

Music Progression Map – Musical Elements

	Pulse/Beat/Metre	Rhythm	Melody	Tempo	Dynamics	Timbre	Structure (Form)
Year 1	Watch, follow, feel and move to a steady beat with others. Find and enjoy moving to music in different ways. Respond to the pulse in recorded/live music through movement and dance.	Recognise and clap long sounds and short sounds, and simple combinations. Perform short, copycat rhythm patterns accurately, led by the teacher. Perform short, repeating rhythm patterns (ostinato and riffs) while keeping in time with a steady beat. Perform word-pattern chants; create, retain and perform your own rhythm patterns.	Recognise, sing and play high and low pitched notes. Explore singing and playing C D E from the C major scale. Explore singing and playing F G A from the F major scale.	Recognise the difference between the speed of a steady beat, a fast beat and a slow beat.	Talk about loud sounds and quiet sounds and give some examples.	Identify different sounds in the environment, indoors and outside. Identify the sounds of the instruments played in school. Identify some of the sounds of the instruments heard when listening to music.	Add movement to key sections of a song. Understand when to sing in a verse and a chorus.
Year 2	Watch and follow a steady beat. Find a steady beat. Recognise the time signature 4/4 by ear and notation. Understand that the speed of the beat can change, creating a faster or slower pace (tempo)	Recognise long sounds and short sounds, and match them to syllables and movement. Play copy back rhythms, copying a leader, and invent rhythms for others to copy on untuned and tuned percussion. Create rhythms using word phrases as a starting point.	Identify the high notes and low notes in a melody. Join in part of a melody. Rehearse and play a simple instrumental melody as a part to go with a song. Identify the names of the notes on a glockenspiel: C, D, E, F, G, A, B, C. Use body percussion and untuned and tuned	Recognise the difference between the speed of a steady beat, a fast beat and a slow beat. Change the speed of a steady beat, moving from fast to slow, slow to fast. Understand that the speed of the beat can change, creating a faster or slower pace.	Identify loud and quiet sections of music, and discuss what makes the music loud and quiet. Understand the meaning of loud and quiet (forte and piano).	Know the difference between a speaking voice and a singing voice. Identify friends from the sound of their voice.	Join in with a repeated section of a song: the chorus, the response. Join in with the main tune when it is repeated.

			<p>percussion instruments with a song, and listen to how the sounds blend together. Identify and play by ear or notation notes in the tonality of C major.</p>				
Year 3	<p>Recognise and move in time with the beat. Play the steady beat on percussion instruments. Recognise the 'strong' beat. Play in time with a steady beat in 2/4, 4/4 and 3/4.</p>	<p>Recognise by ear and notation: minims, crotchets, quavers and their rests. Copy simple rhythm patterns created from minims, crotchets, quavers and their rests. Create simple rhythm patterns by ear and using simple notation from minims, crotchets, quavers and their rests. Alternate between a steady beat and rhythm.</p>	<p>Show the shape of a melody as rising and falling in pitch. Learn to sing a melody by ear or from notation. Learn to rehearse and play a melodic instrumental part by ear or from notation. Identify the names of the pitched notes on a stave: C, D, E, F, F#, G, A, B, Bb, C. Identify the scales of: C major G major F major Identify if a scale is major or minor. Copy simple melodies by ear or from reading</p>	<p>Recognise the difference between the speed of a steady beat, a fast beat and a slow beat. Change the speed of a steady beat, moving from fast to slow, slow to fast. Control the speed of a steady beat, getting faster and getting slower.</p>	<p>Listen out and respond to forte (loud) sections of music. Identify instruments playing loud dynamics when listening to the music. Use dynamics to help communicate the meaning of a song.</p>	<p>Choose particular instruments for rehearsal and performing. Identify the sound of different tuned and untuned percussion instruments.</p>	<p>Show the different sections of a song structure or piece of music through actions.</p>

			notation. Create melodies by ear and notate them. Explore and play by ear or from notation: • 5-note scale • Pentatonic scale				
Year 4	Recognise and move in time with a steady beat. Play in time with a steady beat and identify the metres 2/4, 4/4 and 3/4. Respond to the 'offbeat' or 'backbeat'.	Recognise by ear and notation: • Semibreves, minims, crotchets, quavers and semiquavers • Dotted minims and dotted crotchets Copy simple rhythm patterns created from semibreves, minims, crotchets, quavers and rests. Create rhythm patterns by ear and using simple notation, that use semibreves, minims, crotchets and quavers. Understand and explain the difference between beat and rhythm. Recall the most memorable rhythms in a song or piece of music.	Identify and explain what a melody is. Learn to sing and follow a melody by ear and from notation. Understand melodic movement up and down as pitch. Learn to play one or more of four differentiated melodic instrumental parts, by ear and from notation. Identify the names of the pitched notes on a staff: C, D, E, F, G, A, B, C, D Identify the following scales by ear or from notation: C major F major G major A minor Copy simple melodies by ear or from reading	Recognise the difference between the speed of a steady beat, a fast beat and a slow beat. Change the speed of a steady beat moving from fast to slow, slow to fast. Control the speed of a steady beat, getting faster and getting slower. Direct the class in controlling the speed of a steady beat in a class performance.	Identify gradation of dynamics and use the correct vocabulary to describe crescendo and diminuendo.	Explain tone colour: the instruments or voices heard that can be recognised by their unique qualities. Recognise the following groups of instruments: a marching band and a symphony orchestra and its separate families: woodwind, brass, percussion and strings. Identify the following instruments by ear and through a range of media: banjo, acoustic guitar, tuned and untuned percussion, steel pans, clarinet, trombone, trumpet,	Identify and explain the following structural terms: verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form within musical structures. Identify the instrumental break and its purpose in a song. Recognise phrases and repeated sections. Discuss the purpose of a bridge section

