



Music Progression Map

St Michael and All Angels Church of England Primary



Autumn Spring Summer Throughout Year

Key Skills				
	Understanding Music	Listen and Appraise	Singing	Notation
Reception	<ul style="list-style-type: none"> • Watch and talk about dance and performance art, expressing their feelings and responses. • Clap out beat structure of longer words. <p>ELG: <u>Listening, Attention and Understanding</u>: Make comments about what they have heard and ask questions to clarify understanding)</p> <p>ELG: <u>Being imaginative and expressive</u>: Perform songs rhymes, poems and stores with others, and – when appropriate try to move in time with the music.</p>	<ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important. • Listen carefully to rhymes and songs, paying attention to how they sound. • Listen attentively, move to and talk about music, expressing their feelings and responses. <p>ELG: <u>Listening, Attention and Understanding</u>: Make comments about what they have heard and ask questions to clarify understanding)</p>	<ul style="list-style-type: none"> • Learn rhymes, poems and songs. • Sing in a group or on their own, increasingly matching the pitch and following the melody. <p>ELG: <u>Being Imaginative and Expressive</u>: Sing a range of well-known nursery rhymes and songs.</p> <p>ELG: <u>Being imaginative and expressive</u>: Perform songs rhymes, poems and stores with others, and – when appropriate try to move in time with the music.</p> <p>ELG: <u>Building Relationships</u>: Work and play co-operatively and take turns with others.</p>	
Year 1	<ul style="list-style-type: none"> • Begin to find and internalise the pulse on their own or with support. • Try to or demonstrate more 	<ul style="list-style-type: none"> • Try to recognise/identify very simple style indicators and different instruments used. 	<ul style="list-style-type: none"> • Begin to understand working together as part of a group and with their friends, gradually 	<ul style="list-style-type: none"> • Explore ways of representing high and low sounds, and long and short sounds, using symbols and any



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	<p>confidently how they find/feel the pulse.</p> <ul style="list-style-type: none"> • Begin to demonstrate how pulse, rhythm and pitch work together – copy a simple rhythm over the pulse and begin to sing in time to a backing track. • Clap the rhythm of your name, favourite food, favourite colour etc. • Begin to understand how pulse, rhythm and pitch and tempo work together. 	<ul style="list-style-type: none"> • Start using basic musical language to describe the music you are listening to and your feelings towards it. • Begin to listen, with respect, to other people's ideas and feelings towards the music you have listened to. • March, clap, tap your knees, move to find and internalise the pulse. Continue to understand what it means to find the pulse. • Discuss simple dimensions of music (pulse, rhythm, pitch, and perhaps tempo and dynamics) and how they fit into the music you are listening to. 	<p>developing the confidence to sing alone.</p> <ul style="list-style-type: none"> • Begin to understand the importance of warming up their voices and to establish a good singing position. Stop and start as appropriate, begin to follow a leader/conductor. • Start to consider that words mean something and how they work together with the music. • Sing with a good sense of the pulse internally and try to sing together with the group. 	<p>appropriate means of notation.</p> <ul style="list-style-type: none"> • Explore standard notation by selecting and combining sounds.
Year 2	<ul style="list-style-type: none"> • Continue to find and internalise the pulse on their own or with support. • To demonstrate more 	<ul style="list-style-type: none"> • Try to recognise/identify very simple style indicators and different instruments used. 	<ul style="list-style-type: none"> • Begin to understand working together as part of a group and with their friends, gradually 	<ul style="list-style-type: none"> • Explore ways of representing high and low sounds, and long and short sounds, using symbols and any



