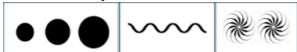



Wicklewood Music Skills Progression Map

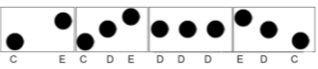

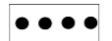
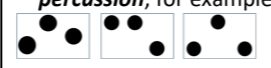
2023 - 2024

SINGING						
EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<ul style="list-style-type: none"> Join in with simple songs, chants and rhymes beginning with simple songs with a very small range, mi-so. Sing a wide range of call and response songs, beginning to control vocal pitch and to match the pitch they hear with accuracy. 	<ul style="list-style-type: none"> Sing simple songs, chants and rhymes 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 and then slightly wider. Include pentatonic songs. Sing a wide range of call and response songs, to control vocal pitch and to match the pitch they hear with accuracy. Perform a range of songs in class groups. 	<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, 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) Perform a range of songs in class. 	<ul style="list-style-type: none"> Sing a widening range of unison songs of varying styles and structures with a pitch range of do-so, tunefully and with expression. Perform forte and piano, loud and soft. Perform actions confidently and in time to a range of action songs. Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. Perform a range of songs in school assemblies. 	<ul style="list-style-type: none"> Continue to sing a broad range of unison songs with the range of an octave (do-do), pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo). Sing rounds and partner songs in different time signatures (2, 3 and 4 time) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony. Perform a range of songs in school assemblies. 	<ul style="list-style-type: none"> Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and appropriate style. Sing three-part rounds, partner songs, and songs with a verse and a chorus. Perform a range of songs in school assemblies and in school performance opportunities. 	<ul style="list-style-type: none"> 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 – i.e. no longer in discrete parts – in order to develop greater listening skills, balance between parts and vocal independence. Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.
LISTENING						
<i>Suggested pieces from Model Music Curriculum</i>						
EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<ul style="list-style-type: none"> Children should be exposed to a variety of musical styles from all over the world and from many time periods. 	<p>Western Classical Tradition and Film</p> <ul style="list-style-type: none"> Rondo Alla Turca – Mozart Mars from <i>The Planets</i> – Holst <p>Popular Music</p> <ul style="list-style-type: none"> Wild Man – Kate Bush Runaway Blues – Ma Rainey <p>Musical Traditions</p> <ul style="list-style-type: none"> Fanfarra – Sérgio Mendes/Carlinhos Brown (Samba) 	<p>Western Classical Tradition and Film</p> <ul style="list-style-type: none"> Night Ferry – Anna Clyne Bolero - Ravel <p>Popular Music</p> <ul style="list-style-type: none"> Hound Dog – Elvis Presley With A Little Help from My Friends – The Beatles <p>Musical Traditions</p> <ul style="list-style-type: none"> Baris – Gong Keybar of Peliatan (Gamelan) 	<p>Western Classical Tradition and Film</p> <ul style="list-style-type: none"> Night Ferry – Anna Clyne Bolero - Ravel <p>Popular Music</p> <ul style="list-style-type: none"> Hound Dog – Elvis Presley With A Little Help from My Friends – The Beatles <p>Musical Traditions</p> <ul style="list-style-type: none"> Baris – Gong Keybar of Peliatan (Gamelan) 	<p>Western Classical Tradition and Film</p> <ul style="list-style-type: none"> Symphony No. 5 – Beethoven O Euchari – Hildegard For the Beauty of the Earth - Rutter <p>Popular Music</p> <ul style="list-style-type: none"> Take the 'A' Train – Billy Strayhorn/Duke Ellington Orchestra Wonderwall - Oasis <p>Musical Traditions</p> <ul style="list-style-type: none"> Bhabiye Akh Larr Gayee – Bhujhangy Group (Bhangra) Tropical Bird – Trinidad Steel Band (Calypso) 	<p>Western Classical Tradition and Film</p> <ul style="list-style-type: none"> English Folk Suite – Vaughan Williams Symphonic Variations on an African Air – Coleridge-Taylor This Little Babe from <i>Ceremony of Carols</i> – Britten <p>Popular Music</p> <ul style="list-style-type: none"> Play Dead – Björk Smalltown Boy – Bronski Beat <p>Musical Traditions</p> <ul style="list-style-type: none"> Jin-Go-La-Ba (Drums of Passion) – Babatunde Olatunji (Drumming) Inkanyezi Nezazi – Ladysmith Black Mambazo (Choral) 	<p>Western Classical Tradition and Film</p> <ul style="list-style-type: none"> 1812 Overture – Tchaikovsky Connect It – Anna Meredith <p>Popular Music</p> <ul style="list-style-type: none"> Say My Name – Destiny's Child Smalltown Boy – Bronski Beat <p>Musical Traditions</p> <ul style="list-style-type: none"> Sprinting Gazelle – Reem Kelani (Folk) Sea Shanties – Various (Folk) Mazurkas Op. 24 – Chopin (Folk) Libertango – Piazzolla (Tango)

