



## Music Progression Map

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4
Composing	<ul style="list-style-type: none"> <li>I can explore different objects, vocal or body percussion or instruments to create different sounds.</li> </ul>	<ul style="list-style-type: none"> <li>I can make choices about the sounds I make with objects, vocal or body percussion and instruments.</li> </ul>	<ul style="list-style-type: none"> <li>I can improvise simple vocal chants, using question and answer phrases.</li> <li>I can use body, vocal and percussion sounds to create musical sound effects and short sequences of sound</li> </ul>	<ul style="list-style-type: none"> <li>I can improvise simple question and answer phrases using voices and instruments, creating a musical conversation.</li> <li>I can create music as a response to a stimulus, choosing and using appropriate instruments to represent ideas.</li> <li>I can use graphic symbols and dot notation with support to keep a record of my compositions.</li> <li>I can begin to structure musical ideas to create music with a beginning, middle and end.</li> <li>I can use music technology to capture, change and combine sounds.</li> </ul>	<ul style="list-style-type: none"> <li>I can improvise using voices and tuned/untuned instruments, inventing short immediate responses and using a given note range.</li> <li>I can compose in response to different stimuli to create specific effects and atmospheres</li> <li>I can begin to compose simple rhythmic patterns and song accompaniments</li> <li>I can record my music using dot notation, stick notation and graphic notation.</li> <li>I can structure musical ideas to create music that has a beginning, middle and end independently.</li> <li>I can use music technology to capture, change and combine sounds.</li> <li>I can begin to explore making improvements to my own work.</li> </ul>	<ul style="list-style-type: none"> <li>I can show I am becoming more skilled in improvising on a given note range.</li> <li>I can use improvisations within more structured composition work</li> <li>I can compose in response to different stimuli to create specific effects and atmospheres, and record using graphic notation and begin to use standard notation.</li> <li>I can structure musical ideas to create music that has a beginning, middle and end with increasing effect.</li> <li>I can compose rhythmic patterns using crotchets, paired quavers, minims and crotchet rests to create sequences.</li> <li>I can combine known rhythmic notation with letter names to create short phrases.</li> <li>I can explore and develop using music technology to capture,</li> </ul>



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						<p>change and combine sounds.</p> <ul style="list-style-type: none"> <li>I can make improvements to my own work, giving reasons for changes made.</li> </ul>
Listening	<ul style="list-style-type: none"> <li>I can listen to music and respond using movement or dance to express my feelings.</li> </ul>	<ul style="list-style-type: none"> <li>I can listen to music and represent my feelings and ideas through dance, roleplay and stories.</li> </ul>	<ul style="list-style-type: none"> <li>I can listen to music, expressing my opinion.</li> <li>I can begin to name some orchestral instruments.</li> </ul>	<ul style="list-style-type: none"> <li>I can listen with greater concentration to a range of recorded and live music and express my own opinion about the music using some music vocabulary.</li> <li>I can name some instruments common to a band and of the orchestra.</li> <li>I can name an increasing number of percussion instruments and recognise their sounds.</li> </ul>	<ul style="list-style-type: none"> <li>I can listen with increasing concentration and recognise how the inter-related dimensions of music can be used to create different moods and effects.</li> <li>I can appreciate and understand a growing range of live and recorded music from different traditions and historical periods and from great composers and musicians.</li> <li>I can recognise the different instrumental families when watching musical performances and begin to recognise the sounds they make.</li> </ul>	<ul style="list-style-type: none"> <li>I can listen with increasing concentration and describe how the inter-related dimensions of music can be used to create different moods and effects.</li> <li>I can appreciate and understand a growing range of live and recorded music from different traditions and historical periods and from great composers and musicians.</li> <li>I can name the different instrumental families when watching musical performances and begin to recognise the sounds they make.</li> <li>I can begin to recognise the difference between major and minor when listening to music.</li> </ul>
Performing and Musicianship	<ul style="list-style-type: none"> <li>I can begin to move in time with the</li> </ul>	<ul style="list-style-type: none"> <li>I can clap or tap in time with the beat.</li> </ul>	<p><u>Pulse/beat</u></p> <ul style="list-style-type: none"> <li>I can walk, move or clap in time with a</li> </ul>	<p><u>Pulse/beat</u></p> <ul style="list-style-type: none"> <li>I can tap the pulse/beat of a piece</li> </ul>	<p><u>Pulse &amp; Rhythm</u></p> <ul style="list-style-type: none"> <li>I can find and maintain the</li> </ul>	<p><u>Pulse &amp; Rhythm</u></p> <ul style="list-style-type: none"> <li>I can identify patterns of one and</li> </ul>



