

Subject Progression Map Music



	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pitch knowledge	To understand what 'high' and 'low' notes are.	To understand that pitch means how high or low a note sounds. To understand that 'tuned' instruments play more than one pitch of notes. To begin to recognise changes in dynamics and pitch.	To know that some tuned instruments have a lower range of pitches, and some have a higher range of pitches. To understand that a melody is made up from high and low pitched notes played one after the other, making a tune.	To know that the group of pitches in a song is called it's 'key' and that a key decides whether a song sounds happy or sad. To begin to understand scale patterns.	To know that a bass line is the lowest pitch line of notes in a piece of music. To know that a glissando in music means a sliding effect (instruments or voice). To know that transposing a melody means changing its key making it higher or lower pitched. To understand the Pentatonic scale, and major and minor tonality.	To understand that a minor key can be used to make music feel sad. To understand that major chords make a bright happy sound. To begin to understand the full diatonic scale in different keys.	To understand that 'major' key signatures use note pitches that are cheerful and upbeat. To understand that 'minor' key signatures use note pitches that can suggest sadness and tension. To know that a melody can be adapted by changing its pitch. To understand the full diatonic scale in different keys.
Duration knowledge	To recognise that different sounds can be long or short.	To know that rhythm means a pattern of long and short sounds.	To know that long and short sounds of a spoken phrase can be represented by a rhythm.	To know that different notes have different durations. To know that written music tells you how long to play a note for. To understand the values of semibreves, minims, crotchets and quavers.	To play 'in time' requires playing the notes for the correct duration as well as the correct speed.	To know that poly-rhythms means many different rhythms played at once. To know that the duration of a note or phrase in music can be shown using a repeated symbol or the size of a symbol on a graphic score.	To build on knowledge and understanding of further note values, including semi-quavers.
Dynamics knowledge	To understand that sounds can be loud or soft.	To begin to understand that dynamics means how loud or soft a sound is. To understand that sounds can be adapted to change their mood.	To understand the meaning of dynamics (loud/quiet). To know that dynamics can change the effect of a piece of music.	To understand that the terms forte (meaning loud), and piano (meaning quiet) can be used to describe the dynamics of a piece of music.	To begin to understand the musical terms: crescendo (getting louder), de-crescendo (getting softer), legato (smooth) and staccato (detached).	To begin to understand a wider range of dynamics including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet).	To know that a melody can be enhanced to show interest and dramatic effect by changing its dynamics. To understand a wider range of dynamics including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet).
Tempo knowledge	To recognise music that is 'fast' or 'slow'. To understand that we can match our body movements to the speed or pulse of the music.	To know that the 'pulse' is the steady beat that goes through the music. To know that tempo is the speed of the music and that it can change during a piece of music.	To know the meaning of tempo (fast/slow). To understand that the tempo of a musical phrase can be changed to create a different effect.	To understand that the tempo of music can change and can be described using the musical terms allegro (meaning fast) and adagio (meaning slow).	To know that playing in time means all performers playing together at the same speed. Begin to understand the musical terms accelerando (getting faster) and rallentando (getting slower).	To understand that a tempo can be used as a descriptive tool or to create a specific effect. To understand a variety of tempos in simple time.	To understand a range of time signatures, to include compound time.

Timbre knowledge	To know that different instruments can sound like a particular character.	To begin to understand that 'timbre' means the quality of a sound.	To know that 'timbre' means the quality of a sound, and that different instruments would sound different playing a note of the same pitch.	To understand that the timbre of instruments affects the mood and style of a piece of music.	To know that grouping instruments according to their timbre can create interesting 'textures' in music.	To understand why particular instruments are used to create certain timbres or moods.	To understand how the combination of certain instruments can be used to create a particular timbre or mood, in order to tell a story.
Texture knowledge	To know that music often has more than one instrument being played at a time.	To know that different instruments are used to create layers within a piece of music.	To know that a graphic score can show a picture of the layers, or texture, of a piece of music.	To begin to understand how different layers are used to build interest and create depth.	To know that combining different instruments and rhythms when we compose can create layers of sound, we call texture. To understand that harmony means playing two notes at the same time, which usually sound good together.	To understand that a chord is the layering of several pitches played at the same time. To know that polyrhythms are many rhythms played at once.	To understand that texture can be created by adding or removing instruments in a piece and create the effect of dynamic change. To know that a countermelody is different to harmony because it uses different rhythms as well as complimentary notes.
