



## Music Progression Map

| Year Group               | Strand   |   |  |  |  |   |
|--------------------------|--|---|--|--|--|---|
|                          | Musicianship: Understanding music  | Listening: Appraisal  | Singing  | Playing Instruments/notation   | Improvisation  | Composition   |
| 6                        | <p>To know the key of D minor.</p> <p>To know the time signature of 6/8.</p> <p>To know semi-quavers and their rests.</p>  | <p>To know what a bridge is and its purpose.</p> <p>To justify a personal opinion about a piece of music with reference to Musical Elements.</p> <p>To know the features of salsa, soul and hip-hop music.</p> <p>To know what a double bass and cowbell look and sound like.</p> | <p>To sing expressively with attention to dynamics and articulation.</p> <p>Sing without an accompaniment.</p> <p>To lead a singing rehearsal.</p> | <p>To know what a semiquaver and their rests look like and what they mean.</p> <p>To read and respond to crotchets, dotted crotchets, quavers, semi-quavers and their rests.</p> <p>To know what a flat sign and a sharp sign look like.</p> | <p>To improvise over a groove, responding to the beat, volume and pitch.</p>                       | <p>To compose a piece of music that uses a range of dynamics and rhythmic variety.</p> <p>To create a simple melody using crotchets, dotted crotchets, quavers, semi-quavers and their rests.</p> |
| <b>Year 6 Performing</b> | <p>Perform from memory or using notation in groups or solo to an unknown audience.</p> <p>Collect feedback from the audience and reflect.</p> <p>Create, rehearse and present a holistic performance for a specific event.</p> |   |  |  |  |   |
| 5                        | <p>To know the key of A minor.</p> <p>To know the time signature of 2/4.</p> <p>To know quavers and their rests.</p>   | <p>To know what a musical introduction is and its purpose.</p> <p>To justify a personal opinion about a piece of music.</p> <p>To know the features of orchestral, jazz and gospel music.</p>   | <p>Sing expressively with attention to staccato and legato.</p> <p>Sing in more complex parts.</p> <p>To teach a small group a song.</p>           | <p>To know what quavers and their rests looks like and what they mean.</p> <p>To read and respond to crotchets, dotted crotchets, quavers and their rests.</p> <p>To know what a 'time signature' is.</p>                                    | <p>To improvise over a groove, responding to the beat and creating a satisfying melodic shape.</p> | <p>To consider structures with compositions (E.g., intro, verse or chorus).</p> <p>To create a simple melody using crotchets, dotted crotchets, quavers and their rests.</p>                      |

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|                          |  | To know what a saxophone, oboe cello look and sound like.   |   |   |  |  |
| <b>Year 5 Performing</b> | To create, rehearse and perform for a specific purpose.<br>Perform in groups and solo.<br>Compare different performances – identifying the strengths and weaknesses. |   |   |   |  |  |
| <b>4</b>                 | To know the key of G major.<br>To know the time signature of 3/4.<br>To know dotted crotchets and their rests.   | To know what a verse is and its purpose.<br>To suggest why a piece of music was written.<br>To know the features of choral and electronic dance music.<br>To know what a keyboard and a violin look and sound like.     | Sing expressively to attention to breathing and phrasing.<br>Sing in parts.<br>To lead a singing warm-up. | To know what a dotted crotchet and their rests look like and what they mean.<br>To read and respond to crotchets, dotted crotchets and their rests.<br>To know what a 'treble clef' is. | To improvise over a simple groove.   | To compose over a simple groove.<br>To create a simple melody using crotchets, dotted crotchets and their rests.       |
| <b>Year 4 Performing</b> | Perform melodies while following notation.<br>Reflect on the performance and how well it went.   |   |   |   |  |  |
| <b>3</b>                 | To know the key of C major.<br>To know the time signature of 4/4.<br>To know crotchets and their rests.  | To know what a chorus is and its purpose.<br>To share thoughts and feelings about a piece of music.<br>To know the features of musicals and baroque music.<br>To know what a harpsichord and flute look and sound like. | Sing with attention to clear diction.<br>Sing a solo.<br>To know what a good singing posture is.          | To know what crotchets and their rests look like and what they mean.<br>To read and respond to crotchets and their rests.<br>To know what a 'stave' is.                                 | To improvise structured 'on-the-spot' musical ideas that have a beginning, middle and end. | To create a melody that has a beginning, middle and end.<br>To create a simple melody using crotchets and their rests. |
| <b>Year 3</b>            | Reflect on feelings about performing – excitement/nerves/enjoyment.  |   |   |   |  |  |

