



## Music Progression Map

Singing	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Nursery</b> Sing a range of well known nursery rhymes and songs</p> <p><b>Reception</b> Perform songs and try to move in time with the music</p>	<p>Sing together.</p> <p>Recognise and sing high and low-pitched notes.</p> <p>Understand when to sing in a verse and a chorus.</p>	<p>Understand that singing and playing together creates a musical texture.</p> <p>Identify the high notes and low notes in a melody.</p> <p>Join in with part of a melody.</p> <p>Join in with a repeated section of a song: the chorus, the response.</p>	<p>Identify large numbers of people playing and singing. Listen out for solo players.</p> <p>Learn to sing a melody by ear</p>	<p>Explain the term 'unison' and the difference between unison and solo.</p> <p>Identify and explain what a melody is.</p> <p>Identify and explain the following structural terms: verse, chorus, bridge, repeat signs, chorus and</p>	<p>Talk about solo voices, backing vocals and different vocal textures.</p> <p>Identify and explain steps, jumps and leaps in the pitch of a melody.</p> <p>Learn to sing and follow a melody by ear and from notation.</p> <p>Identify the instrumental</p>	<p>Understand how texture builds throughout a piece as voices are layered.</p> <p>Talk about how musical styles often have the same musical structure, eg Folk music: verse and chorus; Rock and Pop music: verse, chorus, bridge and instrumental break.</p>

Join in with the main tune when it is repeated.

final chorus, improvisation, call and response, and AB form within musical structures.

break and its purpose in a song. Recognise phrases and repeated sections. Discuss the purpose of a bridge section.

Talk about the purpose of musical structures.

Listening	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Nursery</b> Listen to sounds in the local environment, comparing high and low sounds</p> <p><b>Reception</b> Talk about patterns of sound they hear</p>	<p>Recognise musical language (including basic musical elements), from both prior and new learning.</p> <p>Recognise how feelings can connect with/relate to music.</p> <p>Recognise some basic understanding of musical style.</p>	<p>Demonstrate an understanding and appropriate use of musical language (including basic musical elements), from both prior and new learning.</p> <p>Demonstrate a basic understanding of how feelings can connect with/relate to music.</p> <p>Demonstrate some basic understanding of musical style</p>	<p>Show understanding and appropriate use of musical language (including basic musical elements), from both prior and new learning.</p> <p>Identify and describe feelings as they relate to music.</p> <p>Demonstrate an understanding of the musical style and a broader understanding of the cultural and historical connections to the music</p>	<p>Identify and describe a variety of contrasting feelings as they relate to music.</p> <p>Understand a variety of musical styles.</p>	<p>Demonstrate an understanding of the musical style and a broader understanding of the cultural and historical connections and context of the music.</p>	<p>Demonstrate an understanding of the musical style and a broader understanding of the cultural and historical connections and context of the music.</p>

Composing	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Nursery</b> Find new ways to play instruments and create sounds</p> <p><b>Reception</b> Play untuned instruments to accompany Nativity songs</p> <p>Make up simple songs</p>	Demonstrate basic improvisation using tuned and untuned instruments	Make informed decisions as to which notes to play when improvising	<p>Understand the basic concepts of composition</p> <p>Follow the instrumental part by ear when playing the trumpet</p>	<p>Make informed decisions when composing</p> <p>Follow the musical notation on screen when playing the ukulele</p>	<p>Make informed decisions as to which notes and expression to use when improvising with a song</p> <p>Play securely, simple musical notation on screen when playing the recorder.</p>	<p>Make informed decisions as to which notes and expression to use when composing with the song</p> <p>Play securely, with expression simple musical notation on screen.</p>

