 Music Progression Map

|  |  |
| --- | --- |
| Year Groups | Performing and Playing |
| Pre School | Move and dance to music.Join in with songs and rhymes, making some sounds.Enjoy and take part in action songs. Remember and sing entire songs, Sing the pitch of a tone sung by another person.Sing the melodic shape of familiar songs.Play musical instruments with increased control. |
| Reception  | Return to and build on previous learning. Sing in a group or on their own, matching the pitch and melody.Develop storylines in their pretend play. |
| Year 1  | Sing expressively in unison to an audienceSpeak chants to my classCopy a rhythm |
| Year 2  | Sing expressively in unison to an audience |
| Year 3  | Sing expressively and creatively in unison and to an audienceCreate actions to a piece of music and perform them confidentially |
| Year 4  | Sing or play expressively and creatively in unison and canon to an audience |
| Year 5  | Sing or play expressively and creatively in unison and canon to an audience |
| Year 6  | Sing or play expressively and creatively in unison and canon to an audience |

Music Progression Map

|  |  |
| --- | --- |
| Year Groups | Listening and Evaluating  |
| Pre School | Respond emotionally and physically to music when it changes.Notice patterns with strong contrasts.Listen with increased attention to sound. Respond to what they have heard. |
| Reception  | Listen attentively, move to and talk about music.Return to and build on previous learning.Watch and talk about dance and performing arts. |
| Year 1  | Identify and listen to the pitch and tempo in a song |
| Year 2  | Respond to music by giving creative ideas |
| Year 3  | Listen to a piece of music and comment on The 8 Elements of Music |
| Year 4  | Listen to live and recorded pieces of music and discuss them using specialist vocabulary  |
| Year 5  | Listen to a range of different music from different time periods, cultural backgrounds and social context and comment on them using specialist vocabulary |
| Year 6  | Listen to and evaluate both recorded and live music using specialist vocabulary |



Music Progression Map

|  |  |
| --- | --- |
| Year Groups | Understanding and Exploring  |
| Pre School | Show attention to sounds and music.Anticipate phrases and actions in rhymes and songs.Explore a range of sound makers and instruments and play them in different ways.Use drawing to represent ideas like movement or loud noises.  |
| Reception  | Explore, use and refine a variety of artistic effects to express ideas and feelings. Listen attentively, move to and talk about music.Return to and build on previous learning.Explore and engage in music making and dance.  |
| Year 1  | Understand pitch, tempo and rhythmIdentify and listen to the pitch and tempo in a songIdentify the pulse of a song |
| Year 2  | Identify pitch, tempo, rest and beat of a piece of musicIdentify and understand what a crochet and quaver isIdentify notation |
| Year 3  | To understand what forte and piano meanTo know and understand what The 8 Elements of Music are  |
| Year 4  | Explore the range of feelings that can be felt when listening to and playing music |
| Year 5  | Understand the terms fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet) |
| Year 6  | Understand what the pentatonic scale is (C, D, E, G, A)Work in small groups to extend knowledge and confidence in improvising by adding onto a short melodic phrase |

Music Progression Map

|  |  |
| --- | --- |
| Year Groups | Create and Compose  |
| Pre School | Start to make marks unintentionally.Express ideas and feelings through making marks, sometimes giving meaning.Explore their voices and enjoy making sounds.Make rhythmical and repetitive sounds.Create own songs. |
| Reception  | Create collaboratively sharing ideas, resources and skills.Return to and build on previous learning. |
| Year 1  | Add to a learnt rhythm |
| Year 2  | Use a stave to compose an 8 bar beat using a crochet, quaver and rest |
| Year 3  | Create actions to a piece of music and perform them confidentially |
| Year 4  | Create a combination of different pitchesCombine rhythmic notation with letter names to create an 8 bar piece showing rising and falling  |
| Year 5  | Compose melodies in partners using a range of phrases or key that is suitable for their chosen instrument Experiment and compose a short 16 bar beat using a range of dynamics |
| Year 6  | Compose a short 16 beat melodic phrase using the pentatonic scale Work in small groups to compose music that includes repetition and contrast |