

Musical Storytelling and the Primary Progression Map

Stage 1 – Skills most children should have at the beginning of the programme.

Stage 4 – Skills covered during musical storytelling have been highlighted.

Stage 1 – at commencement of programme	
Pulse and Rhythm	<ul style="list-style-type: none"> Begin to imitate leader by joining in showing the pulse and playing simple rhythms using body percussion when singing and chanting rhymes
Tempo and Dynamics	<ul style="list-style-type: none"> Vary tempo and dynamics by imitating the leader when singing, chanting and playing
Timbre and Texture	<ul style="list-style-type: none"> Explore a range of instruments and how they make sounds
Pitch	<ul style="list-style-type: none"> Explore the sound of different pitches made vocally and with instruments
Structure	<ul style="list-style-type: none"> Experience a range of simple musical structures, e.g. songs with introduction, verse and chorus
Notation	<ul style="list-style-type: none"> Mark make in response to music
Listening, responding and memorising	<ul style="list-style-type: none"> Begin to develop good behaviours for listening in musical activities Begin to join in with familiar songs and actions from memory Experience opportunities to combine music with movement
Singing	<ul style="list-style-type: none"> Begin to find a singing voice and engage in simple songs with limited pitch range and intervals, e.g. songs from Charanga Musitrax 1
Playing	<ul style="list-style-type: none"> Treat instruments with care Begin to discriminate between noise and music
Exploring, improvising and composing	<ul style="list-style-type: none"> Link to other areas and through creative music-making
Ensemble and Performance	<ul style="list-style-type: none"> Take turns to play instruments Be able to start and stop with control

Stage 4 – At the end of the programme	
Pulse and Rhythm	<ul style="list-style-type: none"> Identify and join in with pulse independently Recognise and repeat back simple rhythm patterns Understand the difference between ‘pulse’ and ‘rhythm’
Timbre and Texture	<ul style="list-style-type: none"> Select sounds for desired effect Create different textures carefully in music-making, considering when ‘thin’ or ‘thicker’ textures work best
Pitch	<ul style="list-style-type: none"> Track steps and leaps in pitch physically/using hand-signs
Tempo and Dynamics	<ul style="list-style-type: none"> Develop a wider vocabulary of tempo / dynamics Use a range of tempo/dynamic variations for desired effect
Structure	<ul style="list-style-type: none"> Use structure in creating musical pieces with different sections, making sensible choices regarding when to use repetition and variation
Notation	<ul style="list-style-type: none"> Invent symbols to represent sounds, considering how to show variations in dynamics, tempo and pitch Create and interpret graphic scores
Listening, Responding and Memorising	<ul style="list-style-type: none"> Identify specific sounds/sections when listening to music Remember simple instrumental parts and patterns Express musical preferences, thoughts and feelings about music
Singing	<ul style="list-style-type: none"> Develop intonation (ability to sing in tune) singing songs with growing range of pitches, intervals and rhythms Begin to consider how to breathe better for singing and where best to take breaths
Playing	<ul style="list-style-type: none"> Play classroom instruments with accuracy and control
Exploring, improvising and composing	<ul style="list-style-type: none"> Link to other areas and through creative music-making
Ensemble and Performance	<ul style="list-style-type: none"> Follow a range of musical directions with accuracy and control – knowing when to have empty hands and when to be ready with an instrument Develop ability to plan and deliver a performance with awareness of audience expectation Begin to lead group / class music-making
Listening, Responding and Memorising	<ul style="list-style-type: none"> Identify specific sounds/sections when listening to music Remember simple instrumental parts and patterns Express musical preferences, thoughts and feelings about music



SOUNDSTORM
MUSIC EDUCATION AGENCY

wave
arts education agency

Supported using public funding by



ARTS COUNCIL
ENGLAND