

Music Progression Map

| | YR | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
|---|--|---|---|---|---|--|---|
| Singing songs with control and using voice expressively | Exploring and using media and materials (40-60 months) <ul style="list-style-type: none"> Begins to build a repertoire of songs. Sing a large repertoire of songs. (Continuous from A2) Know many rhymes (Continuous from A2) Remember and sing entire songs (Continuous from A2) Sing the pitch of a tone sung by another person ('pitch match') Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs (Continuous from A2) | <ul style="list-style-type: none"> Sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions and counting in. (Continuous from A1) Begin with simple songs with a very small range, mi-so and then slightly wider. (Sp1) Sing a wide range of call and response songs, control vocal pitch and match pitch with accuracy. (Sp1) | <ul style="list-style-type: none"> Sing songs regularly with a pitch range of do-so with increasing vocal control. (Continuous from A1) Sing songs with a small pitch range, pitching accurately. (Continuous from A1) Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g. crescendo, decrescendo, pause) (Continuous from A1) | <ul style="list-style-type: none"> To sing in unison, becoming aware of pitch. (Continuous from A1) To perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes. (Continuous from A1) To think about others while performing. (Continuous from A1) | <ul style="list-style-type: none"> To sing in unison maintaining the correct pitch and using increasing expression. (Continuous from A1) To play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics. (Sp2) To think about others while performing. (Continuous from A1) | <ul style="list-style-type: none"> To sing in unison with clear diction, controlled pitch and sense of phrase. (Continuous from A1) To play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression. (Continuous from A1) To maintain my own part and be aware how the different parts fit together (Continuous from A1) | <ul style="list-style-type: none"> To sing in solo, unison and in parts with clear diction, controlled pitch and with sense of phrase (Continuous from A1) To play and perform with accuracy, fluency, control and expression (Continuous from A1) To think about the audience when performing and how to create a specific effect. (Continuous from A1) |
| | ELG <ul style="list-style-type: none"> Children sing songs and make music (A2) | | | | | | |

