

## Music Progression Map – revised 03/1/23

<p><b>EYFS</b></p>	<p><b>Personal, Social and Emotional Development</b></p> <ul style="list-style-type: none"> <li>-Takes turns and joins in co-operatively with adult support</li> <li>-Confident to join in and to use their voice with confidence</li> <li>-Knows how to behave appropriately when using instruments</li> <li>-Works as part of a group or class, taking turns and sharing fairly</li> <li>-Has a developing respect for own cultures</li> <li>-Shows interest in classroom activities through observing/ participation</li> </ul> <p><b>Communication, language and literacy</b></p> <ul style="list-style-type: none"> <li>-Listens with enjoyment to stories, songs, rhymes and poems</li> <li>-Sustains attentive listening</li> <li>-Joins in with rhyming and rhythmic activities</li> <li>Shows an awareness of rhyme</li> </ul>	<p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>-Moves spontaneously, showing some control and coordination</li> <li>-Moves confidently in a variety of ways</li> <li>-Demonstrates fine motor control and coordination</li> <li>-Uses musical instruments, showing a range of basic skills</li> </ul> <p><b>Mathematical Development</b></p> <ul style="list-style-type: none"> <li>-Says some number names in nursery rhymes</li> <li>-Talks about and recognises and recreates simple patterns</li> </ul> <p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>-Listens to music from around the world and recognises the differences</li> <li>-Uses technology to record and evaluate work</li> </ul> <p><b>Expressive Arts and Design</b></p> <ul style="list-style-type: none"> <li>-Sings simple songs from memory</li> <li>-Creates sounds by banging, shaking, tapping and scraping</li> <li>-Shows an interest in how instruments sound</li> <li>-Expresses and communicates ideas, thoughts and feelings using music</li> </ul>
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<b>Year 1</b>	<ul style="list-style-type: none"> <li>• To be able to listen to and experiment with vocal and instrumental sounds.</li> <li>• To be able to copy back simple rhythmic patterns and melodies.</li> <li>• To be able to sing and chant songs and rhymes in unison.</li> <li>• To know that unison means as one voice</li> <li>• To know simple graphic notation – one sign for a sound or group of sounds.</li> <li>• To sing in tune using melodies that move mainly by step and include small intervals.</li> <li>• To be able to start and stop at the appropriate time.</li> <li>• To know how to follow a leader when performing as a group.</li> <li>• To recognise visual signs for start, stop, mime actions, sing in your head</li> <li>• To use words/rhymes and clap/play simple rhythmic patterns.</li> <li>• To be able to say words/rhymes and clap/play to create simple rhythmic patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• To comment on own performances and compositions.</li> <li>• To describe music and sounds in simple terms.</li> <li>• To know duration as being long or short.</li> <li>• To know pitch as high or low.</li> <li>• To be able to add sound effects to a story.</li> <li>• To be able to make a piece of music to illustrate a character or mood.</li> <li>• To know different articulations e.g. smooth and detached.</li> <li>• To know differences in dynamics as loud or soft.</li> <li>• To know how to make different sounds with the voice and instruments.</li> <li>• To know what pulse is.</li> <li>• To recognise different articulations e.g. smooth and detached.</li> <li>• To feel if the tempo is fast or slow by responding to the pulse.</li> <li>• To be able to demonstrate understanding of pulse.</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to talk about how the music makes them feel and why.</li> <li>• To explore making different sounds with the voice and instruments.</li> <li>• To be able to sing and chant songs and rhymes in unison.</li> <li>• To know when to start and stop at the appropriate time when performing.</li> <li>• To know how to follow a leader when performing as a group.</li> <li>• To know how to Improvise a rhythm/sound over a given number of beats.</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>• To be able to sing and recognise simple melodic shapes and patterns.</li> <li>• To be able to take a lead in activities that involve imitation or call and response.</li> <li>• To know how to notate a composition using simple graphic notation.</li> <li>• Understand that music can be notated in different ways.</li> <li>• To know how to play simple rhythms.</li> <li>• To be able to sing in tune within a limited pitch range up to an octave.</li> <li>• To know about diction when singing.</li> <li>• To be able to sing/chant in unison and with a simple second part.</li> <li>• To be able to , as part of a group, maintain an ostinato/drone with the voice or on instruments.</li> <li>• To know simple notation.</li> <li>• To know visual signs for start, stop, mime actions, sing in your head</li> </ul>	<ul style="list-style-type: none"> <li>• To begin to know how other composers use changes in dynamics, pitch and tempo for effect.</li> <li>• To be able to recognise contrasts in dynamics, tempo or pitch in a simple composition.</li> <li>• To be able to use simple pitch and rhythm patterns to develop a structure for a short piece.</li> <li>• To begin to be able to use contrasts in dynamics, tempo or pitch in a simple composition.</li> <li>• To begin to know the sounds of different instruments (timbre) with an understanding of how sounds are produced.</li> <li>• To continue to know and develop an awareness of pulse, duration, pitch, tempo, dynamics and articulations in all activities.</li> <li>• To start to know the difference between pulse and rhythm</li> <li>• To know what the terms ostinato/drone means.</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to perform a simple melody using voice and/or instruments.</li> <li>• To know how to perform with a strong sense of pulse.</li> <li>• To be able to perform, demonstrating use of dynamics, pitch and tempo.</li> <li>• To be able to Improvise a rhythm/sound over a given number of beats.</li> <li>• To be able to experiment with different timbres to create effects.</li> <li>• To know how to respond to music through movement.</li> <li>• To talk about own and peers’ work and make simple suggestions for improvement.</li> <li>• To begin to know how music will fit a topic/theme.</li> <li>• To be able to perform and interpret a piece using simple notation.</li> </ul>

