



# Becoming a Musician at Bonnygate Primary School Progression Map



Becoming a Musician at Bonnygate Primary School		
	<u>A Nursery Bonnygate musician will:</u>	<u>A Reception Bonnygate musician will:</u>
<u>Performing</u>	<ul style="list-style-type: none"> <li>• Move and dance to music.</li> <li>• Explore their voices and enjoy making sounds.</li> <li>• Join in with songs and rhymes, making some sounds.</li> <li>• Make rhythmical and repetitive sounds.</li> <li>• Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.</li> <li>• Sing the pitch of a tone sung by another person ('pitch match')</li> <li>• Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>• Remember and sing entire songs.</li> <li>• Play instruments with increasing control to express their feelings and ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>• Sing a range of well-known nursery rhymes and songs.</li> <li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> <li>• Explore and engage in music making and dance, performing solo or in groups.</li> </ul>
<u>Composing</u>	<ul style="list-style-type: none"> <li>• Anticipate phrases and actions in rhymes and songs, like 'Peepo'.</li> <li>• Explore a range of sound-makers and instruments and play them in different ways.</li> <li>• Create their own songs or improvise a song around one they know.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> </ul>
<u>Listening and appraising</u>	<ul style="list-style-type: none"> <li>• Show attention to sounds and music.</li> <li>• Respond emotionally and physically to music when it changes.</li> <li>• Listen with increased attention to sounds.</li> </ul>	<ul style="list-style-type: none"> <li>• Respond to what they have heard, expressing their thoughts and feelings.</li> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>• Watch and talk about dance and performance art, expressing their feelings and responses.</li> </ul>



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	A Year 1 Bonnygate musician will:	A Year 2 Bonnygate musician will:
<b>Singing</b>	<ul style="list-style-type: none"> <li>Sing a song with contrasting high and low melodies (Unit 3)</li> <li>Control vocal dynamics, duration and timbre (Unit 4)</li> <li>Sing a song together as a group (Unit 7)</li> <li>Combine voices and movement to perform a chant and a song (Unit 11)</li> <li>Use voices to create descriptive sounds (Unit 12)</li> </ul>	<ul style="list-style-type: none"> <li>Chant and sing in two parts while playing a steady beat (Unit 4)</li> <li>Sing with expression, paying attention to the pitch shape of the melody (Unit 8)</li> <li>Understand pitch through singing, movement, and note names (Unit 11)</li> <li>Prepare and improve a performance using movement, voice and percussion (Unit 12)</li> </ul>