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| <b>Performing</b>        | Perform a well-rehearsed piece with confidence.   |   |   |   |   |   |
| <b>2</b>                 | <p>To know the meaning of the words 'shorter' and 'longer' in a musical context.</p> <p>To know the word 'tempo'.</p> <p>To know the word 'pitch'.</p>  | <p>To notice when the sound of the music changes (for example, chorus/verse).<br/>To talk about how music makes you feel.</p> <p>To know the features of marching band, rock and calypso music.</p> <p>To know what steel drums, bass guitar and trumpet look and sound like.</p> | <p>Sing to communicate the meaning of the words.</p> <p>Sing a simple round.</p> <p>Follow the leader or conductor.</p> <p>To demonstrate a good singing posture.</p> | <p>To draw/use symbols to represent long and short sounds.</p> <p>To experiment with short and long notes.</p> <p>To recognise music notation on a staff of five lines.</p> | <p>To understand the word 'improvise'.</p> <p>To create a musical conversation with a partner using the voice or an instrument.</p> | <p>To understand the word 'compose'.</p> <p>To choose their own instruments to tell a musical story.</p> <p>To create their own rhythm patterns using stick notation.</p> |
| <b>Year 2 Performing</b> | <p>To know the difference between rehearsing and performing.</p> <p>To rehearse and perform to a well-know audience.</p>                                |   |   |   |   |   |
| <b>1</b>                 | <p>To know the meaning of the words 'higher' and 'lower' in a musical context.</p> <p>To know the words 'faster' and 'slower' in a musical context.</p> | <p>To respond to a piece of music with appropriate comments and questions.</p> <p>To know the features of pop, lullaby and classical music.</p> <p>To know what a drum, guitar, piano and voice look and sound like.</p>  | <p>Sing songs from memory.</p> <p>Sing in unison.</p> <p>To know that it is better to stand to sing.</p>  | <p>To draw/use symbols to represent high and low sounds.</p> <p>To experiment with pitch.</p> <p>To experiment with speed.</p>  | <p>To improvise using the voice or an instrument.</p>   | <p>To create musical sound effects in response to a stimulus.</p> <p>To know that musical symbols have meaning and we can use these to make melodies.</p>                 |
| <b>Year 1 Performing</b> | <p>Enjoy and have fun performing.</p> <p>Perform to a well-known audience.</p>  |   |   |   |   |   |

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| <b>EYFS</b>            | To notice differences between styles of music.  | To move in time with music. (EAD)<br>To listen attentively. (CL)<br>To express their ideas and feelings using full sentences. (CL)<br>To feel the pulse in a piece of music. | Sing a range of well-known nursery rhymes and songs. (EAD) | <b>To know how to play instruments correctly.</b><br>To sort instruments according to their type.<br><b>To know the names of the instruments: triangle, wooden sounder, castanets and a beater.</b><br><b>To know that instruments make different sounds.</b> | To create their own rhythmic patterns using pictures. |                    |
| <b>EYFS Performing</b> | Perform songs, rhymes, poems and stories with others. (EAD)<br>Be confident to try new activities. (PSED) |  |  |   |   |                    |
|                        | <b>Musicianship: Understanding music</b>  | <b>Listening: Appraisal</b>  | <b>Singing</b>   | <b>Playing Instruments/notation</b>   | <b>Improvisation</b>                                  | <b>Composition</b> |
| <b>Strand</b>          |   |  |  |   |   |                    |