children to know and remember?**	**Core Skills- What do we want the children to be able to do?**	**Core Vocabulary- Words we want the children to be able to use**	**Key linked texts**
Listen and respond	To know five songs off by heart. To know some songs have a chorus or a response/answer part. To know that songs have a musical style.	To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. To learn how songs can tell a story or describe an idea.	Rhythm Metre Tempo Pitch Melody Texture	
Explore and Create (Musical Activities)	To know that music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, our names, favourite food, colours and animals. Rhythms are different from the steady pulse. We add high and low sounds, pitch, when we sing and play our instruments.	There are progressive Warm-up Games and Challenges within each Unit that embed pulse, rhythm and pitch.		
Singing	To confidently know and sing five songs from memory. To know that unison is everyone singing at the same time. Songs include other ways of using the voice e.g. rapping (spokenword). To know why we need to warm up our voices.	Learn about voices singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices –you can rap (spoken word with rhythm). Learn to find a comfortable singing position. Learn to start and stop singing when following a leader.		

Improvise, Compose and perform	To know and be able to talk about: The instruments used in class (a glockenspiel, recorder or xylophone). Other instruments they might play or be played in a band or orchestraor by their friends. To know and be able to talk about improvisation: Improvisation is making up your own tunes on the spot When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. To know that using one or two notes confidently is better than usingfive To know that if you improvise using the notes you are given, youcannot make a mistake To know that you can use some of the riffs you have heard in theChallenges in your improvisations To know and be able to talk about: A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. Different ways of recording compositions (letter names, symbols,audio etc.) To know and be able to talk about: Performing is sharing music with other people, an audience	To treat instruments carefully and with respect. Play any one, or all four, differentiated parts on a tuned instrument – aone-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To experience leading the playing by making sure everyone plays inthe playing section of the song. Improvise using instruments in the context of a song they are learning toperform. Use the improvisation tracks provided and improvise. Sing, Play and Copy Back – Listen and copy back usinginstruments, two different notes. Play and Improvise – Using your instruments, listen and playyour own answer using two different notes. Improvise! – Take it in turns to improvise using three differentnotes. Help create at least one simple melody using one, three or all fivedifferent notes. Plan and create a section of music that can be performed within thecontext of the unit song. Talk about how it was created. Listen to and reflect upon the developing composition and makemusical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way appropriate that recognises theconnection between sound and symbol (e.g. graphic/pictorial notation).		

	A performance doesn't have to be a drama! It can be to one person or to each other To know and have planned everything that will be performed To sing or rap the words clearly and play with confidence A performance can be a special occasion and involve an audience including of people you don't know It is planned and different for each occasion It involves communicating feelings, thoughts and ideas about the song/music	Present a musical performance designed to capture the audience. To communicate the meaning of the words and clearly articulate them. To talk about the best place to be when performing and how to standor sit. To record the performance and say how they were feeling, what theywere pleased with what they would change and why.		

Lower Key stage 2 Cycle A/B				
Units taught	**Core Knowledge- what do we want the children to know and remember?**	**Core Skills- What do we want the children to be able to do?**	**Core Vocabulary- Words we want the children to be able to use**	**Key linked texts**
Listen and respond	To know five songs from memory and who sang them or wrote them.To know the style of the five songs. To choose one song and be able to talk about: Some of the style indicators of that song (musical characteristics thatgive the song its style). The lyrics: what the song is about.	To confidently identify and move to the pulse. To talk about the musical dimensions working together in the Unitsongs eg if the song gets louder in the chorus (dynamics). Talk about the music and how it makes them feel. Listen carefully and respectfully to other people's thoughts about themusic. When you talk try to use musical words.	Getting faster (accelerando) Getting slower (rallentando) Bar Metre Duet Melody Accompaniment Getting louder (crescendo) getting softer (decrescendo) legato (smooth) staccato (detached)	

	Any musical dimensions featured in the song and where they are used(texture, dynamics, tempo, rhythm and pitch). Identify the main sections of the song (introduction, verse, chorus etc). Name some of the instruments they heard in the song.			
Explore and Create (Musical Activities)	Know and be able to talk about: How pulse, rhythm and pitch work together Pulse: Finding the pulse – the heartbeat of the music Rhythm: the long and short patterns over the pulse Know the difference between pulse and rhythm Pitch: High and low sounds that create melodies How to keep the internal pulse	Using the Warm up Games tracks provided, children will complete the following in relation to the main song, using two notes: 1. Find the Pulse 2. Rhythm Copy Back: 3. Pitch Copy Back Using 2 Notes Pitch Copy Back and Vocal Warm-ups		

Singing	To know and be able to talk about: Singing in a group can be called a choir Leader or conductor: A person who the choir or group follow Songs can make you feel different things e.g. happy, energetic or sad Singing as part of an ensemble or large group is fun, but that you mustlisten to each other Texture: How a solo singer makes a thinner texture than a large group To know why you must warm up your voice	To sing in unison and in simple two-parts. To demonstrate a good singing posture. To follow a leader when singing. To enjoy exploring singing solo. To sing with awareness of being 'in tune'. To rejoin the song if lost. To listen to the group when singing.		
Improvise, Compose and perform	To know and be able to talk about: The instruments used in class (a glockenspiel, recorder or xylophone). Other instruments they might play or be played in a band or orchestraor by their friends. To know and be able to talk about improvisation: Improvisation is making up your own tunes on the spot When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.	To treat instruments carefully and with respect. Play any one, or all four, differentiated parts on a tuned instrument – aone-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To experience leading the playing by making sure everyone plays inthe playing section of the song. Improvise using instruments in the context of a song they are learning toperform. Use the improvisation tracks provided and improvise. Sing, Play and Copy Back – Listen and copy back usinginstruments, two different notes. Play and Improvise – Using your instruments, listen and playyour own answer using two different notes.		