			<p>notation. Create melodies by ear and notate them.</p> <p>Identify and talk about the way vocals are used in a song.</p> <p>Identify and explain:</p> <ul style="list-style-type: none"> • Harmony: two or more notes heard at the same time • Second part: a second musical part, usually a melodic line, that creates harmony <p>Explore chords I, IV and V in instrumental accompaniments.</p> <p>Explore intervals of 3rd, 5th and octaves.</p> <p>Identify the following tonal centres by ear or from notation: C major F major G major A minor</p> <p>Identify and demonstrate a major and minor scale.</p>			<p>piano, keyboard, bass drums, tuba, piccolo, bass guitar, synthesizer and electric guitar.</p> <p>Recognise the difference between the sound of male and female voices.</p> <p>Understand the importance of the vocal warm-up and its impact on the tone of the voice.</p>	
Year 5	Recognise and move in time with the changing speed of a steady beat. Play in	Recognise by ear and notation: • Minims, dotted crotchets, crotchets, quavers and	Identify and explain steps, jumps and leaps in the pitch of a melody. Learn to	Recognise the difference between the speed of a steady beat, a fast beat and a	Identify dynamics and how they change the mood and feel of the	Recognise the following ensembles: • Gospel choir and	Identify and explain the structural terms: verse, chorus, bridge, repeat signs,

	time with a steady beat and identify the metre 2/4, 4/4, 3/4, 5/4 and 6/8. Respond to the 'offbeat' or 'backbeat'.	their rests Recognise by ear and notation: • 6/8 rhythm patterns • Dotted crotchets, triplet quavers, dotted quavers, quavers and their rests Recognise dotted rhythm in melodies. Copy simple rhythm patterns using the above rhythms. Create rhythm patterns by ear and using simple notation, that use the above rhythm patterns. Recall the most memorable rhythms in a song or piece of music.	sing and follow a melody by ear and from notation. Learn to play one or more of four differentiated melodic instrumental parts by ear and from notation. Identify the names of the pitched notes on a staff: C, D, E, F, G, A, B, C, D Identify the following scales by ear or from notation: C major F major D minor G major E minor C major Copy simple melodies by ear or from reading notation. Create melodies by ear and notate them. Add new chords II and VI from a given tonality. Identify tone by ear or from notation. Identify intervals 3rd, 5th and 7th. Identify the tonal centres of: C major and C minor F major	slow beat. Change the speed of a steady beat, moving from fast to slow, slow to fast. Control the speed of a steady beat, getting faster and getting slower. Direct the class in controlling the speed of a steady beat in a class performance. Recognise the connection between tempi and musical styles.	music: forte, piano, mezzo forte, mezzo piano, crescendo and diminuendo.	soloist • Rock band • Symphony orchestra • A Cappella group Identify the following instruments by ear and through a range of media: drum kit, electric guitar, electric bass guitar, acoustic guitar, keyboard or Hammond organ, synthesizer, saxophone, trumpet, harmonica, banjo, accordion, tuned and untuned percussion, steel pans and instruments of the orchestra such as clarinet, tuba, violin, trombone and flute. Recognise the difference between the sound of male and female voices. Recognise tone colour and rapping.	chorus and final chorus, improvisation, call and response, and AB form within musical structures. Identify the instrumental break and its purpose in a song. Recognise phrases and repeated sections. Discuss the purpose of a bridge section
--	--	---	--	--	--	---	---