Structure knowledge	To recognise the chorus in a familiar song.	To know that a piece of music can have more than one section.	To know that a song may be organised into verses and chorus.	To know that a piece of music can be structured so that it has a beginning, middle and end.	To understand that an ostinato is a musical pattern that is repeated over and over.	To understand the structure of a piece of music, based around a 16-beat phrase.	To further develop understanding of the structure of a piece of music based around a 16-beat phrase, building to a 32-beat phrase.
Notation knowledge	To know that signals can tell us when to start and stop playing.	To understand that music can be represented by pictures or symbols.	To understand that each symbol represents a different note, and that musicians read the symbols to know which notes to play.	To understand that notes can be written on a staff, and that the position of the notes on the lines or in the spaces tell musicians which note to play. To begin to understand how to read from a written score, the notes semibreves, minims, crotchets and quavers.	To know that 'performance directions' are words added to music notation to tell the performers how to play. To further develop understanding of a written score, using a variety of note values and combined rhythms.	To understand the differences between the value of crotchets, paired quavers, minims, semi-breves and semi-quavers.	To understand a wider range of notes and directions from a written score with confidence.
Performing Skills	Join in with well-known songs from memory. Move to music with instruction to perform actions. Participate in performances to a small audience. Stop and start playing percussion instruments at the right time, following instructions.	Sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions (e.g. stop, start, loud, quiet) and counting in. Sing a wide range of call and response songs, to control vocal pitch and to match the pitch they hear with accuracy. Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. Use body percussion, (e.g. clapping, tapping, walking) and classroom percussion	Sing songs regularly with increasing vocal control. Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing, by responding to (a) the leader's directions and (b) visual symbols (e.g. crescendo, decrescendo, pause). Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion. Create and perform their own chanted rhythm patterns.	Sing a widening range of unison songs of varying styles and structures, tunefully and with expression. Perform forte and piano, loud and soft. Sing and play in time with peers, with some degree of accuracy and awareness of their part in a group performance. Perform, reading basic staff notation incorporating rhythm and pitch and being able to identify these symbols using musical terminology.	Sing a range of unison songs, pitching the voice accurately and following directions for getting louder and quieter. Sing rounds and partner songs in different time signatures and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony. Sing and play in time with peers with accuracy and awareness of their part within a group performance. Play melody parts on tuned instruments with accuracy and control and developing instrumental technique.	Work as a group to perform a piece of music adjusting dynamics and pitch, keeping in time with others and communicating with the group. Perform with accuracy and fluency from simple staff notation. Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. (Phrasing, accurate pitching and appropriate style). Sing three-part rounds, partner songs and songs with a verse and chorus.	Sing a broad range of songs including those with syncopated rhythms, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitch and appropriate style. Continue to sing three and four part rounds or partner songs, and experiment with positioning singers randomly within the group in order to develop greater listening skills, balance between parts and vocal independence. Work as a group to perform a piece of music adjusting the interrelated dimensions of music as required, keeping

		<p>(shakers, sticks and blocks, etc.), playing repeated rhythm patterns (ostinati) to maintain a steady beat.</p> <p>Respond to the pulse in recorded/live music through movement and dance.</p> <p>Perform short copycat rhythm patterns accurately using percussion instruments, led by the teacher.</p> <p>Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat.</p> <p>Perform word-pattern chants (e.g. ca-ter-pil-lar crawl, fish and chips).</p> <p>Sing familiar songs in both low and high voices and talk about the difference in sound.</p>	<p>Sing short songs from memory with melodic and rhythmic accuracy.</p> <p>Perform expressively using dynamics and timbre to alter sounds as appropriate.</p> <p>Sing back short melodic patterns by ear and playing short melodic patterns.</p>	<p>Develop facility in playing tuned percussion or a melodic instrument such as the recorder.</p> <p>Play and perform melodies following staff notation using a small range as a whole class or in small groups.</p> <p>Copy melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow. Extend to question-and-answer phrases.</p>	<p>Play syncopated rhythms with accuracy, control and fluency.