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	<p>beat when walking, marching or clapping.</p> <ul style="list-style-type: none"> <li>I can begin to create rhythm patterns of long and short sounds.</li> <li>I can begin to recognise high and low sounds.</li> </ul>	<ul style="list-style-type: none"> <li>I can tap a simple repeating rhythm.</li> <li>I can copy back high and low sounds using vocal sounds led by the teacher.</li> </ul>	<p>steady beat with others, changing the speed of the beat as the tempo of the music changes.</p> <p><u>Rhythm</u></p> <ul style="list-style-type: none"> <li>I can copy short rhythm patterns led by the teacher using body percussion and instruments.</li> </ul> <p><u>Pitch</u></p> <ul style="list-style-type: none"> <li>I can compare high and low pitch sounds, responding physically.</li> </ul> <p><u>Reading Notation</u></p> <ul style="list-style-type: none"> <li>I can begin to follow graphic notations and symbols when playing and performing.</li> </ul>	<p>of music, using body percussion or a percussion instrument responding to changes in tempo.</p> <ul style="list-style-type: none"> <li>I can begin to identify the difference between pulse and rhythm.</li> </ul> <p><u>Rhythm</u></p> <ul style="list-style-type: none"> <li>I can copy back a simple rhythm on a percussion instrument.</li> <li>I can identify and read rhythm patterns of one and two sounds per beat represented as dot and stick notation including crotchets, paired quavers and crotchet rest</li> </ul> <p><u>Pitch</u></p> <ul style="list-style-type: none"> <li>I can respond to and identify high and low sounds independently when listening to music.</li> <li>I can begin to recognise the link between shape and pitch in graphic notations.</li> </ul> <p><u>Reading Notation</u></p> <ul style="list-style-type: none"> <li>I can follow graphic symbols, dot notation and stick</li> </ul>	<p>pulse/beat of a piece of music using body percussion and instruments, responding to changes in tempo.</p> <ul style="list-style-type: none"> <li>I can explain the difference between pulse and rhythm.</li> <li>I can apply word chants to rhythms, understanding how to link each syllable to one musical note</li> <li>I can play simple ostinato parts (repeating rhythms) on percussion instruments to accompany music and songs.</li> </ul> <p><u>Pitch</u></p> <ul style="list-style-type: none"> <li>I can use listening skills to correctly order phrases using dot notation, showing different arrangements of notes</li> <li>I can play simple melodic patterns using a small number of notes, following dot notation and beginning to follow staff notation.</li> </ul> <p><u>Reading Notation</u></p> <ul style="list-style-type: none"> <li>I can read and clap/tap a 4 beat pattern reading</li> </ul>	<p>two sounds per beat plus rests and two beat sounds i.e. crotchets/paired quavers/rests/minims.</p> <ul style="list-style-type: none"> <li>I can maintain an ostinato part, keeping to the pulse, with 2 layers of rhythms.</li> </ul> <p><u>Pitch</u></p> <ul style="list-style-type: none"> <li>I can play and perform simple melodies using a small range of notes, following staff notation.</li> <li>I can copy short melodic phrases using a small number of notes, recognising pitch changes by ear</li> </ul> <p><u>Reading notation</u></p> <ul style="list-style-type: none"> <li>I can read and clap/tap a 4 beat pattern (e.g. from a flashcard) that contains minims, crotchets, quavers and crotchet rests.</li> <li>I can begin to recognise the symbols for minims, crotchets, quavers and crotchet rests.</li> <li>I can begin to read and perform stave notation within a defined range C-G.</li> </ul> <p><u>Performing</u></p>
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				<p>notation, as appropriate, when playing and performing.</p> <ul style="list-style-type: none"> <li>I can begin to perform songs with others, keeping in time.</li> </ul>	<p>symbols for crotchets, quavers and crotchet rests using dot notation and stick notation and beginning to read staff notation.</p> <p><u>Performing</u></p> <ul style="list-style-type: none"> <li>I can rehearse and perform with others, beginning to show an awareness of the audience.</li> </ul>	<ul style="list-style-type: none"> <li>I can play and perform in solo and ensemble contexts, playing and singing with increasing accuracy, fluency, control and expression.</li> </ul>
