



## Four Oaks Primary School Music Progression Map

Please see the detailed Charanga progression documents regarding the progression of skills.



	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listen and appraise	<ul style="list-style-type: none"><li>• Explore &amp; learn how sounds &amp; movements can be changed e.g. louder, quieter</li><li>• Notice what other children &amp; adults do, mirror what is observed, adding variations &amp; doing it spontaneously</li><li>• Respond to what they have heard, expressing their thoughts &amp; feelings</li></ul>	<ul style="list-style-type: none"><li>• Listen attentively, move to &amp; talk about music, expressing their feelings &amp; responses</li><li>• Respond imaginatively to music e.g. <i>this music sounds like dinosaurs</i></li></ul>	<b>Knowledge</b> <ul style="list-style-type: none"><li>• To know 5 songs off by heart.</li><li>• To know what the songs are about.</li><li>• To know and recognise the sound and names of some of the instruments they use.</li></ul>	<b>Knowledge</b> <ul style="list-style-type: none"><li>• To know five songs off by heart.</li><li>• To know some songs have a chorus or a response/answer part.</li><li>• To know that songs have a musical style.</li></ul>	<b>Knowledge</b> <ul style="list-style-type: none"><li>• To know five songs from memory and who sang them or wrote them.</li><li>• To know the style of the five songs.</li><li>• To choose one song and be able to talk about:<ul style="list-style-type: none"><li>○ Its lyrics: what the song is about</li><li>○ Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch)</li><li>○ Identify the main sections of the song (introduction, verse, chorus etc.)</li><li>○ Name some of the instruments they heard in the song</li></ul></li></ul>	<b>Knowledge</b> <ul style="list-style-type: none"><li>To know five songs from memory and who sang them or wrote them.</li><li>To know the style of the five songs.</li><li>To choose one song and be able to talk about:<ul style="list-style-type: none"><li>• Some of the style indicators of that song (musical characteristics that give the song its style).</li><li>• The lyrics: what the song is about.</li><li>• Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch).</li><li>• Identify the main sections of the song (introduction, verse, chorus etc).</li><li>• Name some of the instruments they heard in the song.</li></ul></li></ul>	<b>Knowledge</b> <ul style="list-style-type: none"><li>• To know five songs from memory, who sang or wrote them, when they were written and, if possible, why?</li><li>• To know the style of the five songs and to name other songs from the Units in those styles.</li><li>• To choose two or three other songs and be able to talk about:<ul style="list-style-type: none"><li>○ Some of the style indicators of the songs (musical characteristics that give the songs their style)</li><li>○ The lyrics: what the songs are about</li><li>○ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch)</li><li>○ Identify the main sections of the songs (intro, verse, chorus etc.)</li><li>○ Name some of the instruments they heard in the songs</li><li>○ The historical context of the songs. What else was going on at this time?</li></ul></li></ul>	<b>Knowledge</b> <ul style="list-style-type: none"><li>• To know five songs from memory, who sang or wrote them, when they were written and why?</li><li>• To know the style of the songs and to name other songs from the Units in those styles.</li><li>• To choose three or four other songs and be able to talk about:<ul style="list-style-type: none"><li>○ The style indicators of the songs (musical characteristics that give the songs their style)</li><li>○ The lyrics: what the songs are about</li><li>○ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre)</li><li>○ Identify the structure of the songs (intro, verse, chorus etc.)</li><li>○ Name some of the instruments used in the songs</li><li>○ The historical context of the songs. What else was going on at this time, musically and historically?</li><li>○ Know and talk about that fact that we each have a musical Identity.</li></ul></li></ul>

