

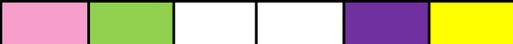
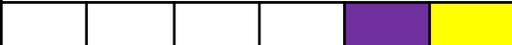
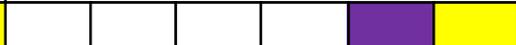


Music Progression Map Cycle A 22-23

Coverage key

| | | | | | |
|----------|----------|----------|----------|----------|----------|
| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|----------|----------|----------|----------|----------|----------|

| Nursery | Reception | Year 1 | Year 2 |
|---|--|---|--|
| Key vocabulary: Rhyme Song Sing Listen Experiment Loud/quiet Fast/slow | Instrument Voice Drums Pace fast/slow Loud/quiet appraise | Pitch Tempo Volume Pulse beat Rhythm Percussion Copy Pattern glockenspiel (Hip Hop, Blues, Reggae, Pop, Classical) | Changes Pitch Tempo Volume Pattern Genre Opinion Notes Compose Improvise Round (Rock, Afro pop) |
| Sing and remember nursery rhymes and songs. | Use voices to sing familiar songs. Sing Autumn and Christmas songs. | Learn and sing 5 songs and rhymes with expression by heart. | Learn and sing 10 songs by heart. Sing songs in rounds or partner songs to add layers to performances. |
|  |  |  |  |
| Experiment with changing them to different voices and tempos. | Experiment with changing nursery songs and rhymes, changing pitch and tempo. | They can recognise clear changes in pitch, tempo, volume and musical patterns. | Children clearly identify and describe using musical vocabulary; changes in pitch, tempo, volume and pattern. |

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|---|--|---|---|
|  <p>Children to create their own songs or improvise</p> |  <p>Children to name basic tuned and untuned musical instrument names and perform and create sounds.</p> |  <p>Children to learn the names of percussion instruments.</p> |  <p>Children to learn the names of tuned and untuned instruments. Children can identify musical instruments they hear in recorded music.</p> |
|  <p>Children experience music during group time and free flow, using music linked to stories or the genre of the month. Experience music from different cultures.</p> |  <p>Children listen to a range of music, linked to topic, stories or genre of the month. Children express their likes and dislikes through comments and questions.</p> |  <p>Children are immersed in a variety of music including the genre of the month and music from different cultures.</p> |  <p>Children can listen to and express their opinions or preferences on a range of musical genres</p> |
|  <p>Listen with increased attention to sounds. Adults to introduce vocabulary associated with music; loud/quiet, fast/slow.</p> |  <p>Adults facilitate talk about the music to say how fast/slow and loud/quiet it is.</p> |  <p>Through exposure and discussions about different music, children understand how musical elements combined can create a mood.</p> |  <p>Children can compare two contrasting pieces of music and describe how musical elements can create a mood.</p> |
| | |  <p>Children can use voices as instruments.</p> |  <p>Children can use voices as instruments for specific notes and are able to sing back an answer..</p> |
| | |  <p>Children begin to compose music for a specific mood or setting.</p> |  <p>Children compose and play an ostinato (repeating phrase) for a specific purpose.</p> |

