



Crazies Hill C.E. Primary School
Whole School Music Curriculum Progression Map

| | EYFS ELGs | KS1 | Lower Key Stage 2 | Upper Key Stage 2 |
|---|------------------|---|---|---|
| Use of voice expressively and creatively | | <p>Understand where to go for help and support Explore the use of the voice in different ways such as speaking, singing and chanting.</p> <p>Discover how the voice can produce rhythm and pulse, high and low (pitch) to create different effects.</p> <p>Find out how to sing with expression, confidence and creativity to an audience.</p> <p>Sing with a sense of the shape of a melody.</p> <p>To represent sounds with symbols.</p> <p>To improvise in making sounds with the voice.</p> <p>Perform songs using creativity and expression and create dramatic effect.</p> | <p>Sing in tune with awareness of others.</p> <p>Perform simple melodic and rhythmic parts with awareness of others.</p> <p>Improvise repeated patterns growing in sophistication.</p> <p>Sing songs from memory with accurate pitch.</p> <p>Maintain a simple part within a group.</p> <p>Understand the importance of pronouncing the words in a song well.</p> <p>Show control in voice.</p> <p>Play notes on instruments with care so they sound clear.</p> <p>Perform with control and awareness of what others in the group are singing or playing.</p> | <p>Perform songs in a way that reflects their meaning and the occasion.</p> <p>Sustain a drone or melodic ostinato to accompany singing.</p> <p>Play accompaniment on an instrument (e.g. glockenspiel, bass drum or cymbal).</p> <p>Perform significant parts from memory and from notations with awareness of own contribution.</p> <p>Refine and improve own work.</p> <p>Sing or play from memory with confidence, expressively and in tune.</p> <p>Perform alone and in a group, displaying a variety of techniques.</p> <p>Take turns to lead a group.</p> <p>Sing a harmony part confidently and accurately.</p> |



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| Play tuned and untuned instruments | <p>Perform simple patterns and accompaniments keeping to a steady pulse.</p> <p>Recognise and explore how sounds can be organised.</p> <p>Respond to starting points that have been given.</p> <p>Understand how to control playing a musical instrument so that they sound, as they should.</p> <p>Choose carefully and order sounds in a beginning, middle and end.</p> <p>Use sounds to achieve an effect (including use of ICT). Create short musical patterns.</p> <p>Investigate long and short sounds.</p> <p>Explore changes in pitch to communicate an idea</p> | <p>Learn to read music.</p> <p>Use Staff and musical notation when composing work.</p> <p>Know how many beats in a minim, crotchet and semibreve and I recognise their symbols.</p> <p>Know the symbol for a rest in music, and use silence for effect in my music</p> | <p>Use of a variety of notation when performing and composing.</p> <p>Compose music for different occasions appropriate musical devises.</p> <p>Quickly read notes and know how many beats they represent.</p> <p>Use a range of words to help describe music. (e.g. pitch, duration, dynamics, tempo, timbre, texture, and silence.</p> <p>Describe music using musical words and use this to identify strengths and weaknesses in music.</p> |
| Listen with concentration and understanding | <p>Notice how music can be used to create different moods and effects and to communicate ideas.</p> <p>Listen and understand how to improve own composition.</p> <p>Sort composers in to different genres and instruments in to different types.</p> | <p>Notice, analyse and explore the way sounds can be combined and used expressively.</p> <p>Comment on musicians' use of technique to create effect.</p> | <p>Notice, comment on and compare the use of musical devices.</p> <p>Notice, comment on and compare the relationship between sounds.</p> <p>Notice, comment on, compare and explore how music reflects different intentions.</p> |



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| Appreciate and understand a wide range of live and recorded music | | | <p>Begin to recognise and identify instruments and numbers of instruments and voices being played.</p> <p>Compare music and express growing tastes in music.</p> <p>Explain how musical elements can be used together to compose music.</p> | <p>Analyse and compare musical features choosing appropriate musical vocabulary.</p> <p>Explain and evaluate how musical elements, features and styles can be used together to compose music.</p> |
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Whole School Music Curriculum Progression Map

