



Progression Map

Music – Progression Map

Year group	
Nursery	<p>Sing a large repertoire of songs and know many rhymes</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p> <p>Create their own songs or improvise a song around one they know.</p> <p>Respond to what they have heard, expressing their thoughts and feelings</p>
Reception	<p>Sing a range of well-known nursery rhymes and songs.</p> <p>Sing in a group increasingly matching the pitch and following the melody.</p> <p>Perform songs with others.</p> <p>Listen attentively and talk about music, expressing their feelings and responses.</p> <p>Explore and engage in dance, performing solo or in groups.</p> <p>Listen attentively and talk about music, expressing their feelings and responses.</p> <p>Move in time with music.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Explore and engage in music making, performing solo or in groups.</p>



Progression Map

	<u>Play & Perform</u>	<u>Compose & Apply</u>	<u>Listen & Appraise</u>	<u>Musicianship</u>
Year 1	<p>Sing simple songs, chants and rhymes from memory.</p> <p>To perform simple rhythmic pattern.</p> <p>To begin to show an awareness of pulse.</p> <p>To sing collectively at the same pitch.</p> <p>To match their voice to the pitch they hear with accuracy.</p> <p>To respond to simple visual directions (stop, start, loud, quiet)</p>	<p>Improvise simple vocal chants using question and answer phrases.</p> <p>Create musical sound effects and short sequences of sounds in response to stimuli (e.g. a rainstorm or train journey).</p> <p>Understand the difference between creating a rhythm pattern and a pitch pattern.</p> <p>Invent, retain and recall rhythm and pitch patterns and perform these for others.</p> <p>Recognise how graphic notation can represent created sounds. Explore and invent their own symbols.</p>	<p>To begin to identify simple repeated patterns.</p> <p>To listen and identify whether music is 'happy' or 'sad'.</p> <p>To listen and discuss where they may hear the piece of music (lullaby, wedding etc.)</p> <p>To move to music and discuss why they moved this way.</p> <p>To begin to recognise basic orchestral instruments from the sounds they make.</p>	<p>Pulse/Beat</p> <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. Use body percussion (e.g. clapping, tapping etc.) and classroom percussion (tuned and untuned) to play ostinato* and short pitched patterns to maintain a steady beat. Respond to the pulse in music through movement and dance (i.e. jumping/stepping etc.) <p>Rhythm</p> <ul style="list-style-type: none"> Perform short copycat rhythm patterns accurately, led by the teacher. Perform ostinato patterns while keeping in time with the pulse. Perform word-pattern chants and create, retain and perform their own rhythm patterns. <p>Pitch</p> <ul style="list-style-type: none"> Listen to sounds in the environment, comparing low and high sounds.



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				<ul style="list-style-type: none"> • Sing familiar songs in both high and low-pitched voices and compare. • Explore percussion sounds to enhance storytelling (i.e. ascending notes on a glockenspiel to show jack climbing up the beanstalk) • Follow pictures and symbols to guide singing and playing (e.g. 4 dots = hit the drum 4 times)
Year 2	<p>Sing songs regularly with a pitch range of do-so with increasing vocal control and accuracy.</p> <p>To sing in unison with an awareness of others.</p> <p>To perform simple rhythmic patterns and accompaniments.</p> <p>To keep a steady pulse.</p> <p>To play simple melodies on untuned and tuned percussion.</p> <p>To know the meaning of dynamics and tempo and be able to demonstrate these when singing and playing instruments. They should be able to do</p>	<p>Create music in response to a non-musical stimulus (e.g. a storm).</p> <p>Work with a partner to improvise simple question and answer phrases, to be sung, played on untuned percussion (drum), creating a musical conversation.</p> <p>Use graphic symbols, dot notation, and stick notation, as appropriate, to keep a record of composed pieces.</p>	<p>To identify and recognise repeated patterns.</p> <p>To listen and identify whether music is 'happy' or 'sad' and discuss their reasoning using the taught musical language.</p> <p>To listen and discuss where they may hear the piece of music and discuss the features using basic musical language.</p> <p>To discuss how the music makes them feel and how they would express that feeling.</p> <p>To recognise a range of orchestral instruments from the sounds they make and identify which orchestral family they belong to.</p>	<p>Pulse/Beat</p> <ul style="list-style-type: none"> • Understand that the speed of the pulse can change, creating a faster or slower pace and know that this is called tempo. • Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo. • Walk in time to the beat of a piece of music or song. Do this in unison with others showing coordination and shared movement. • Begin to group beats in twos or threes by tapping knees on the first (strongest) beat and clapping the remaining beats.



