



# Sherdley Primary School

## Music Progression Map

2020-21

|         | Autumn  |   | Spring   |   | Summer  |  |
|---------|---|---|--|---|---|--|
|         | Autumn 1  | Autumn 2  | Spring 1   | Spring 2  | Summer 1  | Summer 2                                   |
| Year 1  | <b>Hey You!</b>   | <b>Nativity Songs</b>   | <b>In the Groove</b>   | <b>Round and Round</b>  | <b>Rhythm in the Way we Walk &amp; Banana rap</b>   | <b>Your Imagination</b>                    |
| Skills  | <ul style="list-style-type: none"> <li>P: I can keep a steady pulse in a group, picking out two different tempos.</li> <li>A: I can respond to different moods in music saying how it makes me feel.</li> </ul> | <ul style="list-style-type: none"> <li>P+S: I can sing simple tunes in unison.</li> <li>P+S: I can follow instructions about when to play and sing.</li> </ul>                    | <ul style="list-style-type: none"> <li>C+I: I can create short melodic patterns using my voice.</li> <li>M: I can sing back short melodies using 2 pitched notes</li> </ul>  | <ul style="list-style-type: none"> <li>A: I can listen to a range of live and recorded music.</li> <li>C+I: I can create short rhythmic patterns using untuned instruments.</li> </ul>  | <ul style="list-style-type: none"> <li>R: I can repeat short basic rhythms.</li> <li>P+S: I can play basic rhythms on untuned instruments.</li> </ul>   | Consolidate the taught skills from Year 1. |
| Style   | Hip Hop   | Christmas   | Blues, Latin, Folk, Funk, Baroque, Bhangra   | Latin Bossa Nova/Fusion, Film music, Big Band Jazz, Mash-up   | Reggae, Hip Hop   | Pop/Musicals                               |
| Outcome | Learn to sing the song  | Nativity  | Learn to sing the song   | Improvise a section of the song in different styles   | Compose untuned percussion backing.   | Compose their own verse and perform        |
| Year 2  | <b>Hands, Feet, Heart</b>   | <b>Ho Ho Ho/Nativity Songs</b>  | <b>I Wanna Play in a Band</b>  | <b>Zootime</b>  | <b>Friendship Song</b>  | <b>Reflect, Rewind, Replay</b>             |
| Skills  | <ul style="list-style-type: none"> <li>M: I can sing back short melodies using 3 pitched notes.</li> <li>R: I can repeat longer rhythms (2 bars) using crotchets, minims and quavers.</li> </ul>                | <ul style="list-style-type: none"> <li>P+S: I can follow a melody accurately when singing.</li> <li>P+S: I can perform songs and simple rhythmic patterns with others.</li> </ul> | <ul style="list-style-type: none"> <li>P: I can keep a steady pulse in a group and solo, demonstrate 2 different time signatures (3/4 and 4/4).</li> <li>A: I can recognise repeating patterns when listening to music eg. chorus, verse.</li> </ul> | <ul style="list-style-type: none"> <li>C+I: I can use symbols and pictures to represent sounds eg. rhythm grids.</li> <li>C+I: I can repeat back rhythms from memory (at least two bars) and add imitations of the rhythms.</li> <li>C+I: I can make connections between notations and musical sounds.</li> </ul> | <ul style="list-style-type: none"> <li>A: I can listen and recognize some elements of music: timbre, pitch, dynamics.</li> <li>P+S: I can perform, keeping the beat, whilst showing simple changes in tempo.</li> </ul> | Consolidate the taught skills from Year 2. |
| Style   | South African Styles  | Christmas, Contemporary R&B   | Rock   | Reggae  | Western Classical Music   | Musical Theatre, Western Classical Music   |
| Outcome | Learn to sing the song  | Nativity  | Playing instruments along with the song  | Create own music with instruments   | Make own verse to the song  | Make a chorus to the song                  |

