

Music Progression Map

Listening, appraising & responding							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening to a range of high-quality live & recorded music	<p>*Responding to music through movement, altering movement to reflect the tempo, dynamics or pitch of the music.</p> <p>Exploring lyrics by suggesting appropriate actions.</p> <p>Listening to and following a beat using body percussion and instruments.</p> <p>*Considering whether a piece of music has a fast, moderate or slow tempo.</p>	<p>Recognising and understanding the difference between pulse and rhythm.</p> <p>Understanding that different types of sounds are called timbres.</p> <p>Recognising basic tempo, dynamic and pitch changes (faster/slower, louder/quieter & higher/lower).</p> <p>Describing the character, mood, or 'story' of music they listen to, both verbally & through movement.</p> <p>Describing the differences between two pieces of music.</p> <p>Expressing a basic opinion about music (like/dislike).</p>	<p>Recognising timbre changes in music they listen to</p> <p>Recognising structural features in music they listen to.</p> <p>Listening to and recognising instrumentation.</p> <p>Beginning to use musical vocabulary to describe music.</p> <p>Identifying melodies that move in steps.</p>	<p>Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz).</p> <p>Understanding that music from different parts of the world, and different times, have different features.</p> <p>Recognising and explaining the changes within a piece of music using musical vocabulary.</p> <p>Describing the timbre, dynamic, and textural details of a</p>	<p>Recognising the use and development of motifs in music.</p> <p>Identifying gradual dynamic and tempo changes within a piece of music</p> <p>Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Samba, Rock & Roll, Blues).</p> <p>Identifying common features between different genres, styles and traditions of music.</p> <p>Recognising, naming and explaining the effect of the interrelated</p>	<p>Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary, and explaining how these have developed over time (South African, West African, Musical Theatre, Dance, Remix, classical.)</p> <p>Representing the features of a piece of music using graphic notation and colours, justifying their choices with reference to musical vocabulary.</p> <p>Comparing, discussing and evaluating music using detailed musical vocabulary.</p>	<p>Identifying the way that features of a song can complement one another to create a coherent overall effect.</p> <p>Use musical vocabulary correctly when describing and evaluating the features of a piece of Music.</p> <p>Discussing musical eras in contexts, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.</p> <p>Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.</p>

				<p>piece of music, both verbally, and through movement.</p> <p>Beginning to show an awareness of metre.</p> <p>Recognising and beginning to discuss changes within a piece of music.</p>	<p>dimensions of music.</p> <p>Identifying scaled dynamics (crescendo/decrescendo) within a piece of music.</p> <p>Using musical vocabulary to discuss the purpose of a piece of music.</p>		
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<p>Listening with attention to detail and recall sounds with increasing aural memory</p>	<p>Listening to and repeating a simple rhythm.</p> <p>Listening to and repeating simple lyrics.</p> <p>Understanding that different instruments make different sounds.</p>	<p>Listening to and repeating short, simple rhythmic patterns.</p> <p>Listening and responding to other performers by playing as part of a group.</p>	<p>Listening to and repeating a short, simple melody by ear.</p> <p>Suggesting improvements to their own and others' work.</p>	<p>Beginning to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.</p>	<p>Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.</p>	<p>Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.</p>	<p>Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.</p>
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Composing

Create sounds and music using the interrelated dimensions of music	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Playing untuned percussion 'in time' with a piece of music.</p> <p>Selecting classroom objects to use as instruments.</p> <p>Experimenting with body percussion and vocal sounds to respond to music.</p> <p>Experimenting with playing instruments in different ways.</p>	<p>Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.</p> <p>Combining instrumental and vocal sounds within a given structure.</p> <p>Creating simple melodies using a few notes.</p> <p>Choosing dynamics, tempo and timbre for a piece of music.</p> <p>Creating a simple graphic score to represent a composition.</p> <p>Beginning to make improvements to their</p>	<p>Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.</p> <p>Successfully combining and layering several instrumental and vocal patterns within a given structure.</p> <p>Creating simple melodies from 5 or more notes.</p> <p>Choosing appropriate dynamics, tempo and timbre for a piece of music.</p>	<p>Composing a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing).</p> <p>Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).</p> <p>Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.</p> <p>Suggesting and implementing improvements to their own work, using musical vocabulary.</p>	<p>Composing a coherent piece of music in a given style with voices, bodies & instruments.</p> <p>Beginning to improvise musically within a given style (Blues).</p> <p>Developing melodies using rhythmic variation, transposition, inversion, and looping.</p> <p>Creating a piece of music with at least four different layers and a clear structure.</p> <p>Using letter name, graphic and rhythmic notation and key musical vocabulary to</p>	<p>Composing a detailed piece of music from a given stimulus with voices, bodies & instruments (Remix, Colours, Stories, Drama).</p> <p>Improvising coherently within a given style.</p> <p>Combing rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.</p> <p>Using staff notation to record rhythms and melodies.</p> <p>Selecting, discussing and refining musical choices both alone</p>	<p>Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure.</p> <p>Recording own composition using appropriate forms of notation and/or technology.</p>	