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<b>Year 3</b>	<ul style="list-style-type: none"> <li>To be able to sing and recognise short melodic shapes and rhythmic patterns from memory.</li> <li>To play a simple melody with technical control of the instrument/voice to create a pleasing sound</li> <li>To be able to clap or tap a pulse whilst speaking/playing/improvising a rhythm/song.</li> <li>To know what a second part in a vocal or instrumental piece is.</li> <li>To maintain a second part in a vocal or instrumental piece (e.g. partner songs and rounds).</li> <li>To sing rhythmically and expressively using a limited range of notes of approximately an octave with increased control.</li> <li>To know what a four-bar rhythm is.</li> <li>To add pitch names to rhythmic notation to make melodies.</li> <li>To know how to represent pitch on a graphic score (range or 3 notes)</li> <li>To know what graphic scores are and how more than one sound can play at a time to create texture.</li> <li>To know and understand simple rhythmic notation including crotchet, quaver, minim, semibreve.</li> </ul>	<ul style="list-style-type: none"> <li>To begin to know how composers use the inter-related dimensions of music to create effects and mood.</li> <li>To know composing is creating music using the interrelated dimensions of music.</li> <li>To be able to make four-bar rhythms in groups, pairs or individually.</li> <li>To continue to develop an awareness of pulse, duration, pitch.</li> <li>To know, tempo (allegro and adagio), and dynamics (forte and piano) and articulations in all activities.</li> <li>To know different metres (e.g. 3 time and 4 time).</li> <li>To recognise different metres (e.g. 3 time and 4 time).</li> <li>To know the difference between pulse and rhythm.</li> </ul> <p>To be able to demonstrate the difference between pulse and rhythm</p>	<ul style="list-style-type: none"> <li>To know how to perform, demonstrating changes in dynamics, pitch, tempo and articulation.</li> <li>To perform by respond to visual cues for starting and stopping.</li> <li>To direct others to start and stop using gestures.</li> <li>To be able to Improvise with increasing confidence. (e.g. using 2 – 3 notes).</li> <li>To be able to contribute to a group composition which has a definite start, performance and finish and playing own part.</li> <li>To be able to choose instruments and playing techniques to accurately depict story, mood or character showing an awareness of timbre.</li> <li>To be able to make constructive comments on own and others' music to develop compositions and performances.</li> <li>To recognise and describe how sounds are made on different instruments</li> <li>To know simple connections and comparisons with music being listened to and own compositions and performances.</li> </ul>
<b>Year 4</b>	<p>To know pitch names and rhythmic notation to more complex melodies</p> <ul style="list-style-type: none"> <li>To know and understand simple rhythmic notation including crotchet, quaver, minim, semibreve and rests.</li> <li>To be able to add pitch names and rhythmic notation to more complex melodies.</li> </ul> <p>To begin to know how to show an awareness of how changes in pitch can be shown on a staff (range of 5 notes).</p> <ul style="list-style-type: none"> <li>To know the importance of good posture and diction whilst singing in order to maintain a pleasing sound</li> <li>To sing rhythmically and expressively using a range of approximately an octave with increased control.</li> <li>To be able to demonstrate awareness of the need for good posture and diction whilst singing in order to maintain a pleasing sound.</li> </ul>	<p>To know and describe how sounds are made and changed on different instruments and how this groups them into different instrumental families.</p> <ul style="list-style-type: none"> <li>To be able to memorise rhythmic and melodic phrases and match to conventional/graphic pitch notation.</li> <li>To continue to know and develop an awareness of the inter-related dimensions of music, pulse and articulations.</li> <li>To know, tempo (allegro, adagio, accelerando, rallentando), and dynamics (forte, piano, crescendo, decrescendo) and articulations in all activities.</li> <li>To know simple structures in music such as phrases, Binary, Ternary, Verse-Chorus.</li> <li>To recognise simple structures in the music that is being performed or listened to (e.g. phrases, Binary, Ternary, Verse-Chorus).</li> <li>To know different metres (e.g. 2,3 or 4 time).</li> <li>To recognise different metres (e.g. 2, 3 or 4 time).</li> </ul>	<ul style="list-style-type: none"> <li>To know how to perform using conventional rhythmic/melodic notation and/or from graphic notation including crotchet, quaver, minim, semibreve, semiquaver.</li> <li>To perform using visual cues for starting and stopping, sustaining sounds, ending words with clear consonant sounds and/or fading away.</li> <li>To know how to Improvise with increasing confidence (e.g. using 2 – 3 notes).</li> <li>To be able to add own words to an existing tune to make a new song.</li> <li>To be able to make soundscapes/ descriptive/ atmospheric pieces with narrative/through-composed structures.</li> <li>To be able to make constructive comments on own and others' music to develop compositions and performances discussing some of the inter-related dimensions of music.</li> <li>To know simple connections and comparisons with music being listened to and own compositions and performances.</li> </ul>