Musical Progression – KS1



| Units of Work | | | Differentiated Instrumental Progression | | | | | | | Progression for Improvisation | | | Progression for Composition | | | |
|---------------|----------|--|---|-----------------------------|-----------------------------|-----------------------------|----------------------------------|----------------------------------|---|--|-----------------------------|----------------|-----------------------------|-----------------------------|----------------|--|
| Year | Term | Unit Title | Key | Easy note range (concert) | Medium note range (concert) | Melody note range (concert) | Easy note values | Medium note values | Melody note values | Easy | Medium | More difficult | Easy | Medium | More difficult | |
| 1 | Autumn 1 | Hey You! | C | C | C,G | C,G | Crotchets | Crotchets | Semi-quavers, Quavers and Crotchets | C,D | C,D,E | C,D,E,F,G | C,D | C,D,E | C,D,E,F,G | |
| 1 | Autumn 2 | Rhythm In The Way We Walk and Banana Rap | C | Singing and performing only | | | | | | | Singing and performing only | | | Singing and performing only | | |
| 1 | Spring 1 | In The Groove | C | C,D | C,D | C,G,A,C | Crotchets | Crotchets | Quavers and Crotchets | C,D | C,D,E | C,D,E,F,G | C,D | C,D,E | C,D,E,F,G | |
| 1 | Spring 2 | Round And Round | D Minor | C,D,F | D,E,F,G,A | D,E,F,G,A,B | Semibreves | Crotchets and Minims | Crotchets, Minims and Quavers | D,E | D,E,F | D,E,F,G,A | Not applicable | | | |
| 1 | Summer 1 | Your Imagination | C | G | C E G | E G A | Semibreves | Crotchets, Minims and Semibreves | Crotchets, Quavers, Minims and Semibreves | C,D using instruments and/or clap and sing | | | C,D | C,D,E | C,D,E,G,A | |
| 1 | Summer 2 | Reflect, Rewind And Replay | Consolidation and Revision | | | | | | | Consolidation and Revision | | | Consolidation and Revision | | | |
| 2 | Autumn 1 | Hands, Feet, Heart | C | G,A,C | G,A,B,C | F,G,A,B,C | Crotchets | Minims | Quavers and Crotchets | C,D | C,D,E | C,D,E,F,G | C,D | C,D,E | C,D,E,F,G | |
| 2 | Autumn 2 | Ho Ho Ho | G | C,E,G | B,A,G | N/a | Crotchets and rests | Crotchets and rests | Not applicable | Not applicable | | | Not applicable | | | |
| 2 | Spring 1 | I Wanna Play In A Band | F | C,D | C,F,G | C,D,F | Minims | Minims | Quavers and Crotchets | F,G | F,G,A | F,G,A,C,D | F,G | F,G,A | F,G,A,C,D | |
| 2 | Spring 2 | Zootime | C | C,D | C,D | C,D | Crotchets | Crotchets | Quavers and Crotchets | C,D | C,D,E | C,D,E,F,G | C,D | C,D,E | C,D,E,F,G | |
| 2 | Summer 1 | Friendship Song | C | G,E | E,G,A,B | C,D,E,F,G,A,B | Crotchet, Dotted Minim and Rests | Crotchets and Rests | Crotchets, Quavers, Minims | C | C,D | C,D | C,D | C,D,E | C,D,E,G,A | |
| 2 | Summer 2 | Reflect, Rewind And Replay | Consolidation and Revision | | | | | | | Consolidation and Revision | | | Consolidation and Revision | | | |



Crazies Hill C.E. Primary School

Whole School Music Curriculum Progression Map

Musical Progression – KS2



| Units of Work | | | Differentiated Instrumental Progression | | | | | | | Progression for Improvisation | | | Progression for Composition | | |
|---------------|----------|----------------------------|---|---------------------------|-----------------------------|-----------------------------|-----------------------------------|------------------------------------|--|--|---------------|----------------|--|---------|----------------|
| Year | Term | Unit Title | Key | Easy note range (concert) | Medium note range (concert) | Melody note range (concert) | Easy note values | Medium note values | Melody note values | Easy | Medium | More difficult | Easy | Medium | More difficult |
| 3 | Autumn 1 | Let Your Spirit Fly | C | C,F,C | E,F,G,A,B,C | N/a | Semibreves and rests | Minims and rests | Not applicable | Not applicable | | | Not applicable | | |
| 3 | Autumn 2 | Glockenspiel 1 | Multiple songs | C,D,E,F | C,D,E,F | C,D,E,F | Crotchets and Minims and rests | N/a | N/a | C, D | C, D | N/a | C,D,E,F | C,D,E,F | N/a |
| 3 | Spring 1 | Three Little Birds | G | G | B,C | G,A,B,C,D,E,F | Crotchets and rests | Crotchets and rests | Quavers, Crotchets, Minims and rests | G,A | G,A,B | G,A,B,D,E | G,A | G,A,B | G,A,B,D,E |
| 3 | Spring 2 | The Dragon Song | G | G | G,A,B | B,C,D,E,F,G | Crotchets and Minims | Crotchets and Minims | N/a | C | C,D | C,D,E | G,A | G,A,B | D,E,G,A,B |
| 3 | Summer 1 | Bringing Us Together | C | C | G,A,C | G,A,C | Minims and Minim rests | Minims, Crotchet rests and Quavers | Crotchets and rests, Quavers, Dotted Quavers | C | C sometimes A | C and A | C,A | C,A,G | C,D,E,G,A |
| 3 | Summer 2 | Reflect, Rewind And Replay | Consolidation and Revision | | | | | | | Consolidation and Revision | | | Consolidation and Revision | | |
| 4 | Autumn 1 | Mamma Mia | G | G | G,A | G,A,B,C | Crotchets | Crotchets | Quavers, Crotchets | G,A | G,A,B | G,A,B,D,E | G,A | G,A,B | G,A,B,D,E |
| 4 | Autumn 2 | Glockenspiel 2 | Multiple songs | C,D,E,F,G | C,D,E,F,G | C,D,E,F,G | Semibreves and rests | Crotchets, Minims and rests | Quavers, Crotchets, Minims, Semibreves and rests | N/a | N/a | N/a | C,D,E | C,D,E | C,D,E |
| 4 | Spring 1 | Stop! | Singing, rapping and lyric composition | | | | | | | Singing, rapping and lyric composition | | | Singing, rapping and lyric composition | | |
| 4 | Spring 2 | Lean On Me | C | C,F | E,F,G | G,A,B,C,D | Crotchets | Minims | Quavers, Crotchets, Dotted Crotchets and Minims | C,D | C,D,E | C,D,E,F,G | C,D | C,D,E | C,D,E,F,G |
| 4 | Summer 1 | Blackbird | C | D,C | C,D,E | C,D,E,F,G | Dotted Minims, Minims, Semibreves | Crotchets, Semibreves, Minims | N/A | C | C,D | C,D,E | C,D | C,D,E | C,D,E,G,A |
| 4 | Summer 2 | Reflect, Rewind And Replay | Consolidation and Revision | | | | | | | Consolidation and Revision | | | Consolidation and Revision | | |