Games	<ul style="list-style-type: none"> <li>• Taps out simple repeated rhythms</li> <li>• Explore &amp; learn how sounds &amp; movements can be changed e.g. louder, quieter</li> </ul>		<b>Knowledge</b> <ul style="list-style-type: none"> <li>• To know that music has a steady pulse, like a heartbeat.</li> <li>• To know that we can create rhythms from words, our names, favourite food, colours and animals.</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>• To know that music has a steady pulse, like a heartbeat.</li> <li>• To know that we can create rhythms from words, our names, favourite food, colours and animals.</li> <li>• Rhythms are different from the steady pulse.</li> <li>• We add high and low sounds, pitch, when we sing and play our instruments.</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>• Know how to find and demonstrate the pulse.</li> <li>• Know the difference between pulse and rhythm.</li> <li>• Know how pulse, rhythm and pitch work together to create a song.</li> <li>• Know that every piece of music has a pulse/steady beat.</li> <li>• Know the difference between a musical question and an answer.</li> </ul>	<b>Knowledge</b> <p>Know and be able to talk about:</p> <ul style="list-style-type: none"> <li>• How pulse, rhythm and pitch work together</li> <li>• Pulse: Finding the pulse – the heartbeat of the music</li> <li>• Rhythm: the long and short patterns over the pulse</li> <li>• Know the difference between pulse and rhythm</li> <li>• Pitch: High and low sounds that create melodies</li> <li>• How to keep the internal pulse</li> <li>• Musical Leadership: creating musical ideas for the group to copy or respond to</li> </ul>	<b>Knowledge</b> <p>Know and be able to talk about:</p> <ul style="list-style-type: none"> <li>• How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song</li> <li>• How to keep the internal pulse</li> <li>• Musical Leadership: creating musical ideas for the group to copy or respond to</li> </ul>	<b>Knowledge</b> <p>Know and be able to talk about:</p> <ul style="list-style-type: none"> <li>• How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music</li> <li>• How to keep the internal pulse</li> <li>• Musical Leadership: creating musical ideas for the group to copy or respond to</li> </ul>
Singing	<ul style="list-style-type: none"> <li>• Remember &amp; sing familiar songs e.g. pop songs, rhymes</li> <li>• Sing the melodic shape (moving melody, such as up &amp; down, down &amp; up) of familiar songs</li> </ul>	<ul style="list-style-type: none"> <li>• Sing in a group or on their own, increasingly matching the pitch &amp; following the melody</li> </ul>	<b>Knowledge</b> <p>To confidently sing or rap five songs from memory and sing them in unison.</p>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>• To confidently know and sing five songs from memory.</li> <li>• To know that unison is everyone singing at the same time.</li> <li>• Songs include other ways of using the voice e.g. rapping (spoken word).</li> <li>• To know why we need to warm up our voices.</li> </ul>	<b>Knowledge</b> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>• Singing in a group can be called a choir</li> <li>• Leader or conductor: A person who the choir or group follow</li> <li>• Songs can make you feel different things e.g. happy, energetic or sad</li> <li>• Singing as part of an ensemble or large group is fun, but that you must listen to each other</li> <li>• To know why you must warm up your voice</li> </ul>	<b>Knowledge</b> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>• Singing in a group can be called a choir</li> <li>• Leader or conductor: A person who the choir or group follow</li> <li>• Songs can make you feel different things e.g. happy, energetic or sad</li> <li>• Singing as part of an ensemble or large group is fun, but that you must listen to each other</li> <li>• Texture: How a solo singer makes a thinner texture than a large group</li> <li>• To know why you must warm up your voice</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>• To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</li> <li>• To choose a song and be able to talk about: <ul style="list-style-type: none"> <li>○ Its main features</li> <li>○ Singing in unison, the solo, lead vocal, backing vocals or rapping</li> <li>○ To know what the song is about and the meaning of the lyrics</li> <li>○ To know and explain the importance of warming up your voice</li> </ul> </li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>• To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</li> <li>• To know about the style of the songs so you can represent the feeling and context to your audience</li> <li>• To choose a song and be able to talk about: <ul style="list-style-type: none"> <li>○ Its main features</li> <li>○ Singing in unison, the solo, lead vocal, backing vocals or rapping</li> <li>○ To know what the song is about and the meaning of the lyrics</li> <li>○ To know and explain the importance of warming up your voice</li> </ul> </li> </ul>

