

Music - Progression Map



	2 Year Olds/ Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Playing and Performing	<p>0-3 Anticipate phrases and actions in rhymes and songs like 'Peepo'.</p> <p>Explore their voices and enjoy making sounds.</p> <p>Join in with songs and rhymes, making some sounds.</p> <p>Enjoy and take part in action songs such as 'Twinkle Twinkle'.</p> <p>3 -4 Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person (pitch match)</p> <p>Sing the</p>	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>ELG Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and - when appropriate try to move in time with music.</p>	<p>Use voices in different ways such as speaking, singing and chanting.</p> <p>To create and choose sounds and to perform simple rhythmical patterns, beginning to show an awareness of pulse.</p> <p>To perform in front of peers.</p>	<p>Use voices expressively and creatively and sing with the sense of shape of the melody.</p> <p>To create and choose sounds for a specific effect and to perform rhythmical patterns and accompaniments, keeping a steady Pulse.</p> <p>To perform to an audience.</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Play tuned and untuned instruments musically.</p>	<p>To sing in unison, becoming aware of pitch.</p> <p>To perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes.</p> <p>To think about others while performing.</p>	<p>To sing in unison maintaining the correct pitch and using increasing expression.</p> <p>To play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics.</p> <p>To follow conductors' directions when performing.</p>	<p>To sing in unison with clear diction, controlled pitch and sense of phrase.</p> <p>To play and perform parts in a range of solo and ensemble contexts with increasing accuracy and Expression.</p> <p>To maintain their own part in a performance and be aware of the conductor and other performers.</p>	<p>To sing in solo, unison and in parts with clear diction, controlled pitch and with sense of phrase.</p> <p>To play and perform with accuracy, fluency, control and expression.</p> <p>To think about the audience when performing and how to create a specific effect.</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>

	<p>melodic shape (moving melody, such as down up, or up down) of familiar songs.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>							
Creating and Composing	<p>0-3 Make rhythmical and repetitive sounds.</p> <p>Explore a range of sound makers and instruments and play them in different ways.</p> <p>3-4 Create their own songs or improvise a song around one they know.</p> <p>Create collaboratively , sharing resources and skills.</p>		<p>To know about and experiment with sounds.</p> <p>To recognise and explore how sounds can be organised and to identify and organise sounds using simple criteria e.g. loud, soft, high low.</p>	<p>Repeat short rhythmic and melodic patterns.</p> <p>To Begin to explore and choose and order sounds using the inter-related dimensions of music.</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>To create simple rhythmical patterns that use a small range of notes.</p> <p>To begin to join simple layers of sound, e.g. a background rhythm and a solo melody.</p>	<p>To create rhythmical and simple melodic patterns using an increased number of notes.</p> <p>To join layers of sound, thinking about musical dynamics of each layer and understanding the effect.</p>	<p>To create increasingly complicated rhythmic and melodic phrases within given structures.</p>	<p>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.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p>

<p>Responding and reviewing appraising skills</p>	<p>Showing attention to sounds and music.</p> <p>Respond emotionally and physically to music when it changes.</p> <p>Move and dance to music.</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p>	<p>To talk about how music makes you feel or want to move. E.g. it makes me want to jump/sleep/shout etc.</p> <p>To think about and make simple suggestions about what could make their own work better. E.g: play faster or louder.</p>	<p>To respond to different moods in music and explain thinking about changes in sound.</p> <p>To identify what improvements could be made to own work and make these changes, including altering use of voice, playing of and choice of instruments.</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p>	<p>To explore and comment on the ways sounds can be used expressively.</p> <p>To comment on the effectiveness of own work, identifying and making improvements.</p>	<p>To recognise and explore the ways sounds can be combined and used expressively and comment on this effect.</p> <p>To comment on the effectiveness of own work, identifying and making improvements based on its intended outcome.</p>	<p>To describe, compare and evaluate different types of music beginning to use musical words.</p> <p>To comment on the success of own and others work, suggesting improvements based on intended outcomes.</p>	<p>To describe, compare and evaluate different types of music using a range of musical vocabulary including the inter-related dimensions of music.</p> <p>To evaluate the success of own and others work, suggesting specific improvements based on intended outcomes and comment on how this could be achieved.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>
<p>Listening and</p>	<p>Move and dance to music</p>		<p>To begin to identify simple repeated</p>	<p>To identify and recognise repeated</p>	<p>To listen with attention and begin to recall</p>	<p>To listen to and recall patterns of</p>	<p>To listen to and recall a range of sounds and</p>	<p>To listen to, internalise and recall sounds</p>

