

Music Progression Map

Strands of learning

	Foundation Stage	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Listening & Appraising	<p>Listen to sounds and respond by talking about them or physically with movement and dance.</p> <p>Respond appropriately to a range of classroom songs, e.g. tidy up songs, circle time songs and line up songs.</p> <p>Recognise the sounds of the percussion instruments used within the classroom and identify and name them</p> <p>Begin to identify different sounds</p> <p>Begin to identify and describe key features or extreme contrasts within a piece of music.</p>	<p>Listen with increased concentration to a piece of music and move in time to its steady beat.</p> <p>Recognise and respond through movement/dance to the different musical characteristics and moods of music.</p> <p>Recognise the sounds of the percussion instruments used in the classroom. Identify, name and state how they are played.</p> <p>Identify different qualities of sound such as smooth, scratchy, clinking, ringing (timbre)</p> <p>Recognise and respond to articulate how changes in speed, pitch and dynamics effect the mood.</p>	<p>Listen with concentration to longer pieces/extracts of music.</p> <p>Respond to the musical characteristics and moods of the music and begin to explain how the music makes you feel</p> <p>Recognise aurally the range of percussion - tuned and untuned - used in school and some individual orchestral instruments taught in school. Recognise aurally wooden, metal, skin percussion instruments and begin to know their names.</p> <p>Recognise some familiar instrumental sounds in recorded music.</p> <p>Recognise and talk about some contrasting styles of music in broad terms, using appropriate musical language - tempo, dynamics, metre, texture, timbre.</p>	<p>Listen with concentration to longer pieces/extracts of music.</p> <p>Respond to the musical characteristics and moods of the music and explain how the music makes you feel</p> <p>Recognise and identify features of expression (phrasing, melody, harmony, different dynamics, metre and tempi) in an extract of live or recorded music</p> <p>Distinguish differences in timbre and texture between a wide variety of instruments and instrumentation.</p> <p>Whilst listening, pick out off-beat and syncopated rhythms and explain what they add to the music.</p>

Music Progression Map

	<p>Begin to use musical terms - louder/quieter, faster/slower, higher/lower</p>	<p>Continue to use musical terms - louder/quieter, faster/slower, higher/lower</p>	<p>Recognise music from different times and countries identifying key elements that give it its unique sound.</p> <p>Identify whether a song has a verse/chorus or call and response structure.</p>	<p>Use musical vocabulary and knowledge to talk about and discuss music from a variety of sources, traditions and cultures, including performances of their own and others' compositions.</p> <p>Compare two pieces of instrumental music from different countries/times and discuss the similarities and differences.</p> <p>Identify and discuss 'what happens when' within simple musical structures.</p>
<p>Performing - singing</p>	<p>Speak and chant short phases together</p> <p>Find their singing voice and begin to develop an awareness of pitch over a small range of notes</p> <p>Sing within a small group</p>	<p>Speak and chant together</p> <p>Sing songs showing increasing vocal control - with more accuracy of pitch, breathing deeply at the end of phrases, singing words clearly</p> <p>Sing within a small group or solo</p>	<p>Chant or sing a round in two/three parts with more confidence and accuracy of pitch</p> <p>Sing songs showing an increasing accuracy of pitch, tone of their voices and awareness of the shape of melody</p> <p>Sing confidently as part of a small group or solo being aware that breathing, posture and diction are important</p>	<p>Maintain own part when singing/chanting in a round showing confidence in pitch and sustaining a tempo</p> <p>Perform a song from memory with attention to phrasing, dynamics and accuracy of pitch</p> <p>Sing confidently in a wide variety of styles with expression as a solo or within a small group</p> <p>Communicate the meaning and mood of the song</p>