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	<p>confidently how they find/feel the pulse.</p> <ul style="list-style-type: none"> • Begin to demonstrate how pulse, rhythm and pitch work together • copy a simple rhythm over the pulse and sing in time to the backing track. • Clap the rhythm of your name, favourite food, favourite colour etc. • Begin to understand how pulse, rhythm and pitch and simple dynamics (loud and quiet) and tempo work together and are distributed through Songs / music. 	<ul style="list-style-type: none"> • Start using basic musical language to describe the music you are listening to and your feelings towards it. • Begin to listen, with respect, to other people's ideas and feelings towards the music you have listened to. • March, clap, tap your knees, move to find and internalise the pulse. Continue to understand what it means to find the pulse. • Discuss simple dimensions of music (pulse, rhythm, pitch, and perhaps tempo and dynamics) and how they fit into the music you are listening to. 	<p>developing the confidence to sing alone.</p> <ul style="list-style-type: none"> • Begin to understand the importance of warming up their voices and to establish a good singing position. Stop and start as appropriate, begin to follow a leader/conductor. • Start to consider that words mean something and how they work together with the music. • Sing with a good sense of the pulse internally and try to sing together with the group. 	<p>appropriate means of notation.</p> <ul style="list-style-type: none"> • Explore standard notation by selecting and combining sounds.
Year 3	<ul style="list-style-type: none"> • Find and internalise the pulse on your own. • Stay in time with a backing track with minimal support. 	<ul style="list-style-type: none"> • Find the pulse, the steady beat to the music they are listening to and understand what that means. 	<p>Sing in tune within a limited pitch range and continue to understand:</p> <ul style="list-style-type: none"> • How to work together as part of a group and 	<ul style="list-style-type: none"> • Explore ways of representing high and low sounds, and long and short sounds, using symbols and any



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	<ul style="list-style-type: none"> • Demonstrate how you find/feel the pulse, with support. • Demonstrate a fast and slow pulse. • Demonstrate more confidently how pulse, rhythm and pitch work together • Copy a simple rhythm over the pulse and sing/play back over a backing track in time with minimal support. • Clap/play simple rhythms/copy one-two note pitches confidently and create their own rhythm when asked. • Lead others if asked. • Have a deeper understanding of how pulse, rhythm and pitch, dynamics (loud, quiet, smooth,) and tempo work together and are distributed through songs / music 	<ul style="list-style-type: none"> • More consistently use accurate musical language to describe and talk about music. • Listen to other ideas about music, respect those ideas and feelings. • Continue to realise/understand and show low pulse, rhythm and pitch fit together. • Identify basic musical styles through learning about their style indicators and the instruments played. 	<p>with their friends, developing the confidence to sing alone.</p> <ul style="list-style-type: none"> • The importance of warming up their voices and to establish a good singing position. • How to perform a song stylistically and as musically as you can. <p>How to sing with a good sense of the pulse internally and sing together and in time with the group. Begin singing in two parts.</p> <ul style="list-style-type: none"> • How to follow a leader/conductor with confidence. 	<p>appropriate means of notation.</p> <ul style="list-style-type: none"> • Explore standard notation • Read and perform pitch notation within a range. • Follow and perform simple rhythmic scores to a steady beat. • Maintain rhythm to a steady beat.
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<p>Year 4</p>	<ul style="list-style-type: none"> • Find and internalise the pulse on your own and stay in time. <ul style="list-style-type: none"> • Demonstrate how you find/feel the pulse, with ease. • Demonstrate a fast and slow pulse. • Demonstrate more confidently how pulse, rhythm and pitch work together • Copy a simple rhythm over the pulse and sing/play back over a backing track in time. • Clap/play simple rhythms/copy one-two note pitches confidently and create their own rhythm when asked. • Lead others if asked.. • Have a deeper understanding of how pulse, rhythm and pitch, dynamics and tempo work together and are 	<ul style="list-style-type: none"> • Find the pulse, the steady beat to the music they are listening to and understand what that means. <ul style="list-style-type: none"> • More consistently use accurate musical language to describe and talk about music. • Listen to other ideas about music, respect those ideas and feelings. • Continue to realise/understand and show low pulse, rhythm and pitch fit together. • Identify basic musical styles through learning about their style indicators and the instruments played. 	<p>Sing in tune within a limited pitch range and continue to understand:</p> <ul style="list-style-type: none"> • How to work together as part of a group and with their friends, developing the confidence to sing alone. • The importance of warming up their voices and to establish a good singing position. • How to perform a song stylistically and as musically as you can. How to sing with a good sense of the pulse internally and sing together and in time with the group. To sing in two parts. • How to follow a leader/conductor with confidence. 	<ul style="list-style-type: none"> • Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. • Explore standard notation <ul style="list-style-type: none"> • Read and perform pitch notation within a range. • Follow and perform simple rhythmic scores to a steady beat. • Maintain rhythm to a steady beat.
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	distributed through songs / music			
Year 5	<ul style="list-style-type: none"> • Find and internalise the pulse on your own and with ease. • Demonstrate how you find/feel the pulse, with ease. • Demonstrate a fast and slow pulse. • Understand and demonstrate with increasing confidence, how pulse, rhythm and pitch work together • Copy a simple rhythm over the pulse and sing/play back over the backing track in time • Clap/play rhythms/copy one to two note pitches with increasing confidence and create their own rhythm when asked. • Lead others if asked. 	<ul style="list-style-type: none"> • Find the pulse confidently and innately, of the music they are listening to and understand what that means. • Continue to realise / understand / explain / give examples and show how pulse, rhythm and pitch fit together. Include tempo, dynamics, timbre, texture and structure if possible. • Continue to identify musical styles through learning about their style indicators and the instruments played. Some will be learnt again in greater depth. • Use accurate musical language confidently and with understanding to 	<ul style="list-style-type: none"> • Understand how to work together as part of a group and in an ensemble or, as a soloist. • Continue to understand the importance of warming up your voice and to establish a good singing position. • Perform and interpret a song stylistically and as musically as you can. • Sing with a good sense of the pulse internally and sing together and in time with the group. Understand the importance of clear diction and tuning. • Follow a leader/conductor with confidence and ease, understand why and how 	<ul style="list-style-type: none"> • Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. • Explore standard notation • Follow and perform rhythm scores • Read and perform pitch notation within an octave (eg C–C' /dodo).