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	<p>this by responding to both the leader's directions and visual symbols.</p>			<ul style="list-style-type: none">• Identify the beat groupings in familiar music that they listen to/sing regularly. <p>Rhythm</p> <ul style="list-style-type: none">• Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion.• Create rhythms using word phrases as a starting point.• Read and respond to chanted rhythm patterns and represent them with stick notation including crotchets, quavers, and crotchet rests.• Create and perform their own chanted rhythms with the same stick notation. <p>Pitch</p> <ul style="list-style-type: none">• Sing to a melody within the so-mi range, matching their voices accurately.• Sing short phrases independently.• Respond independently to pitch changes heard in short melodic phrases.• Recognise dot notation and match it to 3-note tunes played on tuned percussion.
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Progression Map

	<u>Play & Perform</u>	<u>Compose & Apply</u>	<u>Listen & Appraise</u>	<u>Reading Notation</u>
Year 3	<p>To sing in unison with a pitch range of do-so.</p> <p>To perform simple rhythms and melodies with varying pitch within a small range of notes.</p> <p>Perform tunefully with expression including dynamics such as forte and piano.</p> <p>Perform as a choir in school assemblies.</p> <p>Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo changes.</p> <p>Develop playing a tuned instrument, following staff notation using a small range of notes (do-mi)</p> <p>Copy (solo) melodies with accuracy at varying speeds (allegro/adagio).</p>	<p>Become more skilled in improvising using voices, tunes and untuned percussion.</p> <p>Structure musical ideas to create music with a beginning, middle and end.</p> <p>Combine known rhythmic notation (do, re, mi) to create rising and falling phrases.</p> <p>Compose song accompaniments on untuned percussion, using known note values.</p> <p>Use dot notation to show higher or lower pitch.</p>	<p>To listen with attention and begin to recall sounds.</p> <p>To begin to understand how different musical elements are combined and used to create an effect.</p> <p>To listen to and begin to respond to music drawn from different traditions and great composers and musicians.</p> <p>To explore and comment on the way sounds can be used expressively.</p> <p>To comment on the effectiveness of their own work, identifying and making improvements.</p>	<p>Introduce the stave, lines and spaces, and clef. Use dot notation to show higher and lower pitch.</p> <p>Introduce and understand the difference between crotchets and paired quavers.</p> <p>Apply word chants to rhythms and understand how to link each syllable to one musical note.</p>
Year 4	<p>Continue to sing a broad range of unison songs with the range of an octave (do-do)</p> <p>Sing rounds and partner songs in different time signatures (2, 3 and 4</p>	<p>Improvise on a limited range of pitches on the instrument they are learning, making use of musical features including smooth (legato) and detached (staccato)</p>	<p>To listen to and recall patterns of sounds with increasing accuracy.</p> <p>To understand how different musical elements are combined and used expressively.</p>	<p>Introduce and understand the differences between minims, crotchets, paired quavers and rests.</p> <p>Read and perform pitch notation within a defined range (e.g. C-G/do-so).</p>