<b>Playing instruments</b>	<ul style="list-style-type: none"> <li>Identify and keep a steady beat using instruments (Unit 2)</li> <li>Explore and control dynamics, duration, and timbre with instruments (Unit 4)</li> <li>Play percussion instruments at different speeds (tempi) (Unit 5)</li> <li>Play and control changes in tempo (Unit 5)</li> <li>Explore sounds on instruments and find different ways to vary their sound (Unit 8)</li> <li>Use instruments to create descriptive sounds (Unit 12)</li> <li>Play fast, slow, loud, and quiet sounds on percussion instruments (Unit 9)</li> </ul>	<p>Playing instruments</p> <ul style="list-style-type: none"> <li>Listen to and repeat rhythmic patterns on body percussion and instruments (Unit 4)</li> <li>Play pitch lines on tuned percussion (Unit 5)</li> <li>Accompany a song with vocal, body percussion and instrumental ostinati (Unit 8)</li> <li>Use instruments expressively in response to visual stimuli (Unit 12)</li> </ul>
<b>Improvising/ exploring</b>	<ul style="list-style-type: none"> <li>Improvise descriptive music (Unit 4)</li> <li>Respond to music through movement (Unit 4)</li> <li>Create a soundscape using instruments (Unit 7)</li> <li>Explore different sound sources and materials (Unit 7)</li> <li>Explore sounds on instruments and find different ways to vary their sound (Unit 8)</li> </ul>	<ul style="list-style-type: none"> <li>Explore timbre and texture to understand how sounds can be descriptive (Unit 3)</li> <li>Combine sounds to create a musical effect in response to visual stimuli (Unit 7)</li> <li>Explore voices to create descriptive musical effects (Unit 7)</li> <li>Explore different ways to organise music (Unit 10)</li> </ul>
<b>Composing</b>	<ul style="list-style-type: none"> <li>Invent and perform new rhythms to a steady beat (Unit 10)</li> <li>Create, play and combine simple word rhythms (Unit 11)</li> <li>Create a picture in sound (Unit 12)</li> </ul>	<ul style="list-style-type: none"> <li>Compose music to illustrate a story (Unit 9)</li> <li>Perform and create simple three- and four-beat rhythms using a simple score (Unit 10)</li> </ul>
<b>Listening</b>	<ul style="list-style-type: none"> <li>Recognise and respond to changes in tempo in music (Unit 2)</li> <li>Identify changes in pitch and respond to them with movement (Unit 6)</li> <li>Understand how music can tell a story (Unit 9)</li> <li>Understand musical structure by listening and responding through movement (Unit 12)</li> </ul>	<ul style="list-style-type: none"> <li>Match descriptive sounds to images (Unit 3)</li> <li>Listen to and repeat back rhythmic patterns on instruments and body percussion (Unit 4)</li> </ul>
<b>Appraising</b>	<ul style="list-style-type: none"> <li>Identify a sequence of sounds (structure) in a piece of music (Unit 4)</li> <li>Listen in detail to a piece of orchestral music (e.g. identify instruments) (Unit 6)</li> <li>Identify metre by recognising its pattern (Unit 8)</li> <li>Identify a repeated rhythm pattern (Unit 10)</li> </ul>	<ul style="list-style-type: none"> <li>Identify ways of producing sounds (e.g. shake, strike, pluck) (Unit 3)</li> <li>Identify rising and falling pitch (Unit 8)</li> <li>Listen in detail to a piece of orchestral music (e.g. identify how it depicts a season) (Unit 9)</li> <li>Use simple musical vocabulary to describe music (Unit 12)</li> <li>Listen, describe and respond to contemporary orchestral music (Unit 12)</li> </ul>



