Mandeville Primary School

Music Progression Map (Nursery-Year 6)

Curriculum Intent

"Music is a universal language that embodies one of the highest forms of creativity."
DfE Music Programmes of Study, 2013

At Mandeville Primary School, children follow the National Curriculum and learn Music by taking part in listening, singing, playing instruments, improvising, composing and performing music, encompassing a variety of musical styles, genres and historical periods.

All children are given the opportunity to sing regularly with others and to develop the skills and confidence to sing a solo part. They also learn to play both untuned and tuned musical instruments as part of their class music lessons and take part in various performances across the school year.

Alongside developing musical knowledge, skills and understanding, pupils experience the joy that music can bring and learn about the role that music can play in promoting mental health and wellbeing. Through using their learning powers and reflecting critically, pupils experience a sense of achievement as they progress, which in turn promotes self-confidence.

Music at Mandeville is taught predominantly using the Kapow scheme. EYFS uses Charanga alongside Kapow to meet the objectives of the Early Years Framework. Year 2 follows Charanga to support pupils' confidence in playing the recorder and developing their understanding and use of musical notation.

Most pupils throughout the school have opportunities to play the glockenspiel. In Year 5, pupils revisit the recorder during the autumn term, building on the skills and knowledge developed in KS1. This provides an opportunity to embed prior learning while continuing to develop pupils' understanding of musical notation and progressing their ability to read and perform increasingly complex musical pieces.

Each unit gives pupils opportunities to listen to and appraise music from a range of genres and historical periods. Pupils then take part in musical activities which develop the inter-related dimensions of music: pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation.

Music at Mandeville inspires and encourages fluency, control and expression when singing and playing instruments. All pupils have opportunities to perform to an audience. These include EYFS Christmas performances, the KS1 Nativity, the KS2 summer performance, performances at South Mill Arts for Years 2 and 5 and opportunities for pupils who learn instruments both inside and outside school to perform and celebrate their musical achievements.

Musical Concepts and Threads

Musical Thread	How understanding develops across the curriculum
Pulse, Rhythm & Tempo	Pupils develop from moving and responding to a beat in EYFS to distinguishing between pulse and rhythm and performing rhythmic patterns in KS1. In KS2, pupils encounter increasingly complex rhythmic ideas including syncopation, on-beats and off-beats and apply previously learned rhythmic knowledge within composition and performance.
Pitch & Melody	Pupils begin by exploring and matching pitch before creating simple pitched patterns. They progress to playing melodies using named notes, using pentatonic scales and developing understanding of sharps, flats and pitch notation.
Dynamics, Timbre, Texture & Structure	Pupils explore how voices, body sounds, instruments and environmental sounds create different effects. They progress to identifying and deliberately using dynamics, timbre, texture and structure within listening, composition and performance.
Notation	Pupils progress from representing sounds using simple symbols to using letter notation and other forms of musical representation. In Upper KS2, pupils develop understanding of note lengths, pitch notation, stave notation and graphic scores.

Musical Thread	How understanding develops across the curriculum
Listening & Appraising	Pupils develop from listening attentively and responding physically or verbally to music to identifying musical features and styles and using musical vocabulary to describe what they hear.
Singing & Playing	Pupils progress from singing familiar songs and exploring instruments to performing melodies, rhythms and accompaniments with increasing accuracy, control and expression, individually and as part of a group.
Improvising & Composing	Pupils begin by experimenting with sounds and creating simple musical ideas. They progress to composing rhythmic and melodic material, recording their ideas and refining and performing increasingly structured compositions.
Performance	Pupils build confidence performing with others from EYFS onwards. They increasingly learn to keep in time, listen to others, follow musical direction and perform confidently to an audience.

Substantive Knowledge Progression

Phase	Pulse, Rhythm & Tempo	Pitch & Melody	Dynamics, Timbre, Texture & Structure	Notation, Style & Musical Context
Nursery	Recognise and respond to a beat through movement. Begin to recognise tempo and move in time to music.	Explore pitch through voices, movement and dance.	Explore sounds made by voices, body parts, instruments, the environment and nature. Use sounds and actions within musical stories.	Develop vocabulary to talk about songs, rhymes and sounds. Experience music through listening, movement and performance.
Reception	Follow a beat and explore tempo. Create and perform simple rhythms on instruments.	Develop pitch matching through familiar songs and melodies. Explore sound patterns through call and response.	Recognise changes in dynamics and explore sounds produced by different instruments. Learn about four musical groups.	Begin to represent sounds using simple symbols. Explore music through celebration, instrumental performance and transport-themed sound work.
Year 1	Understand the difference between pulse and rhythm. Keep a pulse, perform rhythms and explore changes in tempo.	Understand the concept of pitch and perform patterns using two pitches.	Understand timbre and select instrumental sounds to represent characters and ideas.	Use musical vocabulary when listening and responding. Understand that rhythmic and pitched patterns can be composed and performed.
Year 2	Develop rhythmic accuracy when singing and playing and recognise the required length of notes when performing.	Know and perform the recorder notes A, B and G and combine them within simple pieces.	Develop control of instrumental sound and awareness of playing together as an ensemble.	Begin to follow musical notation and recognise where individual parts occur. Develop notation knowledge through recorder learning.