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| Units of Work | | | Differentiated Instrumental Progression | | | | | | | Progression for Improvisation | | | Progression for Composition | | |
|---------------|----------|-----------------------------------|---|---------------------------|-----------------------------|-----------------------------|-----------------------|--|---|-------------------------------|-----------|-----------------|-----------------------------|------------------|----------------------|
| Year | Term | Unit Title | Key | Easy note range (concert) | Medium note range (concert) | Melody note range (concert) | Easy note values | Medium note values | Melody note values | Easy | Medium | More difficult | Easy | Medium | More difficult |
| 5 | Autumn 1 | Livin' On A Prayer | G | G,A,B | D,E,F#,G | D,E,F#,G,A,B,C | Minims | Crotchets and Minims | Quavers, Crotchets, Dotted Crotchets and Quavers | G,A | G,A,B | G,A,B,D,E | D,E or G,A | G,A,B or D,E, F# | G,A,B or D,E, F#,G,A |
| 5 | Autumn 2 | Classroom Jazz 1 | G | G,A,B | D,E,G,A,B | D,E,F,G,A,B | Crotchets and rests | Crotchets and rests | Crotchets and rests | G,A | G,A,B | G,A,B | Not applicable | | |
| 5 | Spring 1 | Make You Feel My Love | C | C,D | G,A,BC | B,C,D,E,F,G | Minims | Crotchets, Minims and Semibreves | Quavers and Crotchets | G,A | G,A,B | G,A,B,C,D | G,A | G,A,B | G,A,B,C,D |
| 5 | Spring 2 | The Fresh Prince Of Bel-Air | A Minor | D,A | A,G | C,D,E,F,G,A | Minims | Quavers, Crotchets | Quavers, Minims and Semibreves | D,E | D,E,F | D,E,F,G,A | D,E | D,E,F | D,E,F,G,A |
| 5 | Summer 1 | Dancing In The Street | F Major | F | F, G | D,F,G,A | Semibreves | Quavers, Crotchets and rests | Quavers, Crotchets and rests | F | F,G | F,G,A | F,G | F,G,A | F,G,A,C,D |
| 5 | Summer 2 | Reflect, Rewind And Replay | Consolidation and Revision | | | | | | | Consolidation and Revision | | | Consolidation and Revision | | |
| 6 | Autumn 1 | Happy | C Major | G,A | B,A,G | E,D,C,B,A,G,E | Minims and rests | Semibreves, Minims and rests | Quavers, Dotted Crotchets, Minims, Semibreves and rests | A | A,G | A,G,B | A,G | A,G,B | C,E,G,A,B |
| 6 | Autumn 2 | Classroom Jazz 2 | C Major | C,D,E,F,G,A,B,C | C,D,E,F,G,A,B,C | C,D,E,F,G,A,B,C | Crotchets and Quavers | Crotchets and Quavers | Crotchets and Quavers | C,D,E | C,D,E,F,G | C,D,E,F,G,A,B,C | Not applicable | | |
| | | | C Blues | C,Bb,G | C,Bb,G,F | C,Bb,G,F,C | Not applicable | | | C,Bb,G | C,Bb,G,F | C,Bb,G,F,C | Not applicable | | |
| 6 | Spring 1 | Benjamin Britten - New Year Carol | G | G,F | F,A,F | N/A | Minims and rests | Crotchets and Minims | Quavers, Minims and Semibreves | D,E | D,E,F | D,E,F,G,A | D,E | D,E,F | D,E,F,G,A |
| 6 | Spring 2 | Music And Identity | Coming soon... | | | | | | | | | | | | |
| 6 | Summer 1 | You've Got A Friend | C | G,A,B | C,D,E | C,D,E,F,G,A,B | Minims and rests | Crotchets, Quavers, Minims, dotted notes and rests | Quavers, Dotted Crotchets, Minims, Dotted Minims | E | E,G | E,G,A | A,G | A,G,E | E,G,A,C,D |
| 6 | Summer 2 | Reflect, Rewind And Replay | Consolidation and Revision | | | | | | | Consolidation and Revision | | | Consolidation and Revision | | |



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