

Mayflower Skills Progression Map

Subject: Music

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Nursery	<i>Content:</i> Let's be friends <i>Skills:</i> Create music based on a theme. Listen and respond to others in group music making	<i>Content:</i> Travel and movement <i>Skills:</i> Experiment with ways of playing instruments eg. volume. Work cooperatively and take turns using musical instruments.	<i>Content:</i> This is me <i>Skills:</i> play an instrument in time to the beat of the music. work cooperatively and take turns using musical instruments.	<i>Content:</i> Animal tea party <i>Skills:</i> play instruments with control to play loudly/quietly, (dynamics), fast/slow (tempo)	<i>Content:</i> I've got feelings <i>Skills:</i> Lead, or be led by other children, in their music making. Think abstractly about music and express this physically or verbally. Distinguish and describes changes in music, comparing and contrasting different sections of a piece, or pieces. Create visual representation of sounds	<i>Content:</i> Let's jam! <i>Skills:</i> Create rhythms using instruments and body percussion. Play instruments as an ensemble, listening to each other and communicating musically
	Reception	<i>Content:</i> I've got a grumpy face <i>Skills:</i> Explore making sound with voices and percussion instruments. Sing with a sense of pitch, following the shape of the melody with voices. Mark the beat of a song with actions. <i>Vocabulary:</i> Timbre, beat, pitch contour.	<i>Content:</i> The sorcerer's apprentice <i>Skills:</i> Identify and describe contrasts in tempo and dynamics. Begin to use musical terms. Respond to music in a range of ways e.g. movement, talking, writing. <i>Vocabulary:</i> rising/falling, louder/quieter, faster/slower, higher/lower, classical music.	<i>Content:</i> Bird spotting: Cuckoo polka <i>Skills:</i> Explore the range and capabilities of voices through vocal play. Develop a sense of beat by performing actions to music. Enjoy moving freely and expressively to music. <i>Vocabulary:</i> Call-and-response, pitch (la-so-mi-do), timbre.	<i>Content:</i> Shake my sillies out <i>Skills:</i> Create a sound story using instruments to represent different animal sounds/ movements. Sing an action song with changes in speed. Play along with percussion instruments. Perform the story as a class. Listen to music and show the beat with actions. <i>Vocabulary:</i> Timbre, structure, active listening, tune moving in step (stepping notes), soundscape.	<i>Content:</i> Down there under the sea <i>Skills:</i> Develop a song by composing new words, adding movements and props. Sing using a call-and-response structure. Play sound effects on percussion instruments. Listen to a range of music and respond with movement. <i>Vocabulary:</i> Active listening, beat, pitch (so-mi), vocal play.	<i>Content:</i> It's oh so quiet <i>Skills:</i> Improvise music with different instruments, following a conductor. Play different instruments with control. Explore dynamics with voices and instruments. Develop listening skills, identifying dynamics (forte, piano, crescendo, and diminuendo) across a range of different musical styles. <i>Vocabulary:</i> Music in 3-time, beat, composing and playing, forte, piano, crescendo, diminuendo
KSI	Year 1		<i>Content:</i> Menu Song <i>Skills:</i> Sing songs from memory, remembering the order of the verses. Play classroom instruments on the beat. Show the shape of the pitch moving with actions, and sing using mi-re-do. Listen and move in time to a song. Participate in creating a group performance. <i>Vocabulary:</i> beat, rhythm, rest, mi-re-do (notes E-D-C), untuned/tuned instrument, unpitched/pitched, ostinato (repeating pattern), echo, call-and-response, steady beat.		<i>Content:</i> Football <i>Skills:</i> Compose word patterns and melodies using mi-re-do (E-D-C). Chant together rhythmically, marking rests accurately. Play a simple ostinato on untuned percussion. Recognise the difference between a pattern with notes (pitched) and without (unpitched). <i>Vocabulary:</i> Beat, ostinato, pitched/unpitched patterns, mi-re-do (notes E-D-C).		<i>Content:</i> Come dance with me <i>Skills:</i> Create musical phrases from invented rhythms. Sing either part of a call-and-response song. Play tuned percussion using the correct beater hold. Use echo singing to learn new songs. Copy rhythms and musical phrases with voices and instruments. <i>Vocabulary:</i> Call-and-response, echo singing and playing, playing percussion, crotchet, quavers, crotchet rest, developing beat skills.