COMPOSING/IMPROVISING

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<ul style="list-style-type: none"> • Explore ways of making and changing sounds with voices and instruments. • Create musical sound effects in response to their own ideas and to a stimuli, e.g. a rainstorm or a train journey. • Explore ways to represent sounds with mark making and symbols. • Improvise simple vocal chants, or body percussion patterns using question and answer phrases. 	<ul style="list-style-type: none"> • 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, for example: 	<ul style="list-style-type: none"> • 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. 	<p><u>Improvising</u></p> <ul style="list-style-type: none"> • Become more skilled in improvising (using voices, tuned and untuned percussion and instruments played in whole-class/group/individual/instrumental teaching), inventing short 'on-the-spot' responses using a limited note-range. • Structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end. Pupils should compose in response to different stimuli, e.g. stories, verse, images (paintings and photographs) and musical sources. <p><u>Composing</u></p> <ul style="list-style-type: none"> • Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi). • Compose song accompaniments on untuned percussion using known rhythms and note values. 	<p><u>Improvising</u></p> <ul style="list-style-type: none"> • Improvise on a limited range of pitches on the instrument they are now learning, making use of musical features including smooth (legato) and detached (staccato). • Begin to make compositional decisions about the overall structure of improvisations. Continue this process in the composition tasks below. <p><u>Composing</u></p> <ul style="list-style-type: none"> • Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt. Sing and play these phrases as self-standing compositions. • Arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars.  <ul style="list-style-type: none"> • Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip. • Introduce major and minor chords. • Include instruments played in whole-class/group/individual teaching to expand the scope and range of the sound palette available for composition work. • Capture and record creative ideas using any of: <ul style="list-style-type: none"> -graphic symbols -rhythm notation and time signatures -staff notation -technology. 	<p><u>Improvising</u></p> <ul style="list-style-type: none"> • Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments. • Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano). Continue this process in the composition tasks below. <p><u>Composing</u></p> <ul style="list-style-type: none"> • Compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment. • Working in pairs, compose a short ternary piece. • Use chords to compose music to evoke a specific atmosphere, mood or environment. Equally, pupils might create music to accompany a silent film or to set a scene in a play or book. • Capture and record creative ideas using any of: <ul style="list-style-type: none"> -graphic symbols -rhythm notation and time signatures -staff notation -technology. 	<p><u>Improvising</u></p> <ul style="list-style-type: none"> • Extend improvisation skills through working in small groups to: <ul style="list-style-type: none"> -Create music with multiple sections that include repetition and contrast. -Use chord changes as part of an improvised sequence. -Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape <p><u>Composing</u></p> <ul style="list-style-type: none"> • Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic major variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody. • Compose melodies made from pairs of phrases in either G or E minor or a key suitable for the instrument chosen. • Either of these melodies can be enhanced with rhythmic or chordal accompaniment. • Compose a ternary piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved.