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	<ul style="list-style-type: none"> • develop a deeper understanding of how pulse, rhythm and pitch, dynamics and tempo work together and are distributed through songs/music. 	<p>describe and talk about music</p> <ul style="list-style-type: none"> • Listen to other ideas about music, respect those ideas and feelings. 	<p>the ensemble works/fits together.</p> <ul style="list-style-type: none"> • Build confidence in leading a group. 	
Year 6	<ul style="list-style-type: none"> • Find and internalise the pulse on your own and with ease. • Demonstrate how you find/feel the pulse, with ease. • Demonstrate a fast and slow pulse. • Understand and demonstrate confidently how pulse, rhythm and pitch work together – copy a simple rhythm over the pulse and sing/play back over a backing track in time with confidence. • Clap/play rhythms/copy one to two note pitches confidently 	<ul style="list-style-type: none"> • Continue to identify musical styles through learning about their style indicators and the instruments played. Some will be learnt again in greater depth. • Use accurate musical language confidently and with understanding to describe and talk about music • Listen to other ideas about music, respect those ideas and feelings. 	<ul style="list-style-type: none"> • Understand how to work together as part of a group and in an ensemble or, as a soloist. • Continue to understand the importance of warming up your voice and to establish a good singing position. • Perform and interpret a song stylistically and as musically as you can. • Sing with a good sense of the pulse internally and sing together and in time with the group. Understand the importance of clear diction and tuning. 	<ul style="list-style-type: none"> • Explore ways of representing high and low sounds, and long and short sounds, using symbols and appropriate means of notation including standard notation. • Explore standard notation • Follow and perform rhythm scores • Read and perform pitch notation within an octave (eg C–C' /dodo).