Performance	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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<p><b>Nursery</b> Join in with some of the songs from the Nativity.</p> <p><b>Reception</b> Take pride in their performance</p>	<p>Demonstrate an awareness of pulse when performing a piece of music</p> <p>Understand the importance of posture when singing.</p>	<p>Demonstrates an awareness of pulse/beat when moving to and performing music.</p> <p>Introduce the performance</p>	<p>Demonstrates an understanding of the importance of posture, diction and technique when performing.</p>	<p>Introduces the performance with context.</p>		
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<b>Musicianship</b>	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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<p><b>Nursery</b> Explore how sound is changed</p> <p><b>Reception</b> Clap a simple rhythm</p>	<p><b><u>Pitch</u></b> Explore singing and playing C, D, and E from the C major scale. Explore singing and playing F, G, and A from the F major scale.</p> <p><b><u>Pulse</u></b> Watch, follow, feel and move to a steady beat with others.</p> <p>Find and enjoy moving to music in different ways.</p>	<p><b><u>Pitch</u></b> Identify the names of the notes on a xylophone: C, D, E, F, G, A, B, C.</p> <p>Use body percussion, untuned and percussion instruments with a song, and listen to how the sounds blend together.</p> <p><b><u>Pulse</u></b> Understand that the speed of the beat can change, creating a faster or slower pace (tempo).</p>	<p><b><u>Pitch</u></b> Play</p> <p><b><u>Pulse</u></b> Recognise and move in time with the beat.</p> <p>Play the steady beat on Trumpet</p>	<p><b><u>Pitch</u></b> Play notes G, C, E and A on the ukulele</p> <p>Play E, F, D chords</p> <p><b><u>Pulse</u></b> Recognise and move in time with a steady beat.</p>	<p><b><u>Pitch</u></b> Play notes D,E, F, B, A, G</p> <p><b><u>Pulse</u></b> Recognise and move in time with the changing speed of a steady beat.</p>	<p><b><u>Pitch</u></b> Identify and demonstrate the following scales by ear and from notation: Major scale, minor scale, pentatonic scale, blues scale.</p> <p><b><u>Pulse</u></b> Recognise and move in time with the changing speed of a steady beat.</p>
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	Respond to the pulse in recorded/live music through movement and dance.	Recognise the time signature 4/4 by ear and notation.	Play in time with a steady beat in 2/4, 4/4 and 3/4.	Play in time with a steady beat and identify the metres 2/4, 4/4 and 3/4.	Play in time with a steady beat and identify the metres 2/4, 4/4, 3/4, 5/4 and 6/8.	Play in time with a steady beat and identify the metres 2/4, 4/4, 3/4, 6/8 and 5/4.
	<b><u>Rhythm</u></b>	<b><u>Rhythm</u></b>	<b><u>Rhythm</u></b>	<b><u>Rhythm</u></b>	<b><u>Rhythm</u></b>	<b><u>Rhythm</u></b>
	Recognise and clap long sounds, short sounds and simple combinations.	Recognise long and short sounds, and match them to syllables and movement.	Recognise by ear and notation: minims, crotchets, quavers and their rests.	Recognise by ear and notation: Semibreves, minims, crotchets, quavers and semiquavers	Recognise by ear and notation: Minims, dotted crotchets, quavers and their rests	Recognise by ear and notation: Minims, crotchets, quavers, semiquavers and their rests
	Perform short, copycat rhythm patterns accurately, led by the teacher.	Play copy back rhythms, copying a leader, and invent rhythms for others to copy on untuned and tuned percussion.	Copy simple rhythm patterns created from minims, crotchets, quavers and their rests.	Copy simple rhythm patterns created from semibreves, minims, crotchets, quavers and rests.	Recognise by ear and notation: <ul style="list-style-type: none"> <li>• 6/8 rhythm patterns</li> <li>• Dotted crotchets, triplet quavers, quavers and their rests</li> </ul>	Recognise by ear and notation: <ul style="list-style-type: none"> <li>• 6/8 rhythm patterns</li> <li>• Dotted crotchets, triplet quavers, quavers and their rests</li> </ul>
	Perform short, repeating rhythm patterns while keeping in time with a steady beat.				Recognise by ear and notation: <ul style="list-style-type: none"> <li>• 6/8 rhythm patterns</li> <li>• Dotted crotchets, dotted quavers, quavers and their rests</li> </ul>	Recognise by ear and notation:

	<p>Perform word-pattern chants; create, retain and perform your own rhythm patterns.</p> <p><b>Tempo</b> Recognise the difference between the speed of a steady beat, a fast beat and a slow beat.</p>	<p><b>Tempo</b> Recognise the difference</p>	<p>Create simple rhythm patterns by ear and using simple notation from minims, crotchets, quavers and their rests.</p> <p>Alternate between a steady beat and rhythm.</p> <p><b>Tempo</b> Recognise the difference between the speed of a steady beat, a fast beat and a slow beat.</p>	<p>Create rhythm patterns by ear and using simple notation, which use semibreves, minims, crotchets and quavers.</p> <p>Understand and explain the difference between beat and rhythm. Recall the most memorable rhythms in a song or piece of music.</p> <p><b>Tempo</b> Recognise the difference between the speed of a steady beat, a fast beat and a slow beat.</p>	<p>Recognise dotted rhythm in melodies.</p> <p>Copy simple rhythm patterns using the above rhythms.</p> <p>Create rhythm patterns by ear and using simple notation, which use the above rhythm patterns. Recall the most memorable rhythms in a song or piece of music.</p> <p><b>Tempo</b> Recognise the difference between the speed of a steady beat, a fast beat</p>	<ul style="list-style-type: none"> <li>• 9/8 rhythm patterns</li> <li>• Dotted crotchets, triplet quavers and quaver notes and their rests</li> </ul> <p>Recognise dotted rhythm in melodies. Copy simple rhythm patterns using the above rhythms. Create rhythm patterns by ear and using simple notation, that use the above rhythm patterns. Recall the most memorable rhythms in a song or piece of music.</p> <p><b>Tempo</b> Recognise the difference between the speed of a</p>
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		<p>between the speed of a steady beat, a fast beat and a slow beat. Change the speed of a steady beat, moving from fast to slow, slow to fast. Understand that the speed of the beat can change, creating a faster or slower pace.</p>	<p>Change the speed of a steady beat, moving from fast to slow, slow to fast. Control the speed of a steady beat, getting faster and getting slower.</p>	<p>Change the speed of a steady beat moving from fast to slow, slow to fast. Control the speed of a steady beat, getting faster and getting slower. Direct the class in controlling the speed of a steady beat in a class performance.</p>	<p>and a slow beat. Recognise the connection between tempi and musical styles.</p>	<p>steady beat, a fast beat and a slow beat. Change the speed of a steady beat, moving from fast to slow, slow to fast. performance. Recognise an effective use of tempo at the end of a song.</p>
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