Playing	<ul style="list-style-type: none"> <li>• Play instruments with increasing control to express their feelings &amp; ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Make music in a range of ways e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>• Learn the names of the notes in their instrumental part from memory or when written down.</li> <li>• Learn the names of the instruments they are playing.</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>• Learn the names of the notes in their instrumental part from memory or when written down.</li> <li>• Know the names of untuned percussion instruments played in class.</li> </ul>	<b>Knowledge</b> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>• The instruments used in class (a glockenspiel, a recorder)</li> </ul>	<b>Knowledge</b> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>• The instruments used in class (a glockenspiel, recorder or xylophone).</li> <li>• Other instruments they might play or be played in a band or orchestra or by their friends.</li> </ul>	<b>Knowledge</b> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>• Different ways of writing music down – e.g. staff notation, symbols</li> <li>• The notes C, D, E, F, G, A, B + C on the treble stave</li> <li>• The instruments they might play or be played in a band or orchestra or by their friends</li> </ul>	<b>Knowledge</b> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>• Different ways of writing music down – e.g. staff notation, symbols</li> <li>• The notes C, D, E, F, G, A, B + C on the treble stave</li> <li>• The instruments they might play or be played in a band or orchestra or by their friends</li> </ul>
Improvisation	<ul style="list-style-type: none"> <li>• Notice what other children &amp; adults do, mirror what is observed, adding variations &amp; doing it spontaneously</li> <li>• Create own songs, or improvise a song around one they know</li> </ul>	<ul style="list-style-type: none"> <li>• Respond imaginatively to music e.g. <i>this music sounds like dinosaurs</i></li> <li>• Explore &amp; engage in music making &amp; dance, performing solo or in groups</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>• Improvisation is about making up your own tunes on the spot.</li> <li>• When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>• Everyone can improvise!</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>• Improvisation is making up your own tunes on the spot.</li> <li>• When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>• Everyone can improvise, and you can use one or two notes.</li> </ul>	<b>Knowledge</b> <p>To know and be able to talk about improvisation</p> <ul style="list-style-type: none"> <li>• Improvisation making up own tunes on the spot</li> <li>• When someone improvises, make up own tune that has never been heard before. Not written down and belongs to them</li> <li>• To know using one or two notes confidently is better than using five</li> <li>• To know if you improvise using the notes given, you cannot make a mistake.</li> </ul>	<b>Knowledge</b> <p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> <li>• Improvisation is making up your own tunes on the spot</li> <li>• When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>• To know that using one or two notes confidently is better than using five</li> <li>• To know that if you improvise using the notes you are given, you cannot make a mistake</li> <li>• To know that you can use some of the riffs you have heard in the Challenges in your improvisations</li> </ul>	<b>Knowledge</b> <p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> <li>• Improvisation is making up your own tunes on the spot</li> <li>• When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>• To know that using one or two notes confidently is better than using five</li> <li>• To know that if you improvise using the notes you are given, you cannot make a mistake</li> <li>• To know that you can use some of the riffs you have heard in the Challenges in your improvisations</li> <li>• To know three well-known improvising musicians</li> </ul>	<b>Knowledge</b> <p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> <li>• Improvisation is making up your own tunes on the spot</li> <li>• When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>• To know that using one, two or three notes confidently is better than using five</li> <li>• To know that if you improvise using the notes you are given, you cannot make a mistake</li> <li>• To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations</li> <li>• To know three well-known improvising musicians</li> </ul>