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| Year 3        | <b>Wide Opportunities – Woodwind (with St Helens Music Service tutors)</b>  |   |   |  |   |   |
| Skills        | <ul style="list-style-type: none"> <li>P: I can keep a steady pulse in a group and solo, demonstrating understanding of 2/4, 3/4 and 4/4 time signatures.</li> <li>A: I can use musical vocabulary to describe what I like/do not like about a piece of music.</li> </ul> | <ul style="list-style-type: none"> <li>P+S: I can sing a tune with expression.</li> <li>P+S: I can show control of my voice when singing.</li> <li>C+I: I can create repeated patterns on different instruments.</li> </ul> | <ul style="list-style-type: none"> <li>C+I: I can choose and combine different sounds to create intended moods and feelings.</li> <li>M: I can perform from and compose using at least 3 pitched notes and simple rhythms – quavers, crotchets and minims.</li> </ul> | <ul style="list-style-type: none"> <li>P+S: I can play clear notes on a tuned instrument.</li> <li>C+I: I can compose melodies and short songs and notate them using a simple grid.</li> <li>A: I can improve my work stating how it has been improved.</li> </ul> | <ul style="list-style-type: none"> <li>R: I can perform rhythms longer than 2 bars using crotchets, minims and quavers.</li> <li>A: I can identify musical features in music.</li> </ul>  | Consolidate the taught skills from Year 3.  |
| Style         | Orchestral - woodwind   |   |   |  |   |   |
| Outcome       | Rehearsal for concert   | Christmas Carol Service   | Perform to parents  | Perform to parallel class  | Rehearsal for end of year concert   | Perform to parents  |
| Year 4 Skills | <b>Mamma Mia</b>  | <b>Stop!/Christmas Carols</b>   | <b>Short Term Project with St Helens Music Service: Ukulele</b>   | <b>Lean on Me</b>  | <b>Glockenspiel Stage 2</b>   | <b>Blackbird</b>  |
|               | <ul style="list-style-type: none"> <li>P+S: I can improvise using repeated patterns.</li> <li>A: I can start to identify the character of a piece of music.</li> </ul>  | <ul style="list-style-type: none"> <li>P+S: I can maintain a part in a group, showing awareness of others.</li> <li>A: I can describe and identify the different purposes of music.</li> </ul>                              | <ul style="list-style-type: none"> <li>P+S: I can maintain a part in a group, showing awareness of others.</li> <li>P: I can keep a steady pulse in 2/4, 2/4 and 4/4 time on a tuned instrument.</li> </ul>   | <ul style="list-style-type: none"> <li>C+I: I can compose a short song (lyrics and melody) and perform (using Garageband).</li> <li>C+I: I can use basic rhythmic notation to transcribe ideas (crotchet, minim, semibreve).</li> </ul>                            | <ul style="list-style-type: none"> <li>P: I can keep a steady pulse in 2/4, 2/4 and 4/4 time on a tuned instrument.</li> <li>M: I can perform from and compose using at least 5 pitched notes.</li> <li>C+I: I can notate composition ideas and begin to use the staff to record my performance.</li> </ul> | <ul style="list-style-type: none"> <li>A: I can explain the place of silence and say what effect it has.</li> <li>R: I can perform pieces with at least 2 rhythms happening together.</li> <li>P+S: I can rhythmically perform a simple part, including rests.</li> </ul> |
| Style         | ABBA  | Grime, Rap, Bhangra, Tango, Latin Fusion /Christmas   | Learn to play the Ukulele   | Gospel   | Learn to play the Glockenspiel  | Pop, Rock   |