Phase	Pulse, Rhythm & Tempo	Pitch & Melody	Dynamics, Timbre, Texture & Structure	Notation, Style & Musical Context
Year 3	Understand and perform syncopated rhythms.	Understand the pentatonic scale and use it when creating melodies.	Use musical elements to create soundscapes and sounds to accompany stories.	Use letter notation and record compositions. Develop knowledge of music linked to Chinese New Year, ragtime and jazz.
Year 4	Perform rhythmic patterns and recognise pulse, rhythm, on-beats and off-beats within samba music.	Develop melodic understanding through tuned percussion. Understand sharps and flats and perform a bassline.	Understand texture and structure and how musical layers can be combined. Recognise features of rock and roll and samba.	Record musical ideas using appropriate notation. Develop knowledge of rock and roll and samba/carnival music.
Year 5	Understand different note lengths within music.	Develop understanding of pitch and perform melodies accurately.	Understand that instrumental technique affects the quality of sound produced. Perform melodies accurately and use instruments correctly to produce a controlled sound.	Understand different forms of notation including pitch notation and stave notation and apply these when reading and performing music.
Year 6	Apply previously learned rhythmic knowledge within composition and performance.	Manipulate pitch when improvising and composing.	Understand and use dynamics, pitch and texture within improvisation and composition.	Use and interpret graphic scores. Develop knowledge of orchestral and film music and recognise the terms major and minor.

Disciplinary Knowledge Progression

Phase	Listening & Appraising	Singing & Performing	Playing Instruments	Improvising & Composing
Nursery	Listen attentively to songs, rhymes and music and respond through movement, comments and actions.	Sing familiar songs and nursery rhymes, move in time and perform with others.	Explore sound using voices, body parts and a range of instruments.	Experiment with sounds and actions and create simple musical stories collaboratively.
Reception	Listen attentively and talk about music and sounds. Express feelings and thoughts about music and respond to what is heard.	Sing familiar songs and rhymes, develop pitch matching and perform individually and with others.	Explore different instruments, follow a beat and perform simple rhythmic patterns.	Mimic and recreate sounds, use call and response and use symbols to represent sounds and journeys.
Year 1	Identify and discuss pulse, rhythm, timbre, pitch and tempo within music.	Use voices expressively and perform simple musical material while keeping in time.	Use classroom instruments to perform a pulse, rhythms and simple pitched patterns.	Compose and perform simple rhythms and pitched patterns and select sounds to represent characters or ideas.

Phase	Listening & Appraising	Singing & Performing	Playing Instruments	Improvising & Composing
Year 2	Listen carefully and follow where musical parts occur within a piece.	Sing expressively, keep in time and perform confidently to an audience.	Hold and play the recorder correctly, produce a controlled sound and perform the notes A, B and G within songs and rounds.	Improvise using known recorder notes and combine notes within short musical ideas.
Year 3	Describe music using the inter-related dimensions of music and recognise features of the musical styles studied.	Perform compositions as part of a group and listen to others when playing.	Perform rhythms and melodies with increasing accuracy.	Create soundscapes, melodies and compositions. Use pentatonic material and letter notation and improvise through call and response.
Year 4	Identify structure, texture and stylistic features in music.	Perform layered rhythmic and melodic material as part of a group.	Perform body percussion, tuned percussion, basslines and samba rhythms.	Compose rhythmic and melodic material, organise ideas into sections and record musical ideas using notation.
Year 5	Read increasingly formal notation and use musical vocabulary when discussing musical learning.	Sing in time and with expression and perform confidently to an audience.	Play melodies accurately, use instruments correctly to produce a controlled sound and read music when performing.	Compose and record musical ideas using different forms of notation, including pitch and stave notation.
Year 6	Appraise orchestral and film music and identify how musical elements and different musical styles contribute to its effect.	Perform confidently as part of a group, sing in time, listen to others and respond to musical direction.	Respond to a conductor to alter pitch, dynamics and texture during performance.	Improvise using dynamics, pitch and texture. Compose collaboratively, represent ideas using graphic scores and perform completed compositions.