| | YR | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
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| Listening, memory and movement. | <ul style="list-style-type: none"> Respond to musical indications about when to play or sing (Continuous from A2) Join in with group singing (Continuous from A2) Listen carefully to rhymes and songs, paying attention to how they sound(Continuous from A2) Learn rhymes, poems and songs(Continuous from A2) Listen attentively, move to and talk about music, expressing their feelings and responses (Continuous from A2) | <ul style="list-style-type: none"> Use their voice to speak/sing/chant (Continuous from A1) Join in with group singing (Continuous from A1) Clap short rhythmic pattern (Continuous from A2) Respond to musical indications about when to play or sing (Continuous from A2) Respond musically with increasing accuracy to a call (high/low, loud/soft, fast/slow) and keep a steady pulse? Respond to different moods of music, in different ways (A2) | <ul style="list-style-type: none"> Listen to simple inter-related dimensions of music (Continuous from A1) Verbally recall what they have heard with simple vocabulary – loud, soft, high, low (Continuous from A1) Begin to say what they like and dislike (Continuous from A1) | <ul style="list-style-type: none"> Describe music using appropriate vocabulary (Continuous from A1) Begin to compare different kinds of music (Continuous from A1) Recognise differences between music of different times and cultures (Continuous from A1) | <ul style="list-style-type: none"> Describe what they hear using a wider range of musical vocabulary (Continuous from A1) Recognise how the inter-related dimensions of music are used by composers to create different moods and effects (Continuous from A1) Understand the cultural and social meaning of lyrics (Continuous from A1) Appreciate harmonies, drone and ostinato (Continuous from A1) Explore ways the way in which sounds are combined towards certain effects (Continuous from A1) Understand the relationship between lyrics and melody (Continuous from A1) | <ul style="list-style-type: none"> Describe, compare and evaluate different kinds of music using an appropriate and broad musical vocabulary (Continuous from A1) Analyse and compare features from a wide range of music (Continuous from A1) Discern and distinguish layers of sound and understand their combined effect (A1) Identify cyclic patterns – verse and chorus, coda (A1; Sp1; Su1) Recognise how different inter-related dimensions of music are combined and used expressively in many different types of music (A1; Sp1; Su1) | <ul style="list-style-type: none"> Evaluate differences in live and recorded performances (Continuous from A1) Consider how one piece of music may be interpreted in different ways by different performers, sometimes according to venue and occasion (Continuous from A1) |
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| | YR | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
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| Controlling pulse and rhythm | <ul style="list-style-type: none"> Use their voice to speak/sing/chant (Continuous from A2) Join in with group singing (Continuous from A2) Clap short rhythmic patterns (Sp 2) Experiment with creating sounds with different instruments (Continuous from A2) | <ul style="list-style-type: none"> Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. (Continuous from A1) Use body percussion, (e.g. clapping, tapping, walking) and classroom percussion (shakers, sticks and blocks, etc.), playing repeated rhythm patterns (ostinato) and short, pitched patterns on tuned instruments (e.g. glockenspiels or chime bars) to maintain a steady beat. (Continuous from A2; Su1) Respond to the pulse in recorded/live music through movement and dance. (Continuous from A2) | <ul style="list-style-type: none"> Understand that the speed of the beat can change, creating a faster or slower pace (tempo). (Continuous from A1) Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo. (Continuous from A1) Walk in time to the beat of a piece of music or song. (A2) Know the difference between left and right to support coordination and shared movement with others. (Sp1) Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats. (Su1) Identify the beat groupings in familiar music that they sing regularly and listen to. (Su1) | <ul style="list-style-type: none"> To begin to understand how different musical elements are combined and used to create an effect. (A1) | <ul style="list-style-type: none"> To understand how different musical elements are combined and used expressively. (Su2) | <ul style="list-style-type: none"> To understand how different musical elements are combined and used expressively. (A1; Sp1; Su1) | <ul style="list-style-type: none"> To identify and explore the relationship between sounds and how music can reflect different meanings. (Continuous from A1) |

| | YR | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
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| Exploring sounds, melody and accompaniment. | Exploring and using media and materials (40-60 months) <ul style="list-style-type: none"> Explores the different sounds of instruments (Taught through CIL) Being Imaginative ELG <ul style="list-style-type: none"> Represent their own ideas, thoughts and feelings through music. (A1) | <ul style="list-style-type: none"> Experiment with, create, select and combine sounds using the inter-related dimensions of music. (Su2) | <ul style="list-style-type: none"> Experiment with, create, select and combine sounds using the inter-related dimensions of music. (Continuous from A1) | <ul style="list-style-type: none"> To create simple rhythmical patterns that use a small range of notes (Su1) To begin to join simple layers of sound, e.g. a background rhythm and a solo melody. (Su1) | <ul style="list-style-type: none"> To create rhythmical and simple melodic patterns using an increased number of notes. (Continuous from A1) To join layers of sound, thinking about musical dynamics of each layer and understanding the effect. (Sp1) | <ul style="list-style-type: none"> To create increasingly complicated rhythmic and melodic phrases within given structures. (Su2) | <ul style="list-style-type: none"> To create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures (Continuous from A1) |

