



# Music Vocabulary Progression Map 2020-21

Year Group	Autumn	Spring	Summer
<b>EYFS</b>	Children in the Early Years develop their musical skills through hearing and listening, vocalising and singing, moving and dancing and exploring and playing. They explore music using instruments and objects to make sounds, experimenting with noise and volume and discovering sounds they enjoy. Children listen to music and begin making movements to music. Nursery rhymes and songs from different cultures are sang, getting children used to words, rhyme and rhythm.		
<b>Pre-School</b>	<p>Awakening of interest in music through listening to the singing of songs, the sounds of musical instruments and frequent repetition of rhymes.</p> <p><b>Song</b> <b>Rhyme</b> <b>Game</b></p>	<p>Exploring a widening range of rhymes and songs, deepening the listening and sub-conscious learning experience. Singing games introduced involving simple movements and use of musical instruments.</p> <p><b>Clap</b> <b>Tap</b> <b>Bells</b> <b>Tambourine</b> <b>Castanets</b></p>	<p>Established repertoire of rhymes and songs in place. More active participation in classroom songs and singing games - alone, with the teacher or in a small group. Some understanding of loud/quiet, fast/slow.</p> <p><b>Loud</b> <b>Quiet</b> <b>Fast</b> <b>Slow</b> <b>Claves</b> <b>Drum</b></p>
<b>Nursery</b>	<p>Song and rhyme repertoire expands. Development of the singing voice and awareness of pitch over a small range of notes. A sense of beat developing. Playful texts of rhymes and songs link to counting, animals, flowers, holidays.</p> <p><b>Beat</b> <b>Marching</b> <b>Drum</b> <b>Speaking/singing/ listening voice</b></p>	<p>More spontaneous participation in singing games and singing familiar songs. Sense of beat grows through movement, body percussion and playing instruments. Begin rhythmic work, tapping the patterns in names and rhymes.</p> <p><b>Pattern</b> <b>Rhythm</b> <b>Syllables</b> <b>In time</b></p>	<p>Heightened enjoyment in rhythmic activities and singing games. Improvising of words and actions. In-tune singing and control of musical instruments developing. Signals to start and stop together followed.</p> <p><b>Leader</b> <b>Copying</b> <b>In tune</b> <b>Signal/sign</b></p>
<b>Reception</b>	<p>Focus on the singing voice, well-pitched in a group and alone. Widening song repertoire and use of musical instruments, continuing to embed a sense of beat. Well known songs and rhymes develop understanding of structure.</p> <p><b>On the beat</b> <b>My turn/your turn</b></p>	<p>Extending repertoire of songs, rhymes and dances. Playing instruments along with music, individually or in a group, underlining awareness of the beat. Responding to symbols or hand signs. Clapping back rhythmic motives.</p> <p><b>Solo</b> <b>Rhythm</b></p>	<p>Singing a variety of songs, accompanied and unaccompanied, adding co-ordinated actions. Sing short phrases or responses solo. Copying simple rhythms on an instrument. Playing with purpose. Developing ability to play loudly, quietly, fast, slow.</p> <p><b>Together</b></p>

	Thinking voice Verse Patterns	Listening Joining in Stop/start	Echo Actions Short/long Fast/slow
1	<p>Exploring elements of music including high/low, long/short. Singing and chanting well together. Recognising and playing instruments. Prepare KS1 Nativity songs for performance.</p> <p>Singing/speaking/thinking voices Long/short (duration) Beat Playing on the beat Tune Fast/Slow Percussion instruments Claves Tambourine Drum Triangle Maracas Castanets</p>	<p>Focus on well-pitched singing through musical games. Continue to cover elements including loud/quiet, fast/slow. Playing rhythms with songs.</p> <p>Fast/slow Ostinato/repeated pattern Loud/quiet Signals Steady beat Score Plan of a piece/verse and chorus (structure) Symbol Composing Cowbell Cymbal</p>	<p>Developing listening, composing, rhythmic and concentration skills. Explore use of some well-known songs in 'A Children's Symphony' by Harl McDonald.</p> <p>Loud/quiet (dynamics) High/low (pitch) Rough/smooth/scratchy (tone quality of the sound) Shape of a tune Conductor Mood of the music Drone Chime bars Woodblock Tambour Sand blocks</p>
2	<p>Developing appreciation of contrast in music to include loud/quiet, high/low and fast/slow. Work based on 'The Carnival of the Animals' by Saint-Saens. Focus on well-pitched singing including of KS1 Nativity songs.</p> <p>Rhythm Beat heartbeat Ostinato Pulse Sense of control (when singing) Volume (dynamics) Fast/slow (tempo) Higher/lower (pitch) Contrasts/opposites</p>	<p>Exploring the different note values in music - short, medium and long. Work on rhythmic skills. Music to listen to: Prokofiev - Peter and the Wolf.</p> <p>Rest Steady beat Rhythm Note values Quaver Crotchet Minim Melodic ostinato Beginning/middle/end (structure) Orchestra Conductor</p>	<p>Extending listening, composing, rhythmic and concentration skills. Continue to focus on well-pitched singing. Introduce tuned percussion.</p> <p>Composition work linked to fairy tales.</p> <p>Beat Regular pulse Rhythm Rest High/low/getting higher/lower (pitch) Smooth/scratchy/heavy/light/cold (timbre or tone quality) Long/short sounds (duration) Tuned percussion Chime bars Pizzicato/plucked</p>
3	<p>Understanding the main elements of music through singing, playing, composing and listening to music including 'The Nutcracker Suite' by Tchaikovsky. Improving aural skills.</p> <p>Pitch</p>	<p>Whole class project to learn descant recorder. Develop notation reading skills. Continuing to work on developing appreciation of pulse, rhythm, pitch and dynamics. Continuing links with 'The</p>	<p>Continue whole class recorder project through to performance. Extending skills in performing and composing. Deepen understanding of the musical elements. Improve listening skills.</p> <p>Phrases</p>

