

Music	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Progression Map	<p><u>Communication and Language:</u></p> <ul style="list-style-type: none"> • Sing a range of Nursery rhymes and songs by heart. • Play instruments to express their feelings and ideas. 	<p>Expressive Arts and Design:</p> <ul style="list-style-type: none"> • Remember and sing entire songs. • Sing the pitch of a tone sung by another person (pitch match). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs, or improvise a song around one they know. • Play instruments with more accuracy to express their feelings and ideas. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. 	Performing and Singing					
			<ul style="list-style-type: none"> - Use their voices expressively to speak and chant simple songs and rhymes. - Chant or sing and move in time with a steady pulse. - Copy sounds using percussion instruments and their own voice. 	<ul style="list-style-type: none"> - Follow a melody accurately when singing. - Copy changes in pitch 	<ul style="list-style-type: none"> - Sing in tune with expression. - Show control of the voice when singing. 	<ul style="list-style-type: none"> - Maintain a part in a group showing awareness of others. - Memorise songs and perform with accuracy. 	<ul style="list-style-type: none"> - Sing or play using correct phrasing showing understanding of how to add expression. 	<ul style="list-style-type: none"> - Confidently sing a harmony part with accuracy.
			<ul style="list-style-type: none"> - Use dynamics when performing (loud and quiet). 	<ul style="list-style-type: none"> - Perform with others songs/simple rhythmic pattern on instruments. - Keep a steady pulse when performing simple patterns. - Perform keeping the beat whilst showing simple changes in tempo. 	<ul style="list-style-type: none"> - Play clear notes in an instrument/sing clearly. - Perform with a partner to perform a piece using more than one instrument. 	<ul style="list-style-type: none"> - Improvise using repeated patterns. - Rhythmically perform a simple part, including rests. 	<ul style="list-style-type: none"> - Hold their own part in a group – improvising melody and rhythm, singing a harmony part, drones/ostinato. - Perform music using a variety of structural forms. - Perform by ear and using simple notations. 	<ul style="list-style-type: none"> - Perform from memory. - Perform from a variety of notions including rhythmic support. - Perform a solo or solo part within an ensemble piece.
	<p><u>Communication and Language:</u></p> <ul style="list-style-type: none"> • Listen carefully to rhymes and songs, paying attention to how they sound. 	<p><u>Arts and Design:</u></p> <ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and 	Composing and Musicianship					
			<ul style="list-style-type: none"> - Use their voice to create different sounds. - Play an instrument creating different 	<ul style="list-style-type: none"> - Make connections between notations and musical sounds. 	<ul style="list-style-type: none"> - Use different elements in their work. - Compose repeated patterns on a 	<ul style="list-style-type: none"> - Compose a short song (lyrics and melody) and perform. 	<ul style="list-style-type: none"> - Create a song showing an understanding of the link between lyrics and melody. 	<ul style="list-style-type: none"> - Combine several musical devices when composing. - Use digital technologies to

	<p>developing their ability to represent them.</p> <ul style="list-style-type: none"> • Create collaboratively, sharing ideas, resources and skills. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Explore and engage in music making and dance, performing solo or in groups. 	<p>sounds (long and short).</p> <ul style="list-style-type: none"> - Create and repeat short rhythmic and melodic patterns. - Create a sequence of sounds. 	<ul style="list-style-type: none"> - Create music from different starting points. 	<p>range of instruments.</p> <ul style="list-style-type: none"> - Create accompaniments to a melody (e.g. drones) - Choose and combine different sounds to create an intended effect. 		<ul style="list-style-type: none"> - Compose a piece of music from given criteria using a variety of musical devices e.g. rhythm, chords, melody, tempo, timbre, structure etc. 	<p>aid with the creation and recording of ideas.</p>
		<ul style="list-style-type: none"> - Notate their sounds using pictures/symbols. 	<ul style="list-style-type: none"> - Use symbols to represent sound. - Order sounds into a structure (beginning, middle and end). 	<ul style="list-style-type: none"> - Use basic rhythmic notation to transcribe ideas. - Begin to recognise and name note durations and their value. 	<ul style="list-style-type: none"> - Use basic rhythmic notation to transcribe ideas. - Notate composition ideas using basic notation (notes of the staff) and use to record a performance. 	<ul style="list-style-type: none"> - Use standard musical notation to record their ideas. 	<ul style="list-style-type: none"> - Use relevant notations for your composition work.
Listening and Appraising							
<p><u>Communication and Language:</u></p> <ul style="list-style-type: none"> • Listen carefully to rhymes and songs, paying attention to how they sound. 	<p>Listening and attention</p> <ul style="list-style-type: none"> • Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. <u>EAD</u> • To be able to repeat a rhythm. • Listen attentively, move to and talk about music, expressing their feelings and responses. 	<ul style="list-style-type: none"> - Respond to different moods in music saying how music makes them feel. - Choose sounds to illustrate different moods. - Recognise repeating patterns/ideas when listening to music. - Recognise the difference between basic elements (fast/slow/high/low/loud/quiet), 	<ul style="list-style-type: none"> - Listen to and improve their own work. - Recognise repeating patterns/ideas when listening to music. - Listen and recognise particular elements of music (timbre/pitch/dynamics) 	<ul style="list-style-type: none"> - Use musical vocabulary to describe changes in a piece of music and discuss their likes/dislikes of music listened to. - Improve their work stating how it has been improved. - Recognise the work of at least one famous composer showing awareness of 	<ul style="list-style-type: none"> - Identify using musical vocabulary the different purposes of music. - Explain how silence can affect a musical piece or idea. - Begin to recognise different musical eras. 	<ul style="list-style-type: none"> - Improve their own work and suggest improvements to the work of others. - Evaluate their work, using appropriate musical vocabulary stating what was successful/unsuccessful and why, - Compare and contrast a variety of music indicating preferences. 	<ul style="list-style-type: none"> - Improve their work. - Identify different musical devices in a variety of musical genres and show some awareness of the influence and place music has had in society over time.

					when it was written.			
			- Follow instructions about performing – when to play and sing.	- Follow instructions about performing – when to play/sing/breathe/ be louder etc.			- Show an awareness of audience, venue and occasion.	- Show an awareness of audience, venue and occasion.