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Becoming a Musician at Bonnygate Primary School		
	<u>A Year 3 Bonnygate musician will:</u>	<u>A Year 4 Bonnygate musician will:</u>
<b>Singing</b>	<ul style="list-style-type: none"> <li>Sing in two-part harmony (<b>Unit 1</b>)</li> <li>Copy and create a wide range of vocal sounds to incorporate into a song (<b>Unit 8</b>)</li> <li>Sing in two parts (two different melodies) with movements and percussion (<b>Unit 9</b>)</li> <li>Perform a round in three parts (<b>Unit 11</b>)</li> </ul>	<ul style="list-style-type: none"> <li>Perform a poem as an ensemble with rhythmic accuracy to a steady beat (<b>Unit 1</b>)</li> <li>Use beatbox techniques to imitate the sound of a drum kit (<b>Units 1 &amp; 3</b>)</li> <li>Learn to sing partner songs (<b>Unit 3</b>)</li> <li>Sing a call and response song in a minor key in two groups (<b>Unit 8</b>)</li> <li>Sing a song with three simple independent parts (<b>Unit 10</b>)</li> <li>Combine singing, playing and dancing in a performance (<b>Unit 11</b>)</li> </ul>
<b>Playing instruments</b>	<ul style="list-style-type: none"> <li>Accompany a song with a melodic ostinato on tuned percussion (Unit 1)</li> <li>Perform a pentatonic song with tuned and untuned accompaniment (Unit 5)</li> <li>Play independent parts in more than one metre simultaneously on body percussion, untuned and tuned percussion (Unit 6)</li> <li>Perform rhythmic ostinati individually and in combination (Unit 6)</li> <li>Understand and use pitch notations (Unit 7)</li> <li>Read simple rhythm notation (Unit 7)</li> <li>Create and perform from a symbol score (Unit 8)</li> <li></li> <li>Read graphic notation to play a melody on tuned instruments (Unit 10)</li> </ul>	<ul style="list-style-type: none"> <li>Combine four body percussion ostinati as a song accompaniment (Unit 5)</li> <li>Play a pentatonic song with leaps in pitch on tuned percussion (Unit 6)</li> <li>Play and sing repeated patterns (ostinati) from staff notation (Unit 10)</li> <li>Play a piece with melody, chords, bass and rhythm parts from graphic, rhythm and staff notations (Unit 11)</li> </ul>
<b>Improvising/ exploring</b>	<ul style="list-style-type: none"> <li>Improvise descriptive music (Unit 4)</li> <li>Improvise to an ostinato accompaniment (Unit 6)</li> <li>Explore simple accompaniments using beat and rhythm patterns (Unit 12)</li> </ul>	<ul style="list-style-type: none"> <li>Improvise in response to visual stimuli, with a focus on timbre (Unit 4)</li> <li>Explore household items as instruments and match rhythms with appropriate soundmakers (Unit 4)</li> <li>Improvise melodies with a given set of five notes (a pentatonic scale) (Unit 5)</li> <li>Explore layers and layering using a graphic score (Unit 7)</li> <li>Understand syncopation and clap improvised off-beat rhythms (Unit 10)</li> </ul>
<b>Composing</b>	<ul style="list-style-type: none"> <li>Select descriptive sounds to accompany a poem (Unit 1)</li> <li>Choose different timbres to make an accompaniment (Unit 1)</li> <li>Make choices about musical structure (Unit 2)</li> <li>Create and perform from a symbol score (Unit 8)</li> <li>Arrange an accompaniment with attention to balance and musical effect (Unit 11)</li> <li>Use a score and combine sounds to create different musical textures (Unit 12)</li> </ul>	<ul style="list-style-type: none"> <li>Compose an introduction for a song (Unit 2)</li> <li>Compose and notate pentatonic melodies on a graphic score (Unit 6)</li> <li>Compose a rap (Unit 9)</li> <li>Compose a fanfare (Unit 11)</li> <li>Compose and play sequences of word rhythms (Unit 12)</li> </ul>
<b>Listening</b>	<ul style="list-style-type: none"> <li>Listen to and learn about Hindustani classical music (Unit 3)</li> <li>Learn how sounds are produced and how instruments are classified (Unit 3)</li> <li>Listen to and learn about traditional Chinese music (Unit 5)</li> <li>Listen to and learn about a Romantic piece of music (Unit 6)</li> <li>Listen to and learn about a medieval antiphon (Unit 7)</li> <li>Listen to, learn about, play and dance to Tudor dance music (Unit 7)</li> </ul>	<ul style="list-style-type: none"> <li>Understand how rhythmic articulation affects musical phrasing (Unit 1)</li> <li>Explore the descriptive music of two famous composers of the 20th and 21st century (Unit 2)</li> <li>Listen to and learn about 1940s dance band music (Unit 3)</li> <li>Listen to and play along with Bhangra music (Unit 4)</li> <li>Copy rhythms and a short melody (Unit 9)</li> <li>Match short rhythmic phrases with rhythm notation (Unit 10)</li> <li>Listen to and learn about Renaissance instruments (Unit 11)</li> </ul>

