 Music Progression Map

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| 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 audience  Speak chants to my class  Copy a rhythm |
| Year 2 | Sing expressively in unison to an audience |
| Year 3 | Sing expressively and creatively in unison and to an audience  Create 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

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| 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

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| 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 rhythm  Identify and listen to the pitch and tempo in a song  Identify the pulse of a song |
| Year 2 | Identify pitch, tempo, rest and beat of a piece of music  Identify and understand what a crochet and quaver is  Identify notation |
| Year 3 | To understand what forte and piano mean  To 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

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| 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 pitches  Combine 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 |