Singing	<ul style="list-style-type: none"> <li>I can join in singing familiar songs collectively and begin to explore child led singing in the classroom.</li> <li>I can match pitch when singing.</li> </ul>	<ul style="list-style-type: none"> <li>I can sing some simple songs and rhymes, singing collectively and at the same tempo.</li> <li>I can begin to sing some call and response songs.</li> </ul>	<ul style="list-style-type: none"> <li>I can sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch</li> <li>I can sing simple songs with a small pitch range</li> <li>I can use my voice expressively and creatively</li> <li>I can respond to simple visual directions and counting in</li> </ul>	<ul style="list-style-type: none"> <li>I can sing a variety of songs with a wider pitch range showing a sense of melodic shape</li> <li>I can sing songs with a small pitch range accurately.</li> <li>I can explore using my voice expressively and creatively</li> <li>I can demonstrate I know the meaning of dynamics and tempo when singing and playing</li> <li>I can internalise a steady pulse/beat, using my 'thinking voice' to 'sing' short extracts in my head.</li> </ul>	<ul style="list-style-type: none"> <li>I can sing a widening range of unison songs of varying styles and structures, tunefully and with expression.</li> <li>I can begin to sing canons, simple rounds and other partner songs.</li> <li>I can show control in dynamics and tempo when singing and playing, following physical directions and written symbols</li> <li>I can perform as a choir in school assemblies or performances.</li> </ul>	<ul style="list-style-type: none"> <li>I can continue to sing a broad range of unison songs with an appropriate vocal range with clear diction.</li> <li>I can sing rounds and partner songs in different time signatures with increased control.</li> <li>I can show control in dynamics, tempo and articulation when singing and playing, following physical signals and written symbols</li> <li>I can perform a range of songs in school assemblies and performances.</li> </ul>
Knowledge	<ul style="list-style-type: none"> <li>I can begin to name some percussion instruments.</li> <li>I can begin to describe sounds,</li> </ul>	<ul style="list-style-type: none"> <li>I can name some percussion instruments and identify the sound they make.</li> </ul>	<ul style="list-style-type: none"> <li>I can show that sounds can be adapted to change the mood of the music.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain the meaning of timbre, texture, structure and notation.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain the timbre of instruments played affects the mood</li> </ul>	<ul style="list-style-type: none"> <li>I can recognise how grouping and combining different instruments and rhythms can create</li> </ul>



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	<p>using words such as loud/quiet and fast/slow.</p>	<ul style="list-style-type: none"><li>• I can begin to describe sounds, using words such as loud/quiet, high/low, fast/slow, tap/shake.</li></ul>	<ul style="list-style-type: none"><li>• I can explain the meaning of beat, rhythm, pitch, dynamics and tempo.</li><li>• I can understand that music can be represented by pictures or symbols.</li></ul>	<ul style="list-style-type: none"><li>• I can show I understand that dynamics and tempo can change the effect a sound has on the audience when playing or singing.</li><li>• I can understand that a graphic score can show a picture of the layers or 'texture' of a piece of music.</li></ul>	<p>and style of a piece of music.</p> <ul style="list-style-type: none"><li>• I can talk about how many types of music from around the world consist of more than one layer of sound.</li><li>• I can explain 'reading' music means using how the written note symbols look and their position to know what notes to play and that crotchets are worth one whole beat.</li></ul>	<p>layers of sound we call 'texture'</p> <ul style="list-style-type: none"><li>• I can explain harmony means playing two notes at the same time, which usually sound good together.</li><li>• I can explain an ostinato is a musical pattern that is repeated over and over: a vocal ostinato is a pattern created with your voice.</li></ul>
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