			D minor and D major E \flat major Identify and demonstrate the following scales by ear and from notation: Major scale Minor scale Pentatonic scale				
Year 6	Recognise and move in time with the changing speed of a steady beat. Play in time with a steady beat and identify the metres 2/4, 4/4, 3/4, 6/8 and 5/4. Identify syncopation and swing.	Recognise by ear and notation: • Minims, crotchets, quavers, semiquavers and their rests Recognise by ear and notation: • 6/8 rhythm patterns • Dotted crotchets, triplet quavers, dotted triplet quavers, quavers and their rests Recognise by ear and notation: • 9/8 rhythm patterns • Dotted crotchets, triplet quavers and quaver notes and their rests Recognise dotted rhythm in melodies. Copy simple rhythm patterns using the above rhythms. Create rhythm patterns by ear and using simple notation, that use the	Identify major and minor tonality by ear and from notation. Learn to play one or more of four differentiated melodic instrumental parts, by ear and from notation. Identify the names of the pitched notes on a staff: C, D, E, E \flat , F \sharp , G, A, B, B \flat , C, C \sharp , D Identify the following scales by ear or from notation: A minor G major D major D minor F major Identify an interval of a major triad: 3rd, 5th. Identify an octave by ear or notation. Copy simple melodies by	Recognise the difference between the speed of a steady beat, a fast beat and a slow beat. Change the speed of a steady beat, moving from fast to slow, slow to fast. Control the speed of a steady beat, getting faster and getting slower. Direct the class in controlling the speed of a steady beat in a class performance. Recognise the connection between tempi and musical styles. Recognise an effective use of tempo at the end of a song.	Identify how dynamics change the mood and feel of music using vocabulary: forte, piano, mezzo forte, mezzo piano, crescendo and diminuendo. Identify how dynamics can support the structure of a song or piece of music, eg diminuendo leading into a new section and change of mood. Identify the connection between dynamics and texture, eg adding more players and/or singers makes the music louder.	Recognise the following ensembles: • Pop group • A Cappella group • Gospel choir Identify instruments that add particular colour to a song or piece of music. Identify the following instruments by ear and through a range of media: • Band instruments such as keyboard, electric or Hammond organ, saxophone, trumpet, electric guitar, electric bass guitar, drum kit, vocals, drum	Talk about how musical styles often have the same musical structure, eg Folk music: verse and chorus; Rock and Pop music: verse, chorus, bridge and instrumental break. Talk about the purpose of musical structures. Identify where changes in texture and tonality help emphasize the contrasting sections in a song. Recognise that changing the tonality at different points within the song creates different sections to the structure.

		<p>above rhythm patterns. Recall the most memorable rhythms in a song or piece of music.</p>	<p>ear or from reading notation. Create melodies by ear and notate them. Use chords C, F, G and A minor by ear or from notation. Identify the tonal centres of: A minor G major D major D minor F major Identify and demonstrate the following scales by ear and from notation: Major scale Minor scale Pentatonic scale Blues scale</p>			<p>machine and synthesizer. • Instruments of the orchestra from the strings, woodwind, brass and tuned and untuned percussion families, particularly violin, cello, double bass, flute, clarinet, oboe, saxophone, trumpet, trombone, French horn, tuba, drums (timpani), glockenspiel, xylophone and piano. • Other instruments such as steel pans, harmonica, banjo and accordion.</p>	
--	--	--	--	--	--	--	--

Charanga's progression works on the spiral model so the skills and knowledge are repeated and built upon unit by unit and year by year but are segregated into the following areas of musical knowledge:

Elements or Inter-related dimensions of music (dynamics):

- PULSE: the steady beat of a piece of a piece of music
- PITCH: the melody and the way the notes change from low to high and vice versa.
- RHYTHM: or duration is the pattern of long and short sounds in a piece of music
- DYNAMICS: Loud and soft
- TEMPO: Fast and slow
- TIMBRE: The type of sound – whisper/hum/sing/talk (examples with the voice) or twinkly/hard/soft (examples with instruments)
- TEXTURE: Layers of sound (number of instruments or voices playing together)
- STRUCTURE: The way the music is laid out –e.g. Verse, chorus, verse.

	<u>Vocabulary</u>					
EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Loud Quiet Rhythm – a structured pattern of beats Sound Song Instrument Music Movement Dance Patterns Frog Tadpole Beat (Linking to heartbeat)	Pulse – constant beat Rhythm – a structured pattern of beats Beat – a unit of rhythm Perform Ensemble Pitch – High and Low Volume Tempo – Fast and Slow Unison- playing together	All previous: Express Melody Rhythmical pattern Melodic pattern Steady pulse Tempo Pitch Volume Pulse Beat Butterfly Caterpillar	All Previous: Notes Dynamics  Semibreve – 4 beats Minim – 2 beats Crotchet – 1 beat Quaver – ½ beat Semiquaver – ¼ beat Forte- loud Piano – quiet Solo Background rhythm Ostinato – repeated rhythm Musical effect – happy – major sad or spooky minor.	All Previous: Dynamics Forte- loud Piano – quiet Fortissimo – Very loud Pianissimo – Very quiet Crescendo – Gradually getting louder Diminuendo – Gradually getting quieter	All previous: Diction – style of pronunciation Ensemble Stave notation Quavers Crotchets Minim Semi-quaver Time signature 4/4 Bar line	Previous: Further notation to be added. Musical phrase Improvisation Internalise Culture Tradition