Composition	<ul style="list-style-type: none"> <li>• Develop an understanding of how to create &amp; use sounds intentionally</li> <li>• Create own songs, or improvise a song around one they know</li> </ul>	<ul style="list-style-type: none"> <li>• Choose particular movements, instruments/sounds for their own imaginative purposes</li> <li>• Explore &amp; engage in music making &amp; dance, performing solo or in groups</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>• Composing is like writing a story with music.</li> <li>• Everyone can compose.</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>• Composing is like writing a story with music.</li> <li>• Everyone can compose.</li> </ul>	<b>Knowledge</b> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Different ways of recording compositions (letter names, symbols, audio etc.)</li> </ul>	<b>Knowledge</b> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Different ways of recording compositions (letter names, symbols, audio etc.)</li> </ul>	<b>Knowledge</b> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>• A composition: music created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.</li> <li>• A composition has pulse, rhythm and pitch that work together and shaped by tempo, dynamics, texture and structure</li> <li>• Notation: recognise the connection between sound and symbol</li> </ul>	<b>Knowledge</b> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>• 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 to your friends.</li> <li>• A composition has pulse, rhythm and pitch that work together and shaped by tempo, dynamics, texture and structure</li> <li>• Notation: recognise the connection between sound and symbol</li> </ul>
Performance	<ul style="list-style-type: none"> <li>• Remember &amp; sing familiar songs e.g. pop songs, rhymes</li> <li>• Taps out simple repeated rhythms</li> <li>• Creates sounds to accompany stories</li> <li>• Sing the melodic shape (moving melody, such as up &amp; down, down &amp; up) of familiar songs</li> <li>• Play instruments with increasing control to express their feelings &amp; ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Make music in a range of ways e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to</li> <li>• Sing in a group or on their own, increasingly matching the pitch &amp; following the melody</li> </ul>	<b>Knowledge</b> <p>A performance is sharing music with other people, called an audience.</p>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>• A performance is sharing music with an audience.</li> <li>• A performance can be a special occasion and involve a class, a year group or a whole school.</li> <li>• An audience can include your parents and friends.</li> </ul>	<b>Knowledge</b> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>• Performing is sharing music with other people, an audience</li> <li>• A performance doesn't have to be a drama! It can be to one person or to each other</li> <li>• You need to know and have planned everything that will be performed</li> <li>• You must sing or rap the words clearly and play with confidence</li> <li>• A performance can be a special occasion and involve an audience including of people you don't know</li> <li>• It is planned and different for each occasion</li> <li>• It involves communicating feelings, thoughts and ideas about the song/music</li> </ul>	<b>Knowledge</b> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>• Performing is sharing music with other people, an audience</li> <li>• A performance doesn't have to be a drama! It can be to one person or to each other</li> <li>• You need to know and have planned everything that will be performed</li> <li>• You must sing or rap the words clearly and play with confidence</li> <li>• A performance can be a special occasion and involve an audience including of people you don't know</li> <li>• It is planned and different for each occasion</li> <li>• It involves communicating feelings, thoughts and ideas about the song/music</li> </ul>	<b>Knowledge</b> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>• Performing is sharing music with other people, an audience</li> <li>• A performance doesn't have to be a drama! It can be to one person or to each other</li> <li>• Everything that will be performed must be planned and learned</li> <li>• You must sing or rap the words clearly and play with confidence</li> <li>• A performance can be a special occasion and involve an audience including of people you don't know</li> <li>• It is planned and different for each occasion</li> <li>• A performance involves communicating ideas, thoughts and feelings about the song/music</li> </ul>	<b>Knowledge</b> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>• Performing is sharing music with an audience with belief</li> <li>• A performance doesn't have to be a drama! It can be to one person or to each other</li> <li>• Everything that will be performed must be planned and learned</li> <li>• You must sing or rap the words clearly and play with confidence</li> <li>• A performance can be a special occasion and involve an audience including of people you don't know</li> <li>• It is planned and different for each occasion</li> <li>• A performance involves communicating ideas, thoughts and feelings about the song/music</li> </ul>