		work as suggested by the teacher.	Using letter name and graphic notation to represent the details of their composition. Beginning to suggest improvements to their own work.		label and record their compositions. Suggesting improvements to others work, using musical vocabulary.	and with others, using musical vocabulary with confidence. Suggesting and demonstrating improvements to own and others' work.	
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Performing							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Using their voices to join in with well-known songs from memory. Remembering and maintaining their role within a group performance. Moving to music with instruction to perform actions. Participating in performances to a	Using their voices expressively to speak and chant. Singing short songs from memory, maintaining the overall shape of the melody and keeping in time. Maintaining the pulse (play on the beat) using hands and tuned and un-tuned instruments.	Using their voices expressively when singing, including the use of basic dynamics (loud and quiet). Singing short songs from memory, with melodic and rhythmic accuracy. Copying longer rhythmic patterns on un-tuned percussion instruments, keeping a steady	Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. Performing from basic staff notation, incorporating rhythm	Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. Singing and playing in time with peers, with accuracy and awareness of their part in the group performance.	Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with	Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group. Performing a solo or taking a leadership role within a performance.

	<p>small audience.</p> <p>Stopping and starting playing at the right time.</p>	<p>Copying back short rhythmic and melodic phrases on percussion instruments.</p> <p>Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.</p> <p>Performing from graphic notation.</p>	<p>pulse.</p> <p>Performing expressively using dynamics and timbre to alter sounds as appropriate.</p> <p>Singing back short melodic patterns by ear and playing short melodic patterns from letter notation.</p>	<p>and pitch and be able to identify these symbols using musical terminology.</p>	<p>Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.</p> <p>Playing syncopated rhythms with accuracy, control and fluency.</p> <p>Playing simple chord sequences (12 bar blues).</p> <p>Performing from basic staff notation, incorporating rhythm and pitch and identifying these symbols using musical terminology.</p>	<p>the group.</p> <p>Performing with accuracy and fluency from graphic and simple staff notation.</p> <p>Playing a simple chord progression with accuracy and fluency.</p>	
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The Interrelated Dimensions of Music							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pitch		To understand that pitch means how high or low a note sounds. To	To know that some tuned instruments have a lower range of	To know that the group of pitches in a song is called its 'key' and that a key	To know that a bass line is the lowest pitch line of notes in a piece of music,	To understand that a minor key (pitch) can be used to make music sound	To know that the Solfa syllables represent the pitches in an octave.

		<p>understand that 'tuned' instruments play more than one pitch of notes.</p>	<p>pitches and some have a higher range of pitches.</p> <p>To understand that a melody is made up from high and low pitched notes played one after the other, making a tune.</p>	<p>decides whether a song sounds happy or sad.</p> <p>To know that some traditional music around the world is based on five-notes called a 'pentatonic' scale.</p> <p>To understand that a pentatonic melody uses only the five notes C D E G A.</p>	<p>and a walking bassline (where patterns of notes go up then down again) is common in rock and roll.</p> <p>To know that a glissando in music means a sliding effect played on instruments or made by your voice.</p> <p>To know that 'transposing' a melody means changing its key, making it higher or lower pitched.</p>	<p>sad.</p> <p>To understand that major chords create a bright, happy sound.</p> <p>To know that a 'bent note' is a note that varies in its pitch, eg the pitch may slide up or down.</p> <p>To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.</p>	<p>To understand that 'major' key signatures use note pitches that sound cheerful and upbeat.</p> <p>To understand that 'minor' key signatures use note pitches that can suggest sadness and tension.</p> <p>To know that a melody can be adapted by changing its pitch.</p>
Duration		<p>To know that rhythm means a pattern of long and short notes.</p>	<p>To know that 'duration' means how long a note, phrase or whole piece of music lasts.</p> <p>To know that the long and short sounds of a spoken phrase can be represented by a rhythm.</p>	<p>To know that different notes have different durations, and that crotchets are worth one whole beat.</p> <p>To know that written music tells you how long to play a note for.</p>	<p>To know that combining different instruments playing different rhythms creates layers of sound called 'texture'.</p> <p>To know that playing 'in time' requires playing the notes for the correct duration as well as at the correct</p>	<p>To know that 'poly-rhythms' means many different rhythms played at once.</p> <p>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.</p>	<p>To understand that all types of music notation show note duration, including the Kodaly method which uses syllables to indicate rhythms.</p> <p>To understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly.</p>