Music Progression Map

	<p>Make changes in their voices to express different moods/feelings</p> <p>Co-ordinate actions to go with a song</p> <p>Sing short phrases or responses on their own</p> <p>Sing a variety of songs both accompanied and unaccompanied</p> <p>With support eco sing short melodic phrases</p> <p>Copy the pitch changes using their hands to help them</p> <p>Begin to understand how to follow a leader</p>	<p>Sing songs in different styles conveying different moods (happy, sad, angry etc) and meaning</p> <p>Co-ordinate actions to go with a song on the beat whilst singing</p> <p>Sing short phrases or responses on their own - begin to think of their own responses</p> <p>Sing a variety of songs both accompanied and unaccompanied</p> <p>Eco sing short melodic phrases with a steady beat and a sense of control of dynamics and tempo</p> <p>Identify if the pitch is getting higher or lower, or is staying the same and copy with their voices - using their hands to help show this</p> <p>Follow a leader starting and stopping together</p>	<p>Demonstrate an understanding of character or style in performance showing musical expression</p> <p>Combine actions and dance moves to go with a song both on and off the beat</p> <p>Developing own responses on and begin to sing a second part of a two part song</p> <p>Begin to add own accompaniment to songs and begin to think about maintaining a tempo when singing unaccompanied</p> <p>Imitate increasingly longer phrases with accuracy and awareness of phrasing within the song and control of dynamics</p> <p>Be able to sing up and down in step independently - using their hands to help show this</p> <p>Follow a leader, stopping/starting and louder/quieter</p>	<p>Develop own ideas of actions and dance moves thinking of how to interpret the music</p> <p>Sing a simple second part of a two part song with confidence</p> <p>Develop own accompaniments to singing and ensure when singing unaccompanied that pitch and tempo are maintained</p> <p>Imitate and sing songs with increasing control of breathing, posture and sound projection</p> <p>Begin to understand the pitch and use note names to explain the progression of pitch</p> <p>Become a leader ensuring the group starts/stops together and uses dynamics</p> <p>Sing songs with a range of styles and parts from memory and</p>
--	--	--	---	---

Music Progression Map

	Begin to sing songs from memory	Sing songs with a recognised structure from memory	Sing songs in a variety of styles with confidence, singing an increasing number from memory	responding musically within the performance
Performing - instruments	<p>Play instruments by shaking, scraping, rattling, tapping etc</p> <p>Begin to develop a sense of beat, using instruments or body sounds</p> <p>Respond to symbols or hand signs to start and stop together</p> <p>Play loudly, quietly, fast, slow</p> <p>Copy a simple rhythm pattern or number of beats played on an instrument</p> <p>Play along to music showing a developing awareness of beat</p> <p>Play with a sense of purpose and enjoyment</p>	<p>Play instruments by shaking, scraping, rattling, tapping etc</p> <p>Play with control and in time with a steady beat, using instruments or body sounds</p> <p>Follow simple hand signals indicating: loud/quiet and start/stop</p> <p>Play getting faster or slower and getting louder or quieter</p> <p>Imitate a rhythm pattern on an instrument</p> <p>Keep a steady beat within a group and start to be aware of other groups playing</p>	<p>Play a range of instruments in different ways to discover different timbres</p> <p>Use tuned percussion with increasing confidence to accompany songs and improvise</p> <p>Follow a leader, stopping/starting, playing faster/slower and louder/quieter</p> <p>Begin to perform with different dynamics and tempos</p> <p>Copy a short melodic phrase by ear on a pitched instrument</p> <p>Keep a steady beat on an instrument in a group or individually with two or more different ostinato patterns being maintained - rhythmically or melodically</p> <p>Perform with an awareness of others to an audience of adults, an</p>	<p>Play confidently a range of instruments experimenting with timbres and effects</p> <p>Maintain a rhythmic or melodic accompaniment to a song</p> <p>Lead/conduct a group of instrumental performers</p> <p>Perform with sensitivity to different dynamics, tempi</p> <p>Continue to play by ear on pitched instruments, extending the length of phrases, melodies played.</p> <p>Maintain own part on a pitched instrument in a small ensemble</p> <p>Perform own compositions to an audience on a range of instruments</p>

Music Progression Map

		<p>Demonstrate some confidence in performing as a group and as an individual</p> <p>Perform a repeated two note melodic ostinato to accompany a song and play with help the rhythmic pattern of a spoken sentence</p> <p>Play music in a metre of two time</p> <p>Perform a sequence of sounds using a graphic score</p> <p>Use digital recorder/video recorder to keep a record of work in progress and record performances</p>	<p>assembly or other classes with increasing confidence</p> <p>Perform 5+ note melodies and more complex rhythms on tuned instruments as well as performing simple rhythms</p> <p>Play music that includes crotchet rests</p> <p>Play music in a metre of two or three time</p> <p>Play using conventional music symbols including graphic and/or simple traditional notation</p> <p>Use digital recorder/video recorder to keep a record of work in progress and record performances</p>	<p>in mixed groups to an audience, with confidence</p> <p>Perform 8 note melodies and more complex rhythms</p> <p>Play music that includes crotchet and quaver rests</p> <p>Play music in a metre of two or three time</p> <p>Read and play with confidence from conventional or graphic notation</p> <p>Use digital recorder/video recorder to keep a record of work in progress and record performances</p>
Improvising	Exploring that different sounds made by the voice, hands, found objects and conventional instruments (timbre)	Exploring different sounds made by the voice and hands (timbre) and ways in which these sounds are made (tapped, blown, scraped, shaken) and can be changed	Explore the sounds of different instruments (timbre) and the sounds that just one instrument can make to create effects	Explore texture created by layering rhythmic and/or melodic ostinatos