	<p>Duration Tempo Dynamics Beats Bar Rhythm Heart beat Notation Rhythm names Four time Tuned percussion Orchestral instruments</p>	<p>Nutcracker Suite'. Singing festival project. Descant recorder Silent recorder Mouthpiece Barrel Foot joint Tonguing Musical symbols Bar line Music stave Treble clef Time signature Crotchet Minim Quaver Semi-breve Pitch Timing Breathing Four beats/three beats in a bar Rests Repeat sign</p>	<p>Ensemble Solo Intonation Layers of sound (texture) Recorded music Structure Intervals Notes moving by step Longer/shorter/sustained (duration)</p>
<p>4</p>	<p>Develop understanding of musical elements through singing-including 2 &amp; 3 part rounds, playing and listening to a range of music including 'In the Hall of the Mountain King' - Grieg. Pitch Expression Ostinati Rhythm names Solfa Tone set 3-time/4-time Rest Tuned/untuned percussion Canon Round Harmony</p>	<p>Deepening understanding of rhythm, pitch and dynamics. Improving singing and playing. Music to listen to includes 'Sleigh Ride' K605 no.3 by Mozart. Introduction to ICT music applications. Explore graphic scores. Score Graphic score Standard notation Pitch Dynamics (forte/piano) Loops Sequencing Repeats Rests Texture (thick/thin) Improvise Repetition Dotted minim</p>	<p>Continue to improve understanding of the elements of music and learning about orchestral instruments. Explore graphic scores. Listening to a range of music from other cultures. Singing festival project. Orchestra Woodwind Brass Strings Percussion Structure (e.g. Call and responds) Metre Rhythmic Melodic Scales Major Pentatonic</p>

<p><b>5</b></p>	<p>Continue to develop understanding of musical elements and aural skills through singing and playing. Begin Tudor music project.</p> <p>3 part round Harmony Rhythm Pulse Expression Improvise Recorder Harpsichord Play by ear Notation Metre Melodic ostinato Intonation</p>	<p>Composition involving the pentatonic scale, developing notation reading skills. Continue Tudor music project. ICT in music applications.</p> <p>Pentatonic Consort Phrasing Fanfare Traditions Chords Arpeggios ICT Loops Sequence Improvise Riffs Texture/layering</p>	<p>Continuing to work on appreciating elements of music, listening to a wide variety of music including some with links to social history e.g. Peterloo Overture - Malcolm Arnold.</p> <p>Syncopation Musical genres Programme music Folk music Texture Arrangements Drone Pentatonic composition Phrasing Melodic line Lyrics and melody Chords/note clusters</p>
<p><b>6</b></p>	<p>Developing a good understanding of the elements of music including major/minor keys, chords and different structures. Exploring history and structure of jazz and blues.</p> <p>Communicate Mood and meaning 2-part 3-part Mixed group of instrument Ensemble Conventional or graphic notation Chords/harmony Jazz Blues Boogie woogie Ragtime Texture Rap Melody Major/Minor Scales Accent Improvise Style Play by ear Syncopation Off-beat</p>	<p>Extending understanding of all musical elements, more ensemble playing. ICT in music applications. Explore the elements through Night on the Bare Mountain.</p> <p>Structure e.g. question and answer Expression Sample Sequence Manipulate Loop Refine Texture - layering Timbre Tone colour Accompaniment Leader/conductor Symbols - conventional/graphic Soundscape Programme music Djembe Crescendo Staccato Legato</p>	<p>Continue to explore features of wide-ranging recorded music including by Grieg, Bizet, The Beatles, and Queen. Compositional links made.</p> <p>Minimalist Experimental Body percussion Nocturne Bass Arpeggio Popular music Riffs Influences Scherzo Symphony Overture Concerto Quartet Marimba Vibraphone Musical devices Chord sequences Sharps/flats Semi-quavers</p>