| | YR | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
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| Control of instruments | N/A | <ul style="list-style-type: none"> Begin to play tuned and untuned instruments musically (A2) Begin to use instruments to perform a simple piece (Su1) | <ul style="list-style-type: none"> Play tuned and untuned instruments musically (Continuous from A1) | <ul style="list-style-type: none"> Develop facility in playing tuned percussion or a melodic instrument, such as violin or recorder. (Su1) Play and perform melodies following staff notation using a small range (e.g. Middle C–E/do–mi) as a whole class or in small groups (e.g. trios and quartets). (Su1) Use listening skills to correctly order phrases using dot notation, showing different | <ul style="list-style-type: none"> Develop facility in the basic skills of a selected musical instrument over a sustained learning period. (A2) Play and perform melodies following staff notation using a small range (e.g. Middle C–G/do–so) as a whole-class or in small groups. (A2; Sp2) Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using | <ul style="list-style-type: none"> Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave and using notes within the Middle C–C’/do–do range. (A1; Sp1; Su1) Understand how triads are formed, and play them on tuned percussion, melodic instruments (A1; Sp1; Su1) | <ul style="list-style-type: none"> Play a melody following staff notation written on one stave and using notes within an octave range (do–do); make decisions about dynamic range, including very loud, very quiet, moderately loud and moderately quiet. (A2) Accompany this same melody, and others, using block chords or a bass line. (A2) |

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| | | | | <p>arrangements of notes C-D-E/do-re-mi. (Su1)</p> <ul style="list-style-type: none"> Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow. (Su1) Extend to question-and-answer phrases. (Su1) | <p>instruments played in whole class teaching. Identify static and moving parts. (A2; Sp2)</p> <ul style="list-style-type: none"> Copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A). (A2; Sp2) | <ul style="list-style-type: none"> Perform simple, chordal accompaniments to familiar songs. (A1; Sp1; Su1) Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra. (A1; Sp1; Su1) Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies. (A1; Sp1; Su1) | <ul style="list-style-type: none"> Engage with others through ensemble playing with pupils taking on melody or accompaniment roles. (A2) |
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| Composition | YR | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
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| | N/A | <ul style="list-style-type: none"> Make a range of sounds with their voice? (Continuous from A2) Make a range of sounds with instruments? (Continuous from A2) Identify changes in sounds? (Continuous from A2) Tell the difference between long and short sounds? (Continuous from A2) Represent sounds pictorially (Continuous from A2) Make a sequence of sounds for a purpose (Continuous from A2) | <ul style="list-style-type: none"> Order sounds to create a beginning, middle and end? (Continuous from A1) Represent sounds pictorially with increasing relevance? (Continuous from A1) Choose sounds to achieve an effect (including use of technology)? (Su2) Begin to compose short melodic patterns using two or three notes (tuned instruments/voice)? (Continuous from A1) Create short, rhythmic patterns – sequences of long and short sounds? (Continuous from A1) Create their own symbols to represent sounds (Continuous from A1) Choose sounds to create an effect on the listener (Continuous from A1) | <ul style="list-style-type: none"> Create repeated patterns using a range of instruments (Continuous from A1; Su1) Combine different sounds to create a specific mood or feeling (Continuous from A1; Su1) Understand how the use of tempo can provide contrast within a piece of music (Continuous from A1) Begin to read and write musical notation (Continuous from A1) Effectively choose, order, combine and control sounds to create different textures? (Continuous from A1) Use silent beats for effect (rests)? (Continuous from A1) Combine different inter-related dimensions of music (e.g. fast/slow, high/low, loud/soft) in their composition? (Continuous from A1) | <ul style="list-style-type: none"> Use notations to record and interpret sequences of pitches (A2; Sp2) Use notations to record compositions in a small group or on their own (A2; Sp2) Use notation in a performance (A2; Sp2) | <ul style="list-style-type: none"> Recognise that different forms of notation serve different purposes (A1; Sp1; Su1) Combine groups of beats (A1; Sp1; Su1) Use a variety of different musical devices in their composition (e.g. melody, rhythms and chords) (A1; Sp1; Su1) | <ul style="list-style-type: none"> Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest. (A2) Play this melody on available tuned percussion and/or orchestral instruments. (A2) Compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen. Either of these melodies can be enhanced with rhythmic or chordal accompaniment (A2) Compose a ternary piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved. (A2) |

