



St Barnabas' CE Primary School & Nursery

Music Progression Map



Nursery

Development Matters 3 and 4 year olds:

- 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 increasing control to express their feelings and ideas.

Reception

Curriculum Goal: To express themselves creatively using a range of available resources

ELG: Being Imaginative and Expressive

Children at the expected level of development will:

- Sing a range of well-known nursery rhymes and songs
- Perform songs, rhymes, poems and stories with others, and when appropriate try to move in time with music.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Controlling sounds through singing and playing (performing)	<p>Use voice in different ways e.g. speaking, singing, chanting.</p> <p>Take part in singing, in unison and parts (with help).</p> <p>Follow instructions on how and when to sing/play.</p> <p>Pay attention to others when performing.</p> <p>Make long and short sounds (duration).</p> <p>Imitate pitch changes.</p>	<p>Sing songs in ensemble following the melody.</p> <p>Sing call and response parts.</p> <p>Use voice to good effect, understanding the importance of warming up.</p> <p>Perform in ensembles with instructions from the leader.</p> <p>Make and control long and short sounds using voices and instruments, including simple improvisation.</p>	<p>Sing songs from memory with accurate pitch and in tune.</p> <p>Show control in voice and diction.</p> <p>Maintain a simple part in an ensemble.</p> <p>Play notes on an instrument clearly, including steps in pitch.</p> <p>Improvise (including call and response) within a group using 2 notes.</p>	<p>Sing in tune, breathe well, changing pitch and dynamics.</p> <p>Sustain a rhythmic drone/ostinatos/riff on an instrument (tempo, duration, texture).</p> <p>Perform with control and awareness of others.</p> <p>Improvise in a group using more than 2 notes.</p>	<p>Show control, phrasing and expression in singing.</p> <p>Hold part in a round (pitch/structure).</p> <p>Perform in solo and ensemble contexts, using a variety of techniques expressively and in tune.</p> <p>Improvise with increasing aural memory.</p>	<p>Sing or play from memory with confidence.</p> <p>Take turns to lead group.</p> <p>Maintain own part in a round/sing a harmony with awareness of others.</p> <p>Play more complex instrumental parts.</p> <p>Improvise using 5 notes of the pentatonic scale.</p>

		Use voice and instruments to make loud and quiet sounds (dynamics). Sing and dance with actions.				
Creating and developing musical ideas (composing)	Make a sequence of long and short sounds with help (duration). Copy rhythms. Clap longer rhythms with help. Make different sounds (pitch, tempo, dynamics, quality of sound, timbre).	Carefully choose sounds to achieve an effect (including use of ICT). Order sounds to create an effect (structure). Create short patterns. Create sequences of long and short sounds (rhythm). Control instruments so they sound as they should. Use pitch change to communicate an idea. Start to compose with 2 or 3 notes and simple rhythms.	Compose and perform melodies using 2 or 3 notes. Use sound to create abstract effects (including use of ICT). Create/improvise repeated patterns with a range of instruments. Copy and compose rhythmic and melodic patterns. Effectively choose, order, combine and control sounds (texture/structure).	Compose and perform melodies using 3 or 4 notes. Make creative use of the way sounds can be changed, organised and controlled (including use of ICT). Create accompaniments for tunes using drones or riffs. Create dotted rhythmic patterns with awareness of timbre and duration.	Compose and perform melodies using 4 or 5 notes. Use a variety of musical devices including melody, rhythms and chords. Record own composition. Create own songs (structure). Identify where to place emphasis and accents to create effects.	Compose and perform melodies using 5 or more notes. Show confidence, thoughtfulness and imagination in selecting sounds and structures to convey an idea. Create music reflecting given intention and record using standard notation. Use ICT to organise musical ideas. Combine all musical dimensions.
Responding and reviewing (appraising)	Hear the pulse. Hear different moods. Identify texture – one sounds or many? Choose sounds to represent different ideas.	Identify pulse. Clap rhythm while marching to pulse. Recognise changes in timbre, dynamics, tempo and pitch. Recognise more than 2 different instruments.	Internalise the pulse. Know difference between pulse and rhythm. Start to use musical dimensions vocabulary to describe music – duration, timbre, tempo, pitch, dynamics, texture, structure.	Know how pulse stays the same but rhythm changes. Listen to several layers of sound and talk about the effect. Use more musical dimensions vocabulary to describe music – duration, timbre, tempo, pitch, dynamics,	Know how pulse, pitch and rhythm fit together. Use a range of words to describe music - duration, timbre, tempo, pitch, dynamics, texture, structure, rhythm, riff, ostinato, melody, harmony, chord, flat, sharp, staccato, legato,	Know how the dimensions of music are sprinkled throughout Use musical vocabulary confidently to describe music. Work out how harmonies, drones, and riffs are used to accompany singing.

			Use these words to identify where music works well/needs improving.	texture, structure, rhythm, riff, ostinato, melody, harmony. Identify orchestral family timbres. Identify cyclic patterns.	crescendo, diminuendo). Use the words to identify strengths and weaknesses in own and others' music.	Use knowledge of how lyrics reflect cultural context to enhance own composition Refine and improve own and others' work.
Listening and applying knowledge and understanding	<p>Listen for different types of sounds.</p> <p>Recognise two or more instruments.</p> <p>Know how sounds are made and changed.</p> <p>Make sounds different with help.</p> <p>Use voice in different ways to create different effects.</p>	<p>Listen carefully and recall short rhythmic and melodic patterns.</p> <p>Use changes in dynamics, timbre and pitch to organise music.</p> <p>Change sounds to suit a situation.</p> <p>Make own sounds and symbols to make and record music.</p> <p>Start to look at basic notation.</p> <p>Understand that songs have a style.</p> <p>Know music can be played or listened to for a variety of purposes.</p>	<p>Use musical dimensions to compose.</p> <p>Know number of beats in a minim, crotchet, quaver and semibreve and recognise symbols.</p> <p>Use silence for effect and know the symbol for a rest.</p> <p>Describe different purposes of music in history/cultures.</p> <p>Identify structure – intro, verse, chorus.</p> <p>Play by ear and from simple notation.</p>	<p>Combine sounds expressively (all dimensions).</p> <p>Read notes and know how many beats they represent.</p> <p>Know that sense of occasion affects performance.</p> <p>Describe different purposes of music in history/cultures.</p> <p>Identify structure – intro, verse, chorus, bridge.</p> <p>Play by ear and from notation.</p>	<p>Create music with understanding of how lyrics, melody, rhythms and accompaniments work together effectively.</p> <p>Read/work out musical stave.</p> <p>Perform songs in a way that reflects the lyrics and occasion.</p> <p>Describe different purposes of music in history/cultures.</p> <p>Identify structure – intro, verse 1, chorus, bridge, verse 2, instrumental, solo.</p> <p>Play from and begin to use notation to record.</p>	<p>Use increased aural memory to recall sounds accurately.</p> <p>Use knowledge of musical dimensions to know how best to combine them.</p> <p>Know and use standard notation to perform and record, including dotted quavers.</p> <p>Use different venues and occasions to vary performance</p> <p>Describe different purposes of music in history/cultures.</p> <p>Describe the style indicators.</p>