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	<ul style="list-style-type: none"> <li>• To sing and play with an awareness of how the interrelated dimensions of music affect the performance and its impact on the audience.</li> <li>• To understand visual cues for starting and stopping, sustaining sounds, ending words with clear consonant sounds and/or fading away.</li> <li>• Respond to visual cues for starting and stopping, sustaining sounds, ending words with clear consonant sounds and/or fading away.</li> <li>• Maintain a third part in a vocal or instrumental piece showing an understanding of texture (e.g. partner songs, rounds and simple part harmony).</li> </ul>	<ul style="list-style-type: none"> <li>• To know what a third part in a vocal or instrumental piece is, showing an understanding of texture (e.g. partner songs, rounds and simple part harmony).</li> </ul>	<ul style="list-style-type: none"> <li>• To know and identify how composers use the inter-related dimensions of music to create effects and mood.</li> <li>• To ask questions about music in other cultures and traditions.</li> </ul>
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Year 5	<ul style="list-style-type: none"> <li>• To be able to memorise more complex rhythmic and melodic patterns and match conventional notation/graphic pitch notation.</li> <li>• To know and understand simple rhythmic notation including crotchet, quaver, minim, semibreve, semiquaver and rests.</li> <li>• To know how changes in pitch can be shown on a staff (range of 8 notes).</li> <li>• To be able to demonstrate awareness of the need for good posture, breathing and diction whilst singing in order to maintain a pleasing sound</li> </ul>	<ul style="list-style-type: none"> <li>• To know and respond to visual cues for starting and stopping, and/or fading away, tempi, dynamics and articulation.</li> <li>• To be able to construct a piece with a simple structure (e.g. Binary or Ternary, Verse-Chorus, Intro/Outro).</li> <li>• To be able to work independently within a group composition showing thought in selection of instruments and playing techniques,             <ul style="list-style-type: none"> <li>• To know, tempo (allegro, adagio, accelerando, rallentando), and dynamics (forte, piano, crescendo, decrescendo) and articulations in all activities.</li> </ul> </li> <li>• To recognise and identify instrumental families aurally.</li> <li>• To continue to know and have an awareness of the inter-related dimensions of music, pulse and articulations.</li> <li>• To know what Binary, Ternary, Verse-Chorus, Rondo, Variation, 12-Bar Blues.</li> <li>• To recognise simple structures in the music that is being performed or listened to (e.g. Binary, Ternary, Verse-Chorus, Rondo, Variation, 12-Bar Blues)</li> <li>• To know a variety of metres.</li> <li>• To be able to recognise a variety of metres.</li> <li>• To know what a third part is in a vocal or instrumental piece showing an understanding of texture.</li> <li>• To begin to compose using conventional notation for rhythms and/or pitch</li> </ul>	<ul style="list-style-type: none"> <li>• To know how to perform using conventional rhythmic and melodic notation utilising the inter-related dimensions of music.</li> <li>• To be able to direct others to start and stop using gestures or counting in, setting tempi and dynamics.</li> <li>• To know that when you sing and play the interrelated dimensions of music affect the performance and its impact on the audience.</li> <li>• To be able to make constructive and comments on own and others' music to develop compositions and performances using the full range of inter-related dimensions of music.</li> <li>• To make simple connections and make comparisons with music being listened to and own compositions and performances.</li> <li>• To be able to discuss music in subjective and objective terms using musical vocabulary.</li> <li>• To know how music reflects its purpose, place and time including other cultures and traditions.</li> <li>• To know how to improvise with increasing confidence (e.g. using a scale pattern).</li> <li>• To be able to create compositions that show sensitivity to mood/ time/ location through use of inter-related dimensions of music, experimenting with the use of harmony to create texture.</li> <li>• To be able to compare and discuss differences in performances of the same piece of music.</li> <li>• To be able to use the interrelated dimensions of music when singing and playing.</li> </ul>