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	<p>time) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony</p> <p>Perform a range of songs in school assemblies</p> <p>Develop facility in the basic skills of a selected musical instrument over a sustained learning period.</p> <p>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</p> <p>Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching. Identify static and moving parts.</p> <p>Copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A).</p>	<p>Begin to make compositional decisions about the overall structure of improvisations.</p> <p>Arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4-beat phrases arranged into bars.</p> <p>Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt.</p> <p>Sing and play these phrases as self-standing compositions.</p> <p>Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip.</p> <p>Introduce major and minor chords.</p> <p>Include instruments played in whole-class/group/individual teaching to expand the scope and range of the sound palette available for composition work.</p>	<p>To recognise and explore the way sounds can be combined and used expressively and comment on this effect.</p> <p>To listen to and understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians.</p> <p>To comment on the effectiveness of their own work, identifying and making improvements based on its intended outcome.</p>	<p>Follow and perform simple rhythmic scores to a steady beat.</p>
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Progression Map

		<p>Capture and record creative ideas using any of:</p> <ul style="list-style-type: none">• graphic symbols• rhythm notation and time signatures• staff notation• technology		
Year 5	<p>To sing in unison with controlled pitch, clear diction and a sense of phrase.</p> <p>To play and perform melodies in a range of solo, and ensemble contexts with increasing accuracy and expression.</p> <p>Begin to maintain a part and be aware of how all the parts fit together.</p>	<p>To create increasingly complicated melodic and rhythmic phrases within given structures.</p> <p>To recognise and use a range of musical notations including staff notation.</p>	<p>To listen to and recall a range of sounds and patterns of sounds confidently.</p> <p>To begin to identify the relationship between sounds and how music can reflect different meanings.</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>To describe, compare and evaluate different types of music beginning to use musical language.</p> <p>To comment on the success of their own and others' work, suggesting improvements based on intended outcomes.</p>	<p>Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.</p> <p>Understand the differences between 2/4, 3/4 and 4/4 time signatures.</p> <p>Read and perform pitch notation within an octave (e.g. C–C or do–do).</p> <p>Read and perform pitch notation within an octave (e.g. C–C'/do–do).</p>



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<p>Year 6</p>	<p>Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance.</p> <p>Observe rhythm, phrasing, accurate pitching and appropriate style when singing.</p> <p>Sing three and four part rounds or partner songs and experiment with positioning singers randomly within the group to develop greater listening skills, balance between parts and vocal independence.</p> <p>Perform a range of songs as a choir and in school assemblies, school performance opportunities and to a wider audience.</p> <p>Play a melody using staff notation written on one staff and using notes within an octave range (do-do).</p> <p>Make decisions about dynamic range, including very loud (<i>ff</i>), very quiet (<i>pp</i>), moderately loud (<i>mf</i>) and moderately quiet (<i>mp</i>).</p> <p>Play accompaniment, on a tuned instrument, to a melody using a bass line or block chords.</p>	<p>To become more skilled when improvising melodic and rhythmic phrases (using tuned and untuned percussion) as part of a group performance and compose by developing ideas within a range of given musical structures.</p> <p>Structure musical ideas (echo or question and answer phrases) to create music with a beginning, middle and end in response to a stimulus.</p> <p>Compose using known rhythmic notation with letter names to create rise and fall patterns.</p> <p>Compose song accompaniments on untuned percussion using known rhythms and note values.</p>	<p>To listen to, internalise and recall sounds 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 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>To describe, compare and evaluate different types of music using a range of musical vocabulary including the combined elements of music.</p> <p>To evaluate the success of their own and others work, suggesting specific improvements based on intended outcomes and comment on how this could be achieved.</p>	<p>Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations.</p> <p>Read and play from notation a four-bar phrase, confidently identifying note names and durations.</p> <p>Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests.</p> <p>Further develop the skills to read and perform pitch notation within an octave (e.g. C–C/ do–do).</p>
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ABBAY MEAD
PRIMARY ACADEMY

Progression Map

	Engage with others through ensemble playing.			
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