					speed. To know that a motif in music can be a repeated rhythm.		To know that a quaver is worth half a beat.
Dynamics	To understand that instruments can be played loudly or softly.	To know that dynamics means how loud or soft a sound is. To understand that sounds can be adapted to change their mood, eg through dynamics.	To know that dynamics can change the effect a sound has on the audience.	To know that the word 'crescendo' means a sound getting gradually louder.	To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music.	To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.	To know that a melody can be adapted by changing its dynamics
Tempo	To recognise music that is 'fast' or 'slow'. To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music.	To know that the 'pulse' is the steady beat that goes through music. To know that tempo is the speed of the music.	To understand that the tempo of a musical phrase can be changed to achieve a different effect.		To know that playing in time means all performers playing together at the same speed.	To understand that a slow tempo can be used to make music sound sad. To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.	To know that a melody can be adapted by changing its dynamics, pitch or tempo.
Timbre	To know that different instruments can sound like a particular character.	To know that 'timbre' means the quality of a sound; eg that different instruments would sound different playing a note of	To know that musical instruments can be used to create 'real life' sound effects.	To understand that the timbre of instruments played affect the mood and style of a piece of music.	To know that grouping instruments according to their timbre can create contrasting 'textures' in music.	To understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways.	To know that timbre can also be thought of as 'tone colour' and can be described in many ways eg warm or cold, rich or bright.

		the same pitch. To know that my voice can create different timbres to help tell a story.	To understand an instrument can be matched to an animal noise based on its timbre.		To understand that both instruments and voices can create audio effects that describe something you can see.		
Texture		To know that music has layers called 'texture'	To know that a graphic score can show a picture of the layers, or 'texture', of a piece of music.	To know that many types of music from around the world consist of more than one layer of sound; for example, a 'tala' and 'rag' in traditional Indian music.	To know that combining different instruments and different 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 poly-rhythms means many rhythms played at once.	To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change. To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes.
Structure	To recognise the chorus in a familiar song.	To know that a piece of music can have more than one section, eg a verse and a chorus.	To understand that structure means the organisation of sounds within music, eg a chorus and verse pattern in a song.	To know that in a ballad, a 'stanza' means a verse. To know that music from different places often has different structural features, eg traditional Chinese music is based on the five-note pentatonic scale.	To know that deciding the structure of music when composing can help us create interesting music with contrasting sections. An ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your	To know that a loop is a repeated rhythm or melody, and is another word for ostinato. To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords.	To know that a chord progression is a sequence of chords that repeats throughout a song. To know that a 'theme' in music is the main melody and that 'variations' are when this melody has been changed in some way.

					voice. To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music.		
Notation	To know that signals can tell us when to start or stop playing.	To understand that music can be represented by pictures or symbols.	To know that 'notation' means writing music down so that someone else can play it. To know that a graphic score can show a picture of the structure and / or texture of music.	To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play.	To know that 'performance directions' are words added to music notation to tell the performers how to play	To know that simple pictures can be used to represent the structure (organisation) of music. To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.	To know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'. To know that chord progressions are represented in music by Roman numerals.

