

Music Progression Map- composition and composers

Red- skills Blue- knowledge

	EYFS	Keys Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Big Idea- Creativity Pulse and Rhythm				Identify a pulse in a piece of music. To know that music is written in bars with a set number of beats per bar.	To play and create repeated rhythmic patterns.		To play and create pieces of music with a clear understanding of pulse and rhythm. Rhythm is created by using the same number of beats per bar. Rhythm can be created using notes of varying length.
Big Idea- Creativity Composition	Create collaboratively, sharing ideas, resources and skills.	Create, select and combine sounds and rhythms using a variety of instruments (voice, untuned and tuned instruments- glockenspiel) instruments. A rhythm is a pattern of long and short	Create, select and combine layers of sound using a variety of rhythms.	Improvise and compose a range of sounds using different instruments (recorders); record these using pictures/symbols first, then notes.	Improvise and compose a range of sounds using different instruments (glockenspiels and recorders); record these in standard or invented notation. (This notation must be written on a score).	Create a composition that combines layers of sound; these must include: *A variety of instruments * Different pitches * Repeated and contrasting rhythms * to be recorded with musical notation on a score and stave.)	Compose and perform a group score with a variety of: Timbres Pitches Rhythms A score must have a separate line for each instrument with notation showing duration of sounds.

		sounds.					
Big Idea- Creativity Notation	Return to and build on their previous learning. Refine ideas and developing their ability to represent them.	To understand that music can be written down and read by musicians.		To respond to invented symbols and invented musical notation. Rests tell musicians not to play/sing.	To perform simple melodies from invented notation and symbols on a score.	Use musical notation to write and perform music (to be written on a score with a staff/rests).	Use all features of musical notation when composing (score/staff/rests/formal notation).
Big Idea- significance Significant People			Describe the life of a composer and the music written. Describe the style and choice of instruments and the feelings they provoke in a listener. (Rondo alla Turca, Mozart) Key words: march, piano, pulse, beat	Describe the lives and music of romantic composers. (Night on a Bare Mountain, Mussorgsky) To know that romantic music provokes emotions and passion.	Describe the lives and music of famous popular musicians from the late 20 th Century. (Hound Dog, Elvis Presley) (With a Little Help from my Friends, The Beatles) To know that technology, fashion and popular culture influenced how music was presented.	Describe the lives and music of baroque composers. (Hallelujah from Messiah, Handel) To know that Baroque often includes a harpsichord and a long, flowing melody.	Describe the lives and music of famous classical composers. (Symphony No 5, Beethoven) To know that classical orchestras are larger in size and have sweeping melodies.