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	<p>and create their own rhythm when asked.</p> <ul style="list-style-type: none"> • Lead others if asked. • Have a deeper understanding of how pulse, rhythm and pitch, a range of dynamics and tempo work together, their purpose in music and how they are distributed through songs/music. 		<ul style="list-style-type: none"> • Follow a leader/conductor with confidence and ease, understand why and how the ensemble works/fits together. • Confidently lead a group. 	
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Practical Skills		
	Composing	Performing
Reception	<ul style="list-style-type: none"> • Play instruments with increasing control to express their feelings and ideas. • Explore collections of materials with similar and/or different properties. • Create their own songs, or improvise a song around one they know. • Explore and engage in music making and dance, performing solo or in groups. <p>ELG: Creating with materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>ELG: Creating with materials: Share their creations, explaining the process they have used.</p> <p>ELG: Being imaginative and expressive: Perform songs rhymes, poems and stores with others, and – when appropriate try to move in time with the music.</p> <p>ELG: Building Relationships: Work and play co-operatively and take turns with others.</p>	



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<p>Year 1</p>	<p>Create your own very simple melodies (usually in a group) within the context of the song that is being learnt.</p> <ul style="list-style-type: none"> • Create compositions using one or two notes, increasing to three notes if appropriate. • Record the composition in any way appropriate. • Notate music in different ways, using graphic/pictorial notation, video, ICT. • Musically demonstrate a very simple understanding and use of the interrelated dimensions of music as appropriate within this context of creating and making music eg getting louder (dynamics), quieter (dynamics), higher (pitch), lower (pitch). • Begin to recognise/identify the awareness of a link between shape and pitch using graphic notations or simply writing the melody in any way they will remember it. 	<p>Continue to develop confidence and precision in performance throughout the year.</p> <ul style="list-style-type: none"> • Start to work together as part of an Ensemble / band. Remember the importance of starting and ending together. • Try to follow the conductor/band leader. • Perform what you have learnt to other people. Play your instrument, improvise and play your compositions as part of this performance and with as much confidence as possible. • Perform with some understanding that the performance can include everything that has been undertaken during the learning process of the unit. Everything you have learnt fits together. • Practise, rehearse and present performances with some awareness of an audience. Begin to realise that performance can influence how music is presented. Try to communicate your ideas, thoughts and feelings through simple musical demonstration. • Watch a recording and/or discuss the performance. Offer helpful and thoughtful comments and feedback about others. • Begin to play a classroom instrument as part of a group/ensemble and as part of the song that is being learnt. • Move between differentiated parts as required using a sound-before-symbol approach.
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		<ul style="list-style-type: none">• Learn to stop/start and respond to basic musical cues from the leader/conductor.• Learn how to treat your instrument with respect and how to play it correctly.• Play as part of your ensemble/group with a sound - before-symbol (by ear) approach.
Year 2	<ul style="list-style-type: none">• Create compositions using one or two notes, increasing to three notes if appropriate.• Record the composition in any way appropriate.• Notate music in different ways, using graphic/pictorial notation, video.• Musically demonstrate a very simple understanding and use of the interrelated dimensions of music as appropriate within this context of creating and making music eg getting louder (dynamics), quieter (dynamics), higher (pitch), lower (pitch).• Begin to recognise/identify the awareness of a link between shape and pitch using graphic notations or simply writing the melody in any way they will remember it.	<p>Continue to develop confidence and precision in performance throughout the year.</p> <ul style="list-style-type: none">• Start to work together as part of an Ensemble / band. Remember the importance of starting and ending together.• Try to follow the conductor/band leader.• Perform what you have learnt to other people. Play your instrument, improvise and play your compositions as part of this performance and with as much confidence as possible.• Perform with some understanding that the performance can include everything that has been undertaken during the learning process of the unit. Everything you have learnt fits together.• Practise, rehearse and present performances with some awareness of an audience. Begin to realise that performance can influence how music is presented. Try to communicate your ideas, thoughts and feelings through simple musical demonstration.