</p> <p>Play and perform melodies following staff notation using a small range as a whole class or in small groups.</p> <p>Perform in two or more parts from simple notation using instruments played in whole class teaching.</p> <p>Identify static and moving parts.</p> <p>Copy short melodic phrases including those using the pentatonic scale (C,D,E,G,A).</p>	<p>Play melodies on tuned percussion, melodic instruments, following staff notation written on one stave.</p> <p>Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies.</p>	<p>in time with others and communicating with the group.</p> <p>Perform with accuracy and fluency from staff notation and from their own notation.</p> <p>Perform following a conductor's cues and directions.</p> <p>Play a melody following staff notation written on one stave, and make decisions about dynamic range, including very loud, very quiet, moderately loud, moderately quiet.</p> <p>Read and play from notation a four-bar phrase, confidently identifying note names and durations.</p>
<p>Composing Skills</p>	<p>Play untuned percussion 'in time' with a piece of music.</p> <p>Experiment with playing instruments in different ways</p>	<p>Improvise simple vocal chants, using question and answer phrases.</p> <p>Create musical sound effects and short sequences of sounds in response to stimuli, e.g. a rainstorm or a train journey.</p> <p>Combine to make a story, choosing and playing classroom instruments (e.g. rainmaker) or sound-makers (e.g. rustling leaves).</p> <p>Understand the difference between creating a rhythm pattern and a pitch pattern.</p> <p>Invent, retain and recall rhythm and pitch patterns</p>	<p>Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation.</p> <p>Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.</p> <p>Create rhythms using word phrases as a starting point (e.g. Hel-lo Si-mon or Can you come and play?).</p> <p>Select and create longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.</p> <p>Successfully combine and layer several instrumental and vocal patterns within a given structure.</p>	<p>Compose a piece of music in a given style with voices and instruments.</p> <p>Become more skilled in improvising (using voices, tuned and untuned percussion and instruments played in whole-class/group/individual/instrumental teaching), inventing short 'on-the-spot' responses using a limited note-range.</p> <p>Structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end.</p> <p>Combine known rhythmic notation with letter names to create rising and falling</p>	<p>Compose a coherent piece of music in a given style with instruments.</p> <p>Begin to improvise musically within a given style.</p> <p>Develop melodies using rhythmic variation.</p> <p>Create a piece of music with a clear structure.</p> <p>Use letter name, graphic and rhythmic notation and key musical vocabulary to label.</p> <p>Suggest improvements to others' work using musical vocabulary.</p> <p>Improvise on a limited range of pitches, on the instrument they are learning, making use of musical features including smooth and detached.</p>	<p>Compose a detailed piece of music from a given stimulus with voices, bodies and instruments.</p> <p>Improvise coherently within a given style.</p> <p>Combine rhythmic patterns into a multi-layered composition using the interrelated dimensions of music to add interest.</p> <p>Select, discuss and refine musical choices both alone and with others, using musical vocabulary with confidence.</p> <p>Suggest and demonstrate improvements to own and others' work.</p> <p>Improvise freely over a drone, developing sense</p>	<p>Improvise coherently and creatively within a given style, incorporating given features.</p> <p>Compose a multi-layered piece of music from a given stimulus with voices, bodies and instruments.</p> <p>Compose the lyrics for a song within a given structure.</p> <p>Develop melodies using rhythmic variation, transposition and changes in dynamics pitch and texture.</p> <p>Record own composition using appropriate forms of notation.</p> <p>Constructively critique their own and others' work using musical vocabulary.</p>

		and perform these for others, taking turns.	Begin to suggest improvements to their own work.	phrases using just three notes (do, re and mi).	Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt. Explore developing knowledge of musical components by composing music to create a specific mood.	of shape and character, using tuned percussion and melodic instruments. Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape, experiment with using a wider range of dynamics including very loud, very quiet, moderately loud, moderately quiet. Compose melodies made from pairs of phrases in a key suitable for the instrument chosen. Compose music to evoke a specific atmosphere, mood or environment.	Create music with multiple sections that include repetition and contrast. Use chord changes as part of an improvised sequence. Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape. Plan and compose a 16- or 32- beat melodic phrase using the diatonic scale and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and or orchestral instruments. Notate this melody. Compose melodies from pairs of phrases in a key suitable for the instrument chosen.