	To know that using one or two notes confidently is better than usingfive To know that if you improvise using the notes you are given, youcannot make a mistake To know that you can use some of the riffs you have heard in the Challenges in your improvisations To know and be able to talk about: A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. Different ways of recording compositions (letter names, symbols,audio etc.) To know and be able to talk about: Performing is sharing music with other people, an audience A performance doesn't have to be a drama! It can be to one person or to each other To know and have planned everything that will be performed To sing or rap the words clearly and play with confidence A performance can be a special occasion and involve an audienceincluding of	Improvise! – Take it in turns to improvise using three differentnotes. Help create at least one simple melody using one, three or all fivedifferent notes. Plan and create a section of music that can be performed within thecontext of the unit song. Talk about how it was created. Listen to and reflect upon the developing composition and makemusical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way appropriate that recognises theconnection between sound and symbol (e.g. graphic/pictorial notation). Present a musical performance designed to capture the audience. To communicate the meaning of the words and clearly articulate them. To talk about the best place to be when performing and how to standor sit. To record the performance and say how they were feeling, what theywere pleased with what they would change and why.		

	people you don't know It is planned and different for each occasion It involves communicating feelings, thoughts and ideas about thesong/music			

Upper Key stage 2 Cycle A/B				
Units taught	**Core Knowledge- what do we want the children to know and remember?**	**Core Skills- What do we want the children to be able to do?**	**Core Vocabulary- Words we want the children to be able to use**	**Key linked texts**
Listen and respond	To know five songs from memory, who sang or wrote them, when theywere written and why? To know the style of the songs and to name other songs from theUnits in those styles. To choose three or four other songs and be able to talk about: The style indicators of the songs (musical characteristics thatgive the songs their style) The lyrics: what the songs are about Any musical dimensions featured in the songs and where theyare used (texture,	To identify and move to the pulse with ease. To think about the message of songs. To compare two songs in the same style, talking about what standsout musically in each of them, their similarities and differences. Listen carefully and respectfully to other people's thoughts about themusic. Use musical words when talking about the songs. To talk about the musical dimensions working together in the Unitsongs. Talk about the music and how it makes you feel, using musicallanguage to describe the music.	Simple time compound time syncopation Instruments used in Foundation Listening including playing techniques and effects, for example pizzicato (e.g. mysterious) and tremolo (e.g. dark and expectant)	

	dynamics, tempo, rhythm, pitch and timbre) Identify the structure of the songs (intro, verse, chorus etc.) Name some of the instruments used in the songs The historical context of the songs. What else was going on atthis time, musically and historically?			
Explore and Create (Musical Activities)	Know and be able to talk about: How pulse, rhythm, pitch, tempo, dynamics, texture and structurework together to create a song or music How to keep the internal pulse	Children will complete the following in relation to the main song, using three notes: Find the pulse Lead the class by inventing rhythms for them to copy back Copy back three-note riffs by ear and with notation		
Singing	To know and confidently sing five songs and their parts from memory,and to sing them with a strong internal pulse. To know about the style of the songs so you can represent the feelingand context to your audience To choose a song and be able to talk about: ○ Its main features ○ Singing in unison, the solo, lead	To sing in unison and to sing backing vocals. To demonstrate a good singing posture. To follow a leader when singing. To experience rapping and solo singing. To listen to each other and be aware of how you fit into the group. To sing with awareness of being 'in tune'.		

	vocal, backing vocals or rapping To know what the song is about and the meaning of the lyrics			
Improvise, Compose and perform	To know and be able to talk about: Different ways of writing music down – e.g. staff notation, symbols The notes C, D, E, F, G, A, B + C on the treble stave To know and be able to talk about improvisation: Improvisation is making up your own tunes on the spot When someone improvises, they make up their own tune that has never been heard	Play a musical instrument with the correct technique within thecontext of the Unit song. Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simpleor medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader.		

	before. It is not written down and belongs to them. To know that using one, two or three notes confidently is better thanusing five To know that if you improvise using the notes you are given, youcannot make a mistake To know that you can use some of the riffs and licks you have learntin the Challenges in your improvisations To know three well-known improvising musicians			
	To know and be able to talk about: A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure Notation: recognise the connection between sound and symbol	Create simple melodies using up to five different notes and simplerhythms that work musically with the style of the Unit song. Explain the keynote or home note and the structure of the melody. Listen to and reflect upon the developing composition and makemusical decisions about how the melody connects with the song. Record the composition in any way appropriate that recognises theconnection between sound and symbol (e.g. graphic/pictorial notation).		

	To know and be able to talk about: Performing is sharing music with an audience with belief A performance doesn't have to be a drama! It can be to one person orto each other Everything that will be performed must be planned and learned You must sing or rap the words clearly and play with confidence A performance can be a special occasion and involve an audienceincluding of people you don't know It is planned and different for each occasion A performance involves communicating ideas, thoughts and feelingsabout the song/music	To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulatethem. To talk about the venue and how to use it to best effect. To record the performance and compare it to a previous performance. To discuss and talk musically about it – "What went well?" and "Itwould have been even better if…?"		