



KS3/MIDDLE SCHOOL MUSIC PROGRESSION MAP

Music develops our pupils imagination and creativity, we provide opportunities for them to learn through music as well as about it. They develop their understanding of the musical elements and learn how music is structured by listening to music from different cultures and eras. They learn to use the technical vocabulary for these elements and as their confidence builds they enjoy the performance and compositional aspects of music.

Each year pupils will be learning:

Themes within subject	Year 5	Year 6	Year 7	Year 8	Year 9
singing/ rapping	Sing Rounds and begin to sing in 2 parts as part of a large group (whole/half class) Adapt vocals according to the style of the song and sing in different languages Use the voice beyond conventional singing e.g. vocal graphic scores	Sing in 2 parts and as part of a smaller group e.g. 5 people. Combine singing with movement e.g. acting/dancing	Sing/rap and play an instrument at the same time - simple rhythms	Sing and play an instrument at the same time - move towards syncopated rhythms	Sing in large ensemble settings (e.g. welcome service) Sing/rap as a lead performer Sing/rap when composing Use rap to form basis for technological manipulation (e.g. vocoder in Using Logic)
listening	Distinguish between different instruments and their development over time eg, piano, drums, guitar, saxophone, trumpet, violin, flute To recognise that music has patterns Recognise emotional intent in a range of music	Recognise different genres of 20th century music e.g. Pop, Hip Hop, Reggae, Musical Theatre, Jazz Recognise simple structural devices such as ABA structure, Verse and Chorus and patterns and sequences Recognise major and minor tonality	Recognise Use of elements of music with compositions and how they are used for musical effect e.g. Dynamics, tempo, pitch, timbre, texture, duration Recognise the start of a cyclic chord pattern Recognise tonality within specific scales e.g. blues scale	Recognise compositional devices Recognise more complex structural devices such as pre-chorus, bridge. Start to distinguish between primary and secondary chords	Use musical vocabulary accurately to identify key features of music from a wide range of different genres, cultures and traditions. Express opinions on what makes a piece successful, its purpose, intended audience. Build aural experience of wide ranges of styles and genres, including 'atonal'/non-diatonic music. Understand and explain the effect a particular harmony has on the listener (dissonance/consonance/tension/resolution/word painting/modulation)
composing	Compose 2 or 4 bar melodic phrases using a given technique	Use 2 and 4 bar phrases along with minimalist techniques to	Compose an extended composition using a variety of techniques.	Compose melodies, chords and rhythm sequences over a more	Understand and utilise diatonic harmony in a range of keys. Understand and use



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	e.g. chromatic scale, pentatonic scale Create modern (pop/rock) musical textures and basic structure using pre recorded loops	create a multi-layered texture/piece.	Compose for a specific purpose using musical elements and devices e.g. Dynamics, tempo, pitch, timbre, texture, duration	complex structure including intro, outro, verse, chorus, bridge, pre-chorus and use syncopated rhythms and polyrhythmic textures.	inversions and slash chords. Employ compositional devices such as melodic sequence. Understand and employ a range of timbres. Understand and employ a range of structures (e.g. strophic/music for moving image/32 bar song, 12 bar blues). Awareness of syncopation and melisma when composing melody/rap for vocals
Music Tech	Within Garageband: Edit loops to correct length Create multiple sections Change tempo		Use midi instruments to create/recreate a song Use Midi editing techniques to create a professional sounding piece: Velocity, Note length, Quantisation	Use effects e.g. reverb and delay, to add depth and space to the mix Use a sequencer to programme drum beats Use panning, fade/volume reverb and delay to improve a mix	Use of DAW technology (synthesis/sequencing/FX/audio manipulation/sampling, etc) when composing/remixing
Performing	Perform songs with 2 chords on ukulele Play simple melodies on the keyboard using right hand and keep in time with a beat Play a simple part in time to a beat e.g. along to a backing track/ teacher accompaniment or other players in a group	Perform songs up to 4 chords on ukulele Play melodies on keyboard as part of a polyphonic texture and keep in time with a beat Use left hand to play chords and broken chords Play a riff/ostinato a set number of times (Keep count/feel 4x 8x)	Perform songs with up to 4 chords using a variety of instruments such as keys/bass/ukulele/drums as part of a small ensemble Play chords and simple bass line in left hand Play chords and simple melodies at the same time Develop playing untuned instruments as part of a modern ensemble e.g. drum kit with	Start to independently learn chords from chord charts/symbols and develop ability to play independently as part of a small ensemble Play chords in more challenging keys/ use rhythm between the two hands/ accompany with more complex bass lines Develop playing untuned instruments with complex polyrhythms eg. African drums in small ensembles	Show versatility in performing using instruments such as drum kit, bass guitar, electric/acoustic guitar, keyboards, showing an awareness of timbre through patch choice, tone controls, use of FX



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	Perform an improvised piece using up to five notes e.g. pentatonic scale	Develop playing untuned instruments with complex rhythms e.g. samba drums in class ensemble settings	multiple parts played at the same time Develop improvisation using more complex scales e.g. blues scale	Develop rhythmic improvisation with more complex rhythms using syncopation and cross rhythms	
notation and music theory	Simple rhythm notation crotchets quavers minims and note letters including #s	Learn to read chord symbols for both ukulele and piano using white notes	Use of triplets and dotted rhythms	Extend rhythmic notation from semi breves to semiquavers	Read staff notation in treble and bass clefs.
	Read basic melodies using TAB for ukulele	Read the diatonic scale (white notes) over an octave	Learn to read music on treble clef over an octave using # and b	Understand how to build chords using semitones	Understand chord symbols, read TAB for guitar, bass and ukulele, read drum notation and use appropriate notation when composing (polyrhythmic percussion grids/chord symbols/TAB/staff notation)
	Understand the chromatic scale and pentatonic scale	Know the notes of the Piano Keyboard including #s and bs	Use 4 and 6 line tab and read chord symbols including bs and #s		Follow skeleton scores when listening to music
	understand bars and ¾ and 4/4 time signatures				Incorporate performance directions into notation (dynamics, articulation, use of repeats etc)
	Know the notes of the Piano Keyboard including #s				