Listening Skills	Respond to music through movement, altering movement to reflect tempo, dynamics or pitch of the music. Explore lyrics by suggesting appropriate actions. Explore the story behind the music. Consider whether a piece of music is fast or slow. Listen to and match sounds to the instrument.	Listen to sounds in the local school environment, comparing high and low sounds. Listen to and copy rhythm patterns. Listen to and maintain a steady beat, changing the speed of the beat as the tempo changes. Listen and respond to the pulse through movement and dance. Describe the character, mood or story of the music	Begin to recognise timbre changes in music they listen to. Begin to recognise structural features in music they listen to. Listen to and recognise instrumentation. Begin to use musical vocabulary to describe music. Listen to and repeat a short, simple melody by ear.	Discuss the stylistic features of different genres of music using musical vocabulary. Understand that music from different parts of the world has different features. Recognise and explain the changes within a piece of music using musical vocabulary. Describe the timbre, dynamic and textural details of a piece of music verbally. Begin to show an awareness of metre.	Recognise the use and development of motifs in music. Identify gradual dynamic and tempo changes within a piece of music. Recognise and discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary. Recognise, name and explain the effect of the interrelated dimensions of music.	Recognise and discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary, with confidence. Represent the features of a piece of music using graphic notation. Compare, discuss and evaluate music using detailed musical vocabulary. Develop confidence in using detailed musical vocabulary to discuss and evaluate their own and	Discuss musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of different musical styles. Recognise and discuss the stylistic features of music and relating to other aspects of the arts, with confidence. Identify the way that features of a song can complement one another to create a coherent overall effect.

	<p>Listen to and follow a beat using percussion instruments and body percussion.</p> <p>Listen to sounds and identify whether they are high or low.</p> <p>Listen to and repeat simple lyrics.</p>	<p>they listen to, both verbally and through movement.</p> <p>Listen to music and begin to identify the orchestral instruments used.</p> <p>Describe the differences between two pieces of music.</p> <p>Express a basic opinion about music.</p> <p>Listen and respond to other performers by singing/playing as part of a group.</p>	<p>Suggest improvements to their own and others' work based upon what they have heard.</p> <p>Mark the beat of a listening piece by tapping or clapping, and recognising tempo as well as changes in tempo.</p> <p>Listen and walk in time to the beat of a piece of music or song.</p> <p>Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats.</p> <p>Identify the beat groupings in familiar music that they sing regularly and listen to.</p>	<p>Begin to use musical vocabulary related to the inter-related dimensions of music when discussing improvements to their own and others' work.</p>	<p>Identify scales dynamics (crescendo/decelando) within a piece of music.</p> <p>Use musical vocabulary to discuss the purpose of a piece of music.</p> <p>Use musical vocabulary when discussing improvements to their own and others' work.</p>	<p>others' work.</p>	<p>Use musical vocabulary correctly when describing and evaluating the features of a piece of music.</p> <p>Evaluate how the venue, occasion and purpose affects the way a piece of music sounds.</p> <p>Use detailed musical vocabulary to discuss and evaluate their own and others' work, with confidence.</p>
Key Vocab	loud, quiet, fast, slow	pitch, rhythm, beat, tempo, pulse	pitch, dynamics, timbre, improvise	downbeats, fast (allegro), slow (adagio), ostinato, loud (forte), quiet (piano), stave, clef, semibreves, minims, crotchets, quavers	getting faster (accelerando), getting slower (rallentando), bar, metre, getting louder (crescendo), getting quieter (decelando), smooth (legato), detached (staccato), staff notation, score	simple time, fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud), mezzo piano (moderately quiet), time signatures, staff notation,	syncopation, staff notation, octave range, semiquaver,