Vocabulary

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Song, singing, clap, copy, instrument, shaker, perform, play, fast, slow, loud, quiet, repeat, chorus, volume, in time</p>	<p>Pulse and Rhythm: body percussion, chant, clap, copy, drum, instrument, in time, shaker, percussion instrument, perform, play, pulse, rhythm, sing, syllables,</p> <p>Classical music, dynamics and tempo: accuracy, actions, choir, composing, composition, confidence, dynamics, fast loud, melody, performance, perform, quiet, repeat, represent, sections, silence, sing, slow</p> <p>Musical Vocabulary: celeste, chorus, dynamics, graphic score, heartbeat, high, layers, low, pitch, structure,</p>	<p>African call and response song: backing track, call and response, rhythmic notation, Sequence, vary,</p> <p>Orchestral Instruments: Emotion, Musicians, orchestra, percussion, strings, brass, woodwind</p> <p>Musical Me: Composer, imitate, letter, notation</p> <p>Dynamics, Timbre, Tempo and motifs: Accuracy, arrange, atmosphere, compare, contrast, dynamics, emotion,</p>	<p>Ballads: Ballad, ensemble, expressions, features, phrases, poem, stanza, story mountain, summarise</p> <p>Creating compositions in response to an animation: Melodic pattern, repeated rhythm</p> <p>Developing singing techniques: Co-ordinated, crotchet, key change, major key, minim, minor key</p> <p>Pentatonic melodies and compositions: Crescendo, control, fluency, folk, grid notation, glockenspiel, harmony, layered melodies, octaves, pentatonic melody, pentatonic scale,</p>	<p>Body and tuned percussion: Contrasting rhythms, loop, organisation</p> <p>Rock and Roll: bass line, flat notes, hand jive, originate, rock and roll, sharp notes, walking bass line</p> <p>Changes in pitch, tempo and dynamics: A capella, breath control, cue, diction, Harmony line, in the round, vocal ostinato</p> <p>Haiku, Music and performance: col legno, forte, glissando, haiku, piano, pizzicato, sliding pitch, staccato,</p> <p>Samba, carnival sounds and instruments:</p>	<p>Composition Notation: Balance, dotted minim, pitch notation, sheet music, staff notation, stave</p> <p>Blues: 12-bar blues, ascending scale, bar, blues scale, chord, descending scale</p> <p>South and West Africa: Break, diction, djembe, eight-beat break, master drummer, polyrhythms, pronunciation</p> <p>Composition to represent the festival of colour: Synesthesia, visual representation</p> <p>Looming and remixing: accuracy, backbeat, body percussion,</p>	<p>Dynamics, Pitch and texture: characterise</p> <p>Songs of World War 2: Complement, counter-melody, era, morale, notate, phrasing, score, Solfa, Solfa ladder</p> <p>Film Music: characteristics, chromatic, clashing, conversation, evoke, imagery, interpret, interval, major, melodic, military, minor, modulate, polished, timpani, tremolo, urgency</p> <p>Theme and variations: 3/4 time, 4/4 time, accidentals, legato, semi-quaver, TIKI-TIKI, TI-TIKI, TIKI-TI, translate, variations</p> <p>Baroque: Baroque, bass clef, bass instrument, canon, counter-subject, fugu, ground bass, polyphonic, sharp note</p>

	<p>texture, timbre, thick, thin, tune, verse</p> <p>Timbre and Rhythmic Patterns: bassoon, clarinet, flute, French horn, oboe, orchestra, plot, repeated phrases, rhythmic pattern, sound, strings, timpani, voice</p> <p>Pitch and Tempo: features, gradually, note, performance, theme tune</p> <p>Vocal and Body Sounds: conductor, inspire, mood, vocal sounds, volume, woodwind</p>	<p>improvise, inspiration, interpretation, motif, notate, sequence, soundscape, symbols, visual interpretation.</p> <p>On this island: British songs and sounds Duration, folk song, inter-related dimensions of music, layered effect lyrics, voice percussion.</p> <p>Myths and legends: Bow, cello, harpsichord, instrumental, notation, pluck, stave notation, violin, viola</p>	<p>phrases, scale</p> <p>Jazz: Traditional jazz, jazz, off-beat, ragtime, scat singing, straight quaver, strung quaver, swing music, syncopated rhythm, syncopation</p> <p>Traditional Instruments and improvisation: Bollywood, drone, Indian flute, rag, sarangi, sitar, table, tala</p>	<p>agogo, bateria, caixa, carnival, chocalho, cowbell, ganza, metronome, repique, rhythmic break, samba, samba breaks, surdo, syncopated rhythms, tamborim,</p> <p>Adapting and transposing motifs: Crotchet, dotted minim, key signature, quavers, semibreve, transpose, vocal warm-ups</p>	<p>fragment, layers, loop, looped rhythm, melody, melody line, notation, remix, riff</p> <p>Musical Theatre: action song, backdrop, book musical, character song, choreographer, comic opera, costumes, designer, dialogue, director, hip-hop musical, jukebox musical, librettist, libretto, lyricist, musical director, musical theatre, opera, operetta, performers, props, rock musical, scene, transitions</p>	<p>Composing and performing a leavers song: Allegro, diminuendo, largo, poetic structure, ritardando</p>
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