| Reading and writing notation | YR | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
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| | N/A | | | <ul style="list-style-type: none"> Understand the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch. (Su1) Understand the differences between crotchets and paired quavers. (Su1) Apply word chants to rhythms, understanding how to link each syllable to one musical note (Continuous from A1) | <ul style="list-style-type: none"> Understand the differences between minims, crotchets, paired quavers and rests. (Continuous from A1) Read and perform pitch notation within a defined range (e.g. C–G/do–so). (Continuous from A1) Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble. (Continuous from A1) | <ul style="list-style-type: none"> Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers. (Continuous from A1) Understand the differences between 2/4, 3/4 and 4/4 time signatures. (Continuous from A1) Read and perform pitch notation within an octave (e.g. C–C’/do–do). (Continuous from A1) | <ul style="list-style-type: none"> Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests. (A2) Further develop the skills to read and perform pitch notation within an octave (e.g. C–C’/ do–do). (A2) Read and play confidently from rhythm notation cards and rhythmic scores in up to four parts that contain |

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| | | | | <ul style="list-style-type: none"> Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations. (Continuous from A1) | <p>known rhythms and note durations. (A2)</p> <ul style="list-style-type: none"> Read and play from notation a four-bar phrase, confidently identifying note Performing - Reading Notation names and durations. (A2) |
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| | YR | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
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| Performance skills | <ul style="list-style-type: none"> Use their voice to speak/sing/chant (Continuous from A2) Join in with singing (Continuous from A2) Clap short rhythmic patterns (Taught through CIL) Experiment with creating sounds with different instruments (Continuous from A2) | <ul style="list-style-type: none"> Use their voice to speak/sing/chant? (Continuous from A2) Join in with singing (Continuous from A1) Clap short rhythmic patterns (Continuous from A1) Use instruments to perform a simple piece (Su1) Respond to musical indications about when to play or sing (Continuous from A1) Respond musically with increasing accuracy to a call (high/low, loud/soft, fast/slow) and keep a steady pulse (Continuous from A1) | <ul style="list-style-type: none"> Follow the melody using their voice or an instrument (Continuous from A1) Sing songs as an ensemble following the tune (melody) well (Continuous from A1) Perform in an ensemble with instructions from the leader (e.g. hand signals to indicate pitch and duration of notes) (Continuous from A1) Play simple rhythmic patterns on an instrument (Su2) Sing/clap a pulse increasing or decreasing in tempo (Continuous from A1) Have control when playing instruments (Progress throughout the year) Perform musical patterns keeping a steady pulse (Continuous from A1) | <ul style="list-style-type: none"> Sing songs from memory with increasing expression, accuracy and fluency (Continuous from A1) Maintain a simple part within an ensemble (Su2) Modulate and control their voice when singing and pronounce the words clearly (Continuous from A2) Play notes on tuned and un-tuned instruments with increasing clarity and accuracy (Su1) Improvise (including call and response) within a group using the voice (Continuous from A1) Collaborate to create a piece of music (Su1) | <ul style="list-style-type: none"> Perform a simple part of an ensemble rhythmically (Su1) Sing songs from memory with increasing expression, accuracy and fluency (Continuous from A1) Improvise using repeated patterns with increasing accuracy and fluency (Continuous from A1) | <ul style="list-style-type: none"> Begin to sing a harmony part (A1; Sp1; Su1) Begin to perform using notations (A1; Sp1; Su1) Take the lead in a performance (A1; Sp1; Su1) Take on a solo part (A1; Sp1; Su1) Provide rhythmic support and perform parts from memory (A1; Sp1; Su1) | <ul style="list-style-type: none"> Begin to sing a harmony part (Continuous from A1) Begin to perform using notations (Continuous from A1) Take the lead in a performance (Continuous from A1) Take on a solo part (Continuous from A1) Provide rhythmic support and perform parts from memory (Continuous from A1) |