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		<ul style="list-style-type: none"> • Watch a recording and/or discuss the performance. Offer helpful and thoughtful comments and feedback about others. • Begin to play a classroom instrument as part of a group/ensemble and as part of the song that is being learnt. • Move between differentiated parts as required using a sound-before-symbol approach. • Learn to stop/start and respond to basic musical cues from the leader/conductor. • Learn how to treat your instrument with respect and how to play it correctly. • Play as part of your ensemble/group with a sound - before-symbol (by ear) approach.
Year 3	<ul style="list-style-type: none"> • Compose a section of music that can be added to a performance of a song. • Continue to create your own more complex melodies (usually in a group) within the context of the song that is being learnt. • Move beyond composing using two notes, increasing to three notes if appropriate. • Record the composition in any way appropriate. Notate music in different ways, using graphic/pictorial notation, video. • Musically demonstrate an understanding and use of the interrelated dimensions of music as appropriate within this context of creating and making music eg getting louder (dynamics), quieter 	<ul style="list-style-type: none"> • Present a musical performance of a song or piece of music to an audience, demonstrating the historic, stylistic knowledge and understanding of the song/piece through the performance. • Perform what you have learnt to other people. Play your instrument, improvise and play your compositions as part of this performance and with as much confidence and accuracy as possible. • Perform with a deeper understanding. A performance can include everything that has been undertaken during the learning process of the unit. Everything you have learnt fits together. • Practise, rehearse and present performances with awareness of an audience.



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	<p>(dynamics), higher (pitch), lower (pitch), faster (tempo), slower (tempo).</p> <ul style="list-style-type: none"> Continue to recognise/identify the awareness of a link between shape and pitch using graphic notations or simply writing the melody in any way they will remember it. 	<ul style="list-style-type: none"> Continue to play a classroom instrument as part of a group/ensemble and as part of the song you are learning. Play with more knowledge, confidence and ease. Move between differentiated parts as required using a sound-before-symbol approach. Use notation if appropriate. Continue to respond to basic musical cues from the leader/conductor. Follow the leader confidently. Continue to treat your instrument with respect and care and to play it correctly. Play more confidently as part of your ensemble/group with a sound-before-symbol (by ear) approach or, with notation if appropriate.
Year 4	<ul style="list-style-type: none"> Continue to create your own more complex melodies (usually in a group) within the context of the song that is being learnt. Move beyond composing using two notes, increasing to three notes if appropriate. Record the composition in any way appropriate. Notate music in different ways, using graphic/pictorial notation, video. Musically demonstrate an understanding and use of the interrelated dimensions of music as appropriate within this context of creating and making music eg getting louder (dynamics), quieter 	<ul style="list-style-type: none"> Present a musical performance of a song or piece of music to an audience, demonstrating the historic, stylistic knowledge and understanding of the song/piece through the performance. Perform what you have learnt to other people. Play your instrument, improvise and play your compositions as part of this performance and with as much confidence and accuracy as possible. Perform with a deeper understanding. A performance can include everything that has been undertaken during the learning process of the unit. Everything you have learnt fits together.



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	<p>(dynamics), higher (pitch), lower (pitch), faster (tempo), slower (tempo).</p> <ul style="list-style-type: none"> • Continue to recognise/identify the awareness of a link between shape and pitch using graphic notations or simply writing the melody in any way they will remember it. 	<ul style="list-style-type: none"> • Practise, rehearse and present performances with awareness of an audience. • Continue to play a classroom instrument as part of a group/ensemble and as part of the song you are learning. Play with more knowledge, confidence and ease. • Move between differentiated parts as required using a sound-before-symbol approach. Use notation if appropriate. • Continue to respond to basic musical cues from the leader/conductor. Follow the leader confidently. • Continue to treat your instrument with respect and care and to play it correctly. • Play more confidently as part of your ensemble/group with a sound-before-symbol (by ear) approach or, with notation if appropriate.
Year 5	<p>Compose a section of music that can be added to a performance of a song.</p> <ul style="list-style-type: none"> • Confidently create your own melodies within the context of the song that is being learnt and do this with deeper understanding. • Move beyond composing using two notes, increasing to three notes then five if appropriate. • Use voice, sounds, and instruments in creative ways. Record the composition in any way appropriate. 	<ul style="list-style-type: none"> • Present a musical performance of a song or piece of music to an audience, demonstrating the historic, stylistic knowledge and understanding of the song/piece, through the performance. • Perform what you have learnt to your audience. Play your instrument, improvise and play your compositions as part of this performance and with as much confidence and accuracy as possible. • Perform with a deeper understanding that the performance can include everything that has been