| Outcome       | Perform the song to parallel class  | Christmas Carol Service   | Short showcase to parents  | Compose and notate a short song, using Garageband.   | Compose a short piece on the glockenspiel  | Perform the year's songs to parents.   |
|---------------|---|---|--|--|--|--|
| Year 5 Skills | <b>Livin' on a Prayer</b>   | <b>Classroom Jazz 1/ Nativity Songs</b>   | <b>Make You Feel My Love</b>   | <b>The Fresh Prince of Bel Air</b>   | <b>Short term project with St Helens Music Service: Samba</b>  | <b>Dancing in the Street</b>   |
|               | <ul style="list-style-type: none"> <li>P+S: I can improvise within a group using melodic and rhythmic phrases.</li> <li>A: I can begin to recognize different eras in music: Baroque, Classical, Romantic, 20th Century.</li> </ul>                     | <ul style="list-style-type: none"> <li>P+S: I can sing and use my understanding of meaning to add expression.</li> </ul>  | <ul style="list-style-type: none"> <li>P: I can accurately perform pieces on a tuned instrument using at least 3 contrasting tempos.</li> <li>C+I: I can compose music to specific criteria using some musical devices eg. rhythm, chords, melody, tempo.</li> </ul> | <ul style="list-style-type: none"> <li>M: I can perform from and compose using between 5 and 8 notes.</li> <li>P+S: I can breathe in the correct place when singing.</li> <li>A: I can describe and compare music using musical vocabulary.</li> </ul>   | <ul style="list-style-type: none"> <li>R: I can perform pieces which use off beat rhythms.</li> </ul>  | <ul style="list-style-type: none"> <li>C+I: I can use standard musical notation (stave) to record my ideas.</li> <li>C+I: I can choose the most appropriate tempo for a piece of music.</li> <li>A: I can explain why I think my music is successful or unsuccessful.</li> </ul> |
| Style         | Rock  | Jazz  | Pop  | Hip Hop  | Brazilian Dance  | Rhythm and Blues, Soul   |
| Outcome       | Perform song to Y4  | Christmas Production  | Perform in concert to parents  | Perform to parallel class  | Perform to parents   | Using garage band to record ideas  |
| Year 6 Skills | <b>Happy</b>  | <b>Classroom Jazz 2/ Nativity Songs</b>   | <b>Benjamin Britten – New Year Carol</b>   | <b>You've Got a Friend</b>   | <b>Music and Identity</b>  | <b>Production Songs</b>  |
|               | <ul style="list-style-type: none"> <li>A: I can identify different musical devices in a variety of musical genres.</li> <li>P+S: I can perform parts from memory.</li> <li>P+S: I can perform confidently and accurately as part of a group.</li> </ul> | <ul style="list-style-type: none"> <li>P: I can follow direction to change tempo within a piece of music.</li> <li>R: I can perform pieces which use syncopated rhythms at different tempos.</li> </ul> | <ul style="list-style-type: none"> <li>C+I: I can use relevant notations for compositional work eg. stave.</li> <li>P+S: I can perform music from notation.</li> </ul>   | <ul style="list-style-type: none"> <li>M: I can perform from and compose using 8 pitched notes, capturing my work so it can be recreated (eg in stave notation).</li> <li>A: I can improve their own work and suggest improvements to others.</li> </ul> | <ul style="list-style-type: none"> <li>C+I: I can use digital technologies to aid with the creation and recording of ideas (Garageband).</li> <li>C+I: I can combine several musical devices when composing.</li> <li>A: I can show some awareness of the influence and place</li> </ul> | Consolidate the taught skills from Year 6.   |

|                |   |                             |                                       |  |  |                               |
|----------------|---|-----------------------------|---------------------------------------|--|--|-------------------------------|
|                |   |                             |                                       |  | <i>music has had in society over time.</i>   |                               |
| <b>Style</b>   | <i>Pop</i>  | <i>Jazz</i>                 | <i>Christmas</i>                      | <i>Soft Rock</i>                         | <i>Music and Identity</i>  | <i>Musical Theatre</i>        |
| <b>Outcome</b> | <b>Perform the song to another year group/class</b> | <b>Christmas Production</b> | <b>Perform song to parallel class</b> | <b>Perform own compositions to peers</b> | <b>Compose a song using Garageband that is specific to their own identity or that of those around them</b> | <b>End of Year Production</b> |