<p>applying knowledge and understanding</p>	<p>Listening with increased attention to sounds</p>		<p>patterns and follow basic musical instructions.</p> <p>To begin to understand that musical elements can be used to create different moods and effects.</p> <p>To begin to represent sounds with simple sounds including shapes and marks.</p> <p>To listen to short, simple pieces of music and talk about when and why they may hear it. E.g: a lullaby or Wedding march.</p>	<p>patterns and follow a wider range of musical instructions.</p> <p>To understand how musical elements create different moods and effects.</p> <p>To confidently represent sounds with a range of symbols, shapes or marks.</p> <p>To listen to pieces of music and discuss where and when they may be heard explaining why using simple musical vocabulary. E.g. It's quiet and smooth so it would be good for a lullaby.</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Experiment with, create, select</p>	<p>sounds.</p> <p>To begin to understand how different musical elements are combined and used to create an effect.</p> <p>To begin to recognise simple notations to represent music, including pitch and dynamics.</p> <p>To listen to and begin to respond to music drawn from different traditions and great composers and musicians.</p>	<p>sounds with increasing accuracy.</p> <p>To understand how different musical elements are combined and used expressively.</p> <p>To understand and begin to use established and invented musical notations to represent music.</p> <p>To listen to, understand a wide range of high quality live and recorded music drawn from different traditions, great composers and Musicians.</p>	<p>patterns of sounds Confidently.</p> <p>To begin to identify the relationship between sounds and how music can reflect different meanings.</p> <p>To recognise and use a range of musical notations including staff notation.</p> <p>To listen to a range of high quality, live and recorded music from different traditions, composers and musicians and begin to discuss their differences and how music may have changed over time.</p>	<p>and patterns of sounds with accuracy and Confidence.</p> <p>To identify and explore the relationship between sounds and how music can reflect different meanings.</p> <p>To use and apply a range of musical notations including staff notation, to plan, revise and refine musical material.</p> <p>To develop an understanding of the history of music from different, cultures, traditions, composers and musicians evaluating how venue, occasion and purpose effects the way that music is created and Performed.</p> <p>Listen with attention to detail and recall</p>
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				and combine sounds using the inter-related dimensions of music.				<p>sounds with increasing aural memory.</p> <p>Use and understand staff and other musical notations.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Develop an understanding of the history of music.</p>
Vocabulary	rhythm clap wave tap blow hit shake beat bang sing dance perform music instrument play move	beat, fast high listen loud low music pattern perform play quiet slow song start stop	band call and response chant dynamics ending lyrics melody pitch pulse repeat rest rhythm grid rhythm sequence tempo tune	acapella backing chorus cover crochet diaphragm duration expression Forte harmony improvise introduction Legato Ostinato, outro, Piano solo Staccato	Allegro Andante appraising articulate aural compose Crescendo Diminuendo ensemble expression hook improvise Largo mood musician original recall Staccato	bridge chord coda composer direct Fortissimo middle 8 notation off beat pentatonic percussion Pianissimo polyrhythm posture Presto projection riff scale	Accelerando accompaniments arrangement audience composition expressively notation phrases style indicators variation Rallentando	

				treble clef tunefully verse notes	style texture timbre	structure theme	
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National Curriculum Outcomes

Key stage 1

- (1) Use their voices expressively and creatively by singing songs and speaking chants and rhymes
- (2) Play tuned and untuned instruments musically
- (3) Listen with concentration and understanding to a range of high-quality live and recorded music
- (4) Experiment with, create, select and combine sounds using the inter-related dimensions of music.

Key Stage 2

- (1) Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- (2) Improvise and compose music for a range of purposes using the inter-related dimensions of music
- (3) Listen with attention to detail and recall sounds with increasing aural memory
- (4) Use and understand staff and other musical notations
- (5) Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- (6) Develop an understanding of the history of music