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	<ul style="list-style-type: none"> • Continue to musically demonstrate an understanding and use of the interrelated dimensions of music as appropriate including dynamics. • Recognise and musically and/or verbally demonstrate awareness of a link between shape and pitch using notations if appropriate. 	<p>undertaken during the learning process of the unit. Everything you have learnt fits together.</p> <ul style="list-style-type: none"> • Practise, rehearse and present performances with awareness of an audience. Begin to realise that performance can influence how music is presented. Communicate your ideas, thoughts and feelings through simple musical demonstration. • Watch a recording and/or discuss the performance. Offer helpful and thoughtful comments and feedback about others. <ul style="list-style-type: none"> • Continue to play a classroom instrument (or band instrument) as part of a group / ensemble and as part of the song you are learning. Play with more knowledge, confidence, ease and enjoyment. • Move between differentiated parts as required using a sound-before-symbol approach. Use notation if appropriate. • Demonstrate confidence and fluency when playing your instrument in a solo or ensemble context. • Continue to treat your instrument with respect and care and to play it correctly. • Play more confidently as part of your ensemble/group with a sound-before-symbol (by ear) approach or, with notation
Year 6	Compose a section of music that can be added to a performance of a song.	<ul style="list-style-type: none"> • Present a musical performance of a song or piece of music to an audience, demonstrating the historic,



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	<ul style="list-style-type: none">• Confidently create your own melodies within the context of the song that is being learnt and do this with deeper understanding.• Move beyond composing using two notes, increasing to three notes then five if appropriate.• Use voice, sounds and instruments in creative ways. Record the composition in any way appropriate.• Continue to musically demonstrate an understanding and use of the interrelated dimensions of music as appropriate including a range of pitch and dynamics.• Recognise and musically and/or verbally demonstrate awareness of a link between shape and pitch, beginning to use standard notation to represent this.	<p>stylistic knowledge and understanding of the song/piece, through the performance.</p> <ul style="list-style-type: none">• Perform what you have learnt to your audience. Play your instrument, improvise and play your compositions as part of this performance and with as much confidence and accuracy as possible.• Perform with a deeper understanding that the performance can include everything that has been undertaken during the learning process of the unit. Everything you have learnt fits together.• Practise, rehearse and present performances with awareness of an audience. Begin to realise that performance can influence how music is presented. Communicate your ideas, thoughts and feelings through simple musical demonstration.• Watch a recording and/or discuss the performance. Offer helpful and thoughtful comments and feedback about others. <ul style="list-style-type: none">• Continue to play a classroom instrument (or band instrument) as part of a group / ensemble and as part of the song you are learning. Play with more knowledge, confidence, ease and enjoyment.• Move between differentiated parts as required using a sound-before-symbol approach. Use notation if appropriate.• Demonstrate confidence and fluency when playing your instrument in a solo or ensemble context.
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		<ul style="list-style-type: none">• Continue to treat your instrument with respect and care and to play it correctly.• Play more confidently as part of your ensemble/group with a sound-before-symbol (by ear) approach or, with notation
<u>INTER-RELATED DIMENSIONS OF MUSIC (Dynamics)</u>		
	<ul style="list-style-type: none">• PULSE: the steady beat of a piece of a piece of music• PITCH: the melody and the way the notes change from low to high and vice versa.• RHYTHM: or duration is the pattern of long and short sounds in a piece of music• DYNAMICS: Loud and soft• TEMPO: Fast and slow• TIMBRE: The type of sound – whisper/hum/sing/talk (examples with the voice) or twinkly/hard/soft (examples with instruments)• TEXTURE: Layers of sound (number of instruments or voices playing together)• STRUCTURE: The way the music is laid out –e.g. Verse, chorus, verse	