| | YR | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
|---------------------------|---|--|--|--|---|--|---|
| Evaluating and appraising | <ul style="list-style-type: none"> Can they say if they like or dislike a piece of music? (Continuous from A2) Can they identify and distinguish environmental sounds? (Continuous from A2) Can they begin to describe the sounds? (e.g. loud, quiet, high, low, fast, slow) (Continuous from A2) Can they begin to express how music makes them feel? (Continuous from A2) | <ul style="list-style-type: none"> Can they say if they like or dislike a piece of music? (Continuous from A1) Can they identify and distinguish environmental sounds? (Sp2) Can they begin to describe the sounds? (e.g. loud, quiet, high, low, fast, slow) (Continuous from A1) Can they begin to express how music makes them feel? (Continuous from A1) | <ul style="list-style-type: none"> Can they identify particular features when listening to music? (Continuous from A1) Can they begin to associate sounds they hear with instruments? (Continuous from A1) Can they independently identify the pulse in a piece of music and tap along? (Continuous from A1) Can they listen carefully to recall short rhythmic patterns? (Continuous from A1) Can they begin to recognise changes in timbre, dynamics and pitch? (Continuous from A1) Are they able to recognise and name different | <ul style="list-style-type: none"> Can they use musical words (pitch, duration, dynamics, and tempo) to describe and give their opinion on a piece of music? (Continuous from A1) Can they evaluate and improve their work, explaining how it has improved using a success criterion? (Continuous from A1) Do they know that music can be played or listened to for a variety of purposes (including different cultures and periods in history)? (Continuous from A1) Are they able to recognise a range of instruments by ear? (Continuous from A1) | <ul style="list-style-type: none"> Can they explain why silence is used in a piece of music and say what effect it has? (Continuous from A1) Can they start to identify the character of a piece of music? (Continuous from A1) Can they describe and identify the different purposes of music? (Continuous from A1) Can they use musical words (pitch, duration, timbre, dynamics, and tempo) to describe a piece of music and composition? (Continuous from A1) | <ul style="list-style-type: none"> Can they describe, compare and evaluate music using musical vocabulary? (Continuous from A1) Can they suggest improvements to their own or others’ work? (Continuous from A1) Can they choose the most appropriate tempo for a piece of music? (Continuous from A1) Can they identify and begin to evaluate the features within different pieces of music? (Continuous from A1) Can they contrast the work of established composers and show preferences? (Continuous from A1) | <ul style="list-style-type: none"> Can they refine and improve their work? (Continuous from A1) Can they evaluate how the venue, occasion and purpose affects the way a piece of music is created? (Continuous from A1) Can they compare and contrast the impact that different composers from different times will have had on the people of the time? (Continuous from A1) Can they analyse features within different pieces of music? (Continuous from A1) |

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| | | | instruments by sight? (Continuous from A1) <ul style="list-style-type: none"> Can they evaluate and improve their own work and give reasons? (Continuous from A1) | <ul style="list-style-type: none"> Can they internalise the pulse in a piece of music? (Continuous from A1) Can they identify the features within a piece of music? (Continuous from A1) | | | |
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| Key Vocabulary | YR | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
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| | nursery rhymes, action songs, instruments, share, respond, explore, listen, sing, play, learn, beat, pitch, high, low, long, short, perform, share, play, stop, move, listen, actions, voice, hands, soft, hard. | Pulse, rhythm, pitch, rap, improvise, compose, instrument bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination. | Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, perform/performance, audience, rap, Reggae, glockenspiel. | Structure, intro/introduction, verse, chorus, tempo, bass, drums, guitar, keyboard, synthesizer, texture, electric guitar, organ, backing vocals, hook, riff, Reggae, pentatonic scale, imagination, Disco. | dynamics, texture, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality. | Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, Swing, tune/head, note values, note names, Big bands, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, deck, backing loops, Funk, scratching, unison , timbre, | style indicators, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo, Blues, J azz, improvise/ improvisation, by ear, melody, riff, solo, syncopation, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony. |