Appraising

- Identify the metre in a piece of music (Unit 6)
- Recognise rhythm patterns in staff notation (Unit 6)
- Recognise pitch shapes (Unit 10)

- Identify different instrument groups from a recording (Unit 3)
- Describe the structure of a piece of orchestral music (Unit 5)
- Develop listening skills by analysing and comparing music from different traditions (Unit 6)
- Identify key features of minimalist music (Unit 7)
- Compare and contrast the structure of two pieces of music (Unit 7)
- Identify the metre of a new song or piece (Unit 10)
- Listen to and analyse 20th century ballet music (Unit 10)



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	<u>A Year 5 Bonnygate musician will:</u>	<u>A Year 6 Bonnygate musician will:</u>
<b>Singing</b>	<ul style="list-style-type: none"> <li>Prepare for a performance by considering narration, performance space, setting up and other logistics (Unit 1)</li> <li>Develop techniques of performing rap using texture and rhythm (Unit 2)</li> <li>Sing and play scales and chromatic melodies accurately (Unit 4)</li> <li>Sing and play percussion in a group piece with changes in tempo and dynamics (Unit 5)</li> <li>Sing a song in unison and three-part harmony (Unit 6)</li> <li>Sing with attention to accuracy in rhythm, pitch and dynamics (Unit 6)</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate understanding of pitch through singing from simple staff notation (Unit 1)</li> <li>Demonstrate understanding of beat and syncopation through singing and body percussion (Unit 1)</li> <li>Convey lyrical meaning through expressive singing in a part-song with echoes (Unit 2)</li> <li>Learn to sing major and minor note patterns accurately (Unit 2)</li> <li>Demonstrate planning, directing, and rehearsal skills through allocated roles, such as technicians and researchers (Unit 2)</li> <li>Develop, rehearse and perform a mini-musical, including dialogue, singing, playing and movement (Unit 4)</li> <li>Refine vocal performance with consideration of posture, breathing and enunciation (Unit 5)</li> <li>Perform complex song rhythms confidently (Unit 6)</li> <li>Change vocal tone to reflect mood and style (Unit 6)</li> </ul>
<b>Playing instruments</b>	<ul style="list-style-type: none"> <li>Read a melody in staff notation (Unit 3)</li> <li>Interpret graphic notation on various soundmakers with an understanding of their qualities and capabilities (Unit 5)</li> <li>Perform music together in synchronisation with a short movie (Unit 5)</li> <li>Develop ensemble playing, focusing on steady beat and placing notes accurately together (Unit 6)</li> <li>Control short, loud sounds on a variety of instruments (Unit 6)</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate coordination and rhythm skills by participating in a complex circle game (Unit 1)</li> <li>Play a chordal accompaniment to a piece (Unit 3)</li> <li>Follow and interpret a complex graphic score for four instruments (Unit 3)</li> <li>Play tuned instrumental parts confidently from graphic scores with note names (Unit 6)</li> </ul>
<b>Improvising/ exploring</b>	<ul style="list-style-type: none"> <li>Develop accompaniments using ostinato and invent or improvise rhythms on untuned percussion (Unit 1)</li> <li>Learn about jazz scat singing and devise scat sounds (Unit 1)</li> <li>Play and improvise using the whole tone scale (Unit 2)</li> <li>Create musical effects using contrasting pitch (Unit 3)</li> <li>Interpret graphic notation on various soundmakers with an understanding of their qualities and capabilities (Unit 5)</li> <li>Learn about and explore techniques used in movie soundtracks (Unit 5)</li> </ul>	<ul style="list-style-type: none"> <li>Devise, combine and structure rhythms through dance (Unit 1)</li> <li>Improvise descriptive music on instruments and other soundmakers (Unit 4)</li> </ul>
<b>Composing</b>	<ul style="list-style-type: none"> <li>Develop a structure for a vocal piece and create graphic scores (Unit 3)</li> <li>Explore extended vocal techniques through listening to and composing 'a capella' (unaccompanied) vocal music based on graphic scores (Unit 3)</li> <li>Use the musical dimensions to create and perform music for a movie (Unit 5)</li> <li>Evaluate and refine compositions with reference to the inter-related dimensions of music (Unit 5)</li> <li>Create sounds for a movie, following a timesheet (Unit 5)</li> </ul>	<ul style="list-style-type: none"> <li>Revise, rehearse, and develop music for performance, with reference to the inter-related dimensions of music (Unit 3)</li> <li>Compose programme music from a visual stimulus (Unit 5)</li> </ul>
<b>Listening</b>	<ul style="list-style-type: none"> <li>Hear and understand the features of the whole tone scale (Unit 2)</li> <li>Listen to and learn about modern classical/avant garde music (20th century) (Unit 2)</li> <li>Learn about the music of an early Baroque opera (Unit 3)</li> <li>Demonstrate understanding of the effect of music in movies (Unit 5)</li> </ul>	<ul style="list-style-type: none"> <li>Follow and interpret a complex graphic score for four instruments (Unit 3)</li> <li>Experience and understand the effect of changing harmony (Unit 6)</li> <li>Listen to and understand modulation in a musical bridge (Unit 6)</li> </ul>

Appraising

- Listen to a 19th century tone poem and describe its effects and use of the musical dimensions (Unit 2)
- Listen to and analyse 19th century impressionist music using musical vocabulary (Unit 2)
- Compare and contrast two pieces of 19th century Romantic music (Unit 3)
- Identify changes in tempo and their effects (Unit 5)
- Evaluate and refine compositions with reference to the inter-related dimensions of music (Unit 5)
- Explore and analyse a song arrangement and its structure (Unit 6)
- Rehearse, improve and analyse an ensemble performance, with attention to balance and staying in time (Unit 6)

- Revise, rehearse, and develop music for performance, with reference to the inter-related dimensions of music (Unit 3)
- Discuss the music of a Russian Romantic composer with reference to a painting from the same period (Unit 5)