KS2	Year 2		<i>Content:</i> Tony Chestnut <i>Skills:</i> Improvise rhythms along to a backing track using tuned percussion. Compose call-and-response music. Play a melody on a tuned percussion instrument. Sing with good diction. Recognise and play echoing phrases by ear. <i>Vocabulary:</i> interval, melody, diction, improvise		<i>Content:</i> Grandma Rap <i>Skills:</i> Understand durations by using actions (crotchet, quavers). Chant and play rhythms using different durations (crotchets, quavers, crotchet rests) from stick notation. Compose 4-beat patterns using a looping app. <i>Vocabulary:</i> duration actions: walk (crotchet), jogging (quavers), shh (crotchet rest), pitch shape, 4 beat rhythm		<i>Content:</i> Tanczymy labada <i>Skills:</i> Listen and match the beat of others and recorded music, adapting speed accordingly. Demonstrate an internalised sense of pulse. Play accompaniments on tuned percussion and invent 4-beat body percussion patterns. <i>Vocabulary:</i> 4 beats per bar, notes: F,C,G,A, accompaniment, chime bar, glockenspiel, xylophone, claves, woodblocks, drums
	Year 3		<i>Content:</i> I've been to Harlem <i>Skills:</i> Compose a pentatonic ostinato. Play melodic and rhythmic accompaniments to songs. Listen and identify where notes in the melody of the song go down and up. <i>Vocabulary:</i> pentatonic scale, note clusters, chords, phrase, unison, round, compose, ensemble		<i>Content:</i> Latin Dance (Classroom percussion) <i>Skills:</i> Sing syncopated rhythms and recognise verse/chorus structures. Compose drone accompaniments to songs. Play note parts that contribute to a chord. Compose 4-beat rhythm patterns. <i>Vocabulary:</i> syncopation, rhythm pattern, song (introduction, verse, chorus, instrumental), piano, drums, bass, guitar, trumpet		<i>Content:</i> Fly with the stars (Classroom percussion) <i>Skills:</i> Play chords on tuned percussion as part of a whole-class performance. Sing solo or in a pair in a call-and-response style. Respond to and recognise crotchets, quavers and make up rhythms using these durations to create accompaniment ideas for songs. <i>Vocabulary:</i> Pulse, 4/4, bar (4 beats), chords (A minor/Am, C major/C), drone, chord pattern
	Year 4		<i>Content:</i> This little light of mine <i>Skills:</i> Improvise with the voice on the notes of the pentatonic scale D-E-G-A-B. Sing with expression and dynamics. Understand and play bass notes for a piece of music. <i>Vocabulary:</i> off-beat, articulation, legato (smooth), staccato (spiky, detached), solo		<i>Content:</i> The doot doot song (Classroom percussion) <i>Skills:</i> 'Doodle' (Improvise) with voices over the chords of a piece of music. Sing swung rhythms lightly and accurately. Learn a part on tuned percussion and play as part of a whole-class performance. Play a rhythmic accompaniment while singing. Listen and identify similarities and differences between styles of music. <i>Vocabulary:</i> Chords (A minor, C and F major), acoustic/electric, song structure, relaxed swing feel, 2-bar phrases.		<i>Content:</i> Favourite song (Classroom percussion) <i>Skills:</i> Sing with expression and a sense of the style of the music. Understand triad chords and play C, F, G major, and A minor. Play an instrumental part rhythmically and from memory as part of a whole-class performance. Identify similarities and differences between pieces of music in contrasting styles. <i>Vocabulary:</i> Triads, chords: C, F, G major, A minor, chord structure, style.

	Year 5		<i>Content:</i> What Shall We Do With A Drunken Sailor <i>Skills:</i> Compose body percussion patterns to accompany a song and write these out using rhythm grids. Sing expressively with accurate pitch and a strong beat. Sing in unison while playing an instrumental beat (untuned). Play bass notes, chords, or rhythms to accompany singing. Talk about the purpose and describe some of the features of different styles of music using music vocabulary. <i>Vocabulary:</i> 4/4 time signature, durations (crotchet, quavers, semiquavers) bass note, major, minor, rhythm grid		<i>Content:</i> Madina tun nabi <i>Skills:</i> Improvise freely over a drone. Sing a song in two parts with expression. Sing a round and accompany with a beat. Play a drone and chords to accompany singing. Listen and copy back simple rhythmic and melodic patterns. <i>Vocabulary:</i> octave, acapella, chords (G and D), vocal decoration, microtone		<i>Content:</i> Kisne Banaaya <i>Skills:</i> Sing in a four-part round accompanied with a pitched ostinato. Compose a simple accompaniment using tuned instruments. Create and perform a class arrangement. <i>Vocabulary:</i> 2 part/4 part round, harmony
	Year 6		<i>Content:</i> Hey, Mr Miller <i>Skills:</i> Compose a syncopated melody using the notes of the C major scale. Sing a syncopated melody accurately and in tune. Sing and play a class arrangement with a sense of ensemble. Listen to a range of styles of music and describe features using musical vocabulary. <i>Vocabulary:</i> count in, swing rhythm, syncopation, scale, ensemble, arpeggio, chromatic, C major scale		<i>Content:</i> Dona nobis pacem <i>Skills:</i> Compose an 8-bar piece on percussion, in 3-time and using chords F and C major. Sing a round accurately. Sing a chorus in two-part harmony. Identify changes in texture between parts moving together (homophonic texture) and parts moving independently (polyphonic texture). <i>Vocabulary:</i> Texture (homophonic/polyphonic texture), 3/4 time, durations (rest, minim, dotted minim, dotted crotchet)		<i>Content:</i> Ame sau vala tara bal <i>Skills:</i> Compose a rhythmic piece for percussion instruments. Sing in three-part harmony. Develop knowledge and understanding of a variety of musical styles talking about them using music vocabulary. <i>Vocabulary:</i> 3 part harmony, solo/unison voices