PERFORMING

		PERFORMING						
	R	Y1	Y2		Y3	Y4	Y5	Y6
Pulse / Beat	<p>* Respond to the pulse in recorded/live music through movement and dance. Physically respond to changes in the music, eg jump in response to loud/sudden changes in the music</p> <p>* Walk, move or clap a steady beat with others to familiar music.</p> <p>* tap a steady beat on instruments with others</p> <p>* Understand fast and slow</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. 	<p>* Understand that the speed of the beat can change, creating a faster or slower pace (tempo).</p> <p>* Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo.</p> <p>* Walk in time to the beat of a piece of music or song. Know the difference between left and right to support coordination and shared movement with others.</p> <p>* Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats.</p> <p>* Identify the beat groupings in familiar music that they sing regularly and listen to, e.g.</p> <ul style="list-style-type: none"> - in 2 <i>Maple Leaf Rag</i> by Joplin - in 3 <i>The Elephant</i> from <i>Carnival of the Animals</i> by Saint-Saëns 	Instrumental performance	<p>* Develop facility in playing tuned percussion or a melodic instrument such as violin or recorder. Play and perform melodies following staff notation using a small range (e.g. Middle C–E/do–mi) as a whole class or in small groups (e.g. trios and quartets).</p> <p>* Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-mi :</p>  <p>* Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow. Extend to question-and-answer phrases.</p>	<p>* Develop facility in the basic skills of a selected musical instrument over a sustained learning period. This can be achieved through working closely with your local Music Education Hub who can provide whole-class instrumental teaching programmes.</p> <p>* Play and perform melodies following staff notation using a small range (e.g. Middle C–G/do–so) as a whole-class or in small groups.</p> <p>* Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching. Identify static and moving parts</p> <p>* Copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A).</p>	<p>* Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one staff and using notes within the Middle C–C'/do–do range. This should initially be done as a whole class with greater independence gained each lesson through smaller group performance.</p> <p>* Understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments to familiar songs.</p> <p>* Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra.</p> <p>* Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies.</p>	<p>* Play a melody following staff notation written on one staff and using notes within an octave range (do–do); make decisions about dynamic range, including very loud (ff), very quiet (pp), moderately loud (mf) and moderately quiet (mp).</p> <p>* Accompany this same melody, and others, using block chords or a bass line. This could be done using keyboards, tuned percussion or tablets, or demonstrated at the board using an online keyboard.</p> <p>* Engage with others through ensemble playing (e.g. school orchestra, band, mixed ensemble) with pupils taking on melody or accompaniment roles. The accompaniment, if instrumental, could be chords or a single-note bass line.</p>
	Rhythm	<p>* Beginning to make up their own rhythms through clapping or on instruments.</p> <p>* Perform short copycat rhythm patterns, led by the teacher, to accompany words, eg tapping the syllables of names/ objects/ animals/ lyrics of a song.</p> <p>* Explore long and short sounds</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>* Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion.</p> <p>* Create rhythms using word phrases as a starting point (e.g. Hel-lo Si-mon or Can you come and play?).</p> <p>* Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests.</p> <p>* Create and perform their own chanted rhythm patterns with the same stick notation.</p>	Reading Notation	<p>* Introduce the staff, lines and spaces, and clef. Use dot notation to show higher or lower pitch.</p> <p>* Introduce and understand the differences between crotchets and paired quavers.</p> <p>* Apply word chants to rhythms, understanding how to link each syllable to one musical note.</p>	<p>* Introduce and understand the differences between minims, crotchets, paired quavers and rests.</p> <p>* Read and perform notation within a defined pitch range (e.g. C–G/do–so).</p> <p>* Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.</p>
Pitch	<p>* explore high voices and sounds</p> <p>* follow hand signals for making voices go higher and low when sirening.</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"> -ascending xylophone notes to suggest Jack climbing the beanstalk, - quiet sounds created on a rainstick/shakers to depict a shower, -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>* Play a range of singing games based on the cuckoo interval (so-mi), e.g. <i>Little Sally Saucer</i>) matching voices accurately, supported by a leader playing the melody. The melody could be played on a piano, acoustic instrument or backing track.</p> <p>* Sing short phrases independently within a singing game or short song.</p> <p>* Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g. stand up/sit down, hands high/hands low).</p> <ul style="list-style-type: none"> Recognise dot notation and match it to 3-note tunes played on tuned percussion, for example: 					

Indicative Musical Features:

The first table below sets out indicative musical features (elements) that give language to concepts that pupils have understanding of in sound. Pupils will have experienced them unconsciously in many contexts before, building on their work at Key Stage 1, and their holistic musical experiences across Key Stage 2 will naturally be far wider than this. The second table sets out their progression in knowledge of the constituent parts of musical notation.

	Year 3	Year 4	Years 5 & 6
Rhythm, Metre and Tempo	Downbeats, fast (<i>allegro</i>), slow (<i>adagio</i>), pulse, beat	Getting faster (<i>accelerando</i>), Getting slower (<i>rallentando</i>), Bar, metre	Simple time, compound time, syncopation
Pitch and Melody	High, low, rising, falling; pitch range do–so	Pentatonic scale, major and minor tonality, pitch range do–do	Full diatonic scale in different keys
Structure and Form	Call and response; question phrase, answer phrase, echo, ostinato	Rounds and partner songs, repetition, contrast	Ternary form, verse and chorus form, music with multiple sections
Harmony	Drone	Static, moving	Triads, chord progressions
Texture	Unison, layered, solo	Duet, melody and accompaniment	Music in 3 parts, music in 4 parts
Dynamics and Articulation	Loud (<i>forte</i>), quiet (<i>piano</i>)	Getting louder (<i>crescendo</i>), getting softer (<i>decrescendo</i>); <i>legato</i> (smooth), <i>staccato</i> (detached)	Wider range of dynamics including <i>fortissimo</i> (very loud), <i>pianissimo</i> (very quiet), <i>mezzo forte</i> (moderately loud) and <i>mezzo piano</i> (moderately quiet)
Instruments and Playing Techniques	Instruments used in Foundation Listening	Instruments used in Foundation Listening including playing techniques	Instruments used in Foundation Listening including playing techniques and effects, for example pizzicato (e.g. mysterious) and tremolo (e.g. dark and expectant)

	Year 3	Year 4	Years 5 & 6
Crotchets	✓	✓	✓
Paired quavers	✓	✓	✓
Minims	✓	✓	✓
Semibreves			✓
Semiquavers			✓
Rests		✓	✓
Time signatures 2/4, 3/4 and 4/4			✓
Fast (<i>allegro</i>), slow (<i>adagio</i>)	✓	✓	✓
Getting faster (<i>accelerando</i>), getting slower (<i>rallentando</i>)		✓	✓
Stave, lines and spaces, clef*, reading dot notation	✓ do–me	✓ do–so	✓ do–do'
Range of a 3rd		Range of a 5th	Range of an octave
Loud (<i>forte</i>)	✓	✓	✓
Quiet (<i>piano</i>)	✓	✓	✓
Getting louder (<i>crescendo</i>), Getting softer (<i>decrescendo</i>)		✓	✓