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<b>Year 6</b>	<ul style="list-style-type: none"> <li>• To be able to memorise more complex rhythmic and melodic patterns and match to conventional notation.</li> <li>• When singing, to know greater mastery of control of tone, diction, posture and breathing consistently.</li> <li>• To know and understand simple rhythmic notation including crotchet, quaver, minim, semibreve, semiquaver and rests.</li> <li>• To know how changes in pitch can be shown on a staff (range of 8 notes).</li> <li>• To know that different scale patterns construct melodies (e.g. major, minor, pentatonic).</li> </ul>	<ul style="list-style-type: none"> <li>• To know what Canon, Ostinato, Repetition, Sequence mean in a musical context.</li> <li>• To know structures in the music that is being performed or listened to (Rondo, Variation, Twelve Bar Blues, Ternary, Verse-Chorus, Intro/Outro, through-composed).</li> <li>• To be able to construct a piece with a more complex structure (e.g. Rondo, Twelve-bar Blues).</li> <li>• To be able to create compositions that show sensitivity to mood/ time/ location through use of inter-related dimensions of music, including experimenting with harmonies and chords to create texture.</li> <li>• To be able to work independently within a group composition showing thought in selection of instruments and playing techniques.</li> <li>• To continue to know and develop an awareness of the inter-related dimensions of music, pulse and articulations.               <ul style="list-style-type: none"> <li>• To know, tempo (allegro, adagio, accelerando, rallentando), and dynamics (forte, piano, crescendo, decrescendo) and articulations in all activities.</li> </ul> </li> <li>• To know a variety of metres.</li> <li>• To know what harmony and texture is in the context of maintaining a third part in a vocal or instrumental piece.</li> <li>• To know how to notate compositions using a variety of methods, incorporating the inter-related dimensions of music.</li> </ul>	<ul style="list-style-type: none"> <li>• To know how to perform using conventional rhythmic and melodic notation to play a variety of ostinato and simple pieces or songs, including expression and articulations.</li> <li>• To know how to perform whilst responding to visual cues for starting and stopping, sustaining sounds, ending words with clear consonant sounds and/or fading away, tempi, dynamics and articulation with greater accuracy.</li> <li>• To know how to direct others to start and stop using gestures or counting in, setting tempi and dynamics, articulation and show how to change these within a piece.</li> <li>• To know how to improvise with increasing confidence. (e.g. using a scale pattern).</li> <li>• To know how music reflects its purpose, place and time, including other cultures and traditions, and relating it to their own cultures, traditions and experiences</li> <li>• To recognise and identify instrumental families aurally, including instruments from different genres, cultures and traditions, comparing and contrasting them with their own musical practices and experiences.</li> <li>• To be able to make connections and comparisons between our own compositions and performances, identifying the use of musical devices (e.g. Canon, Ostinato, Repetition, Sequence)</li> <li>• To compare and discuss differences in performances of the same piece of music</li> <li>• To be able to use the interrelated dimensions of music when singing and playing.</li> </ul>

Disciplinary knowledge

Substantive knowledge