Music Progression Map

	Exploring high and low sounds (pitch)	Begin to explore pitch shapes (moving up and down) and rhythmic patterns of words and sentences	Explore pitch notes moving by step (next to each other) and by leap (with gaps in between) to make short phrases or melodies	Explore chords/harmony - concord and discord
			Explore using the pentatonic scale	Explore scales, such as pentatonic, rag, blues
	Exploring long and short sounds (duration)	Exploring long and short sounds (duration)	Explore longer-shorter sounds on tuned and untuned percussion and voices	Explore using different length notes
	Exploring loud and quiet sounds (dynamics)	Exploring loud and quiet sounds (dynamics)	Explore louder-quieter sounds on tuned and untuned percussion and voices	Explore using a range of dynamics, including gradual changes
	Exploring fast and slow sounds (tempo)	Exploring fast and slow sounds (tempo)	Explore faster-slower sounds on tuned and untuned percussion and voices	Explore using different tempos within the same piece of music
	Begin to be aware of the effect that different sounds have to convey mood or meaning	How sounds can be manipulated to convey different effects and moods	How the sounds of different instruments represent pictures/stories/moods using tense/calm sounds using dynamics, different tempo, timbres etc.	Develop ideas, using melodic devices such as repetition question and answer, ostinato
	Using sounds in response to a stimulus (visual or aural)	Explore symbols to represent sound (graphic scores/traditional notation)	Use a range of symbols (conventional or graphic) to record compositions	
	Explore simple rhythmic patterns	Explore rhythmic patterns in music from different times and places	Explore characteristics of various styles, for example - blues, rap,	

Music Progression Map

				gospel, folk, African etc and improvising in a variety of styles
Composing	Add chosen sound effects at an appropriate moment in a story or song	Choose musical sound effects to follow a story line or match a picture	Words and actions to go with songs	Write lyrics to go with a song reflecting the meaning of the words
		Use graphics/symbols to portray the sounds they have made and sequence these symbols to make a simple structure (score)	Explore symbols to represent sound (graphic scores/traditional notation)	Use a range of symbols (conventional or graphic) to record compositions
	Create a sequence of different sounds in response to a given stimuli	Compose own sequence of sounds without help and perform	Compose a piece of music that reflects images and atmosphere, that has a clearly defined plan, making subtle adjustments to achieve the intended effect	Compose music that reflects given intentions - e.g. descriptive music, rap, melody with ostinato accompaniment
	Begin to create and manipulate different effects on a sound source or instrument	Compose short melodic phrases	Compose a simple melody of 5 notes	Compose a simple melody of 8 notes
		Compose short repeated rhythmic patterns (ostinato) and rhythm patterns from words	Compose a simple rhythmic accompaniment to go with a song, using ostinato patterns and drones	Create four bar melodies with different tempos, rhythms and time signatures
	Compose a piece of music that has a beginning, middle and end (structure)	Compose music that has a recognisable structure of beginning, middle and end or verse and chorus	Compose music that has a verse/chorus, call & response or beginning/middle/end structure	
	In small groups compose music that has long and short sounds, and/or	Arrange a song using tuned and untuned accompaniments developed	Arrange a song for class performance with an appropriate	

Music Progression Map

		<p>changes in tempo. Timbre and dynamics.</p> <p>Compose music that conveys different moods.</p> <p>Use ICT to record and loop sound to create pieces</p>	<p>from the song and perform to a friendly audience</p> <p>Compose music that tells a story, paints a picture or creates a mood</p> <p>Use ICT to record, sequence and loop sound to create pieces</p>	<p>pitched and unpitched accompaniment</p> <p>Use knowledge of how lyrics reflect cultural context and have social meaning to enhance own compositions.</p> <p>Use ICT to record, sample, sequence, loop and manipulate sound to create pieces</p>
Evaluating	Be able to say if they like other peoples work.	Choose sounds and instruments carefully and make improvements to their own and others' work.	<p>Make improvements to their own work</p> <p>Listen to their own compositions and use musical language to describe what happens with them.</p>	<p>Improve their work through analysis, evaluation and comparison.</p> <p>Use musical vocabulary and knowledge to help identify areas for development or refinement when composing.</p>