

Subject Progression Map

Subject: Music

Year	Skills	Knowledge	Key Vocab
Reception	<p>Listen and Appraise</p> <ul style="list-style-type: none"> Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. <p>Compose</p> <ul style="list-style-type: none"> Explore and engage in music making and dance, performing solo or in groups Explore, use and refine a variety of artistic effects to express their ideas and feelings. <p>Perform</p> <ul style="list-style-type: none"> Explore and engage in music making and dance, performing solo or in groups. Sing in a group or on their own, increasingly matching the pitch and following the melody. Listen carefully to rhymes and songs, paying attention to how they sound. 	<ul style="list-style-type: none"> Learn songs with accurate volume and rhythm. Share feelings about a piece of music. Keep a beat with an adult. Use body percussion. Perform short copycat rhythms based on a repeating pattern (a, a, b). Use percussion instruments to produce different sounds. Learn to move in time with music. Sing well-known songs and rhymes with support from an adult. Talk about the difference in music. 	<p><i>Rhyme</i></p> <p><i>Sing</i></p> <p><i>High</i></p> <p><i>Low</i></p> <p><i>Loud</i></p> <p><i>Quiet</i></p> <p><i>Listen</i></p> <p><i>Voice</i></p> <p><i>Instrument</i></p> <p><i>Explore</i></p> <p><i>Music</i></p> <p><i>Song</i></p> <p><i>Sound</i></p>
Year 1	<p>Listen and Appraise</p> <ul style="list-style-type: none"> Listen to, and concentrate on, a range of musical styles. Make simple comments about the 'feel' of a piece. Express opinions about musical experiences. Make musical comparisons (between simple pieces with few instruments). Ask and answer simple questions about what they have heard. <p>Compose</p> <ul style="list-style-type: none"> Create rhythms, both solo and ensemble. Record and play music. With some support, discuss the effect. <p>Perform</p>	<ul style="list-style-type: none"> Learn songs with volume, rhythm and feeling. Keep a steady beat with others, changing speed as tempo changes. Use body percussion and classroom percussion. Keep time with a steady beat. Perform word-pattern chants. Create, retain and perform their own rhythm patterns. Listen to and compare high and low sounds. Sing songs in low and high voice. Talk about the difference in sound from a musical perspective. Explore how percussion sounds can enhance storytelling. 	<p><i>Chant</i></p> <p><i>Tempo</i></p> <p><i>Rest</i></p> <p><i>Beat</i></p> <p><i>Percussion</i></p> <p><i>Orchestra</i></p> <p><i>Drum</i></p> <p><i>Voice</i></p> <p><i>High/Low</i></p> <p><i>Pitch</i></p> <p><i>Call</i></p> <p><i>Response</i></p> <p><i>Duration</i></p> <p><i>Percussion</i></p> <p><i>Body percussion</i></p>

	<ul style="list-style-type: none"> • Clap, sing or chant in time with existing music. • Reproduce repeated rhythm patterns (ostinati). • Clap or play an un-tuned instrument in time; reproduce rhythms from memory. • Make some notes with control. 	<ul style="list-style-type: none"> • Follow pictures and symbols to guide singing and playing: 4 dots = 4 taps on the drum. 	
Year 2	<p>Listen and Appraise</p> <ul style="list-style-type: none"> • Start to compare styles, instrumentation and volume. • Make comments about the 'feel' of a piece of music. • Clearly verbalise their musical (dis)likes for pieces as a whole; accept that other people may have different views. • Make musical comparisons between more complex pieces. • Show curiosity by voluntarily asking questions about what they have heard. <p>Compose</p> <ul style="list-style-type: none"> • Create, blend or use existing sounds or a tuned instrument to create melody and harmony. • With help, do a simple search for musical information. • Discuss the effect of their composition. <p>Perform</p> <ul style="list-style-type: none"> • Sing in a group, mostly in time. • Reproduce simple motifs and melodies (singing). • Perform in an ensemble, mostly in time. • Play in key with others. 	<ul style="list-style-type: none"> • Understand the speed of the beat can change the pace (<i>tempo</i>). • Mark the beat by tapping or clapping. • Walk in time to the beat. • Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats. • Play copycat rhythms. • Invent rhythms for others to copy on un-tuned percussion. • Create rhythms using word phrases as a starting point. • Read and respond to chanted rhythm patterns. • Represent rhythm with stick notation including crotchets, quavers and crotchets rests. • Create and perform chanted rhythm patterns with stick notation. • match voices in singing games, accurately, supported by a leader playing the melody. • Sing short phrases independently within a game or song. • Respond independently to pitch changes heard in short melodic phrases, indicating with actions. • Recognise dot notation and match it to 3-note tunes played on tuned percussion. 	<p><i>Dynamics</i> <i>Woodwind</i> <i>String</i> <i>Brass</i> <i>Pulse</i> <i>Duet</i> <i>Timbre</i> <i>Texture</i> <i>Rhythm</i> <i>Note</i> <i>Symbol</i> <i>Melody</i> <i>Composition</i> <i>Graphic notation</i> <i>Pictorial notation</i></p>
Year 3	<p>Listen and Appraise</p> <ul style="list-style-type: none"> • Listen for and describe instrumentation of a piece. • Start to identify musical themes, and how they might be represented by the 'feel' of the piece. • Start to describe the musical aspects (e.g. instrument or genre) that they like or dislike. • Start to link music to its historical and geographical context. 	<ul style="list-style-type: none"> • Explain tempo and change of tempo. • Identify beat groupings in music. • I Understand the difference between crotchets and quavers. • I can emphasise the strong beat of the bar (<i>downbeat</i>) • I can recognise fast (<i>allegro</i>) and slow (<i>adagio</i>) music and its effect. • I can find and follow the pulse. • I can find and follow a beat. • I can use dot notation to show higher or lower pitch. 	<p><i>Instrument name</i> <i>Downbeat</i> <i>Staff</i> <i>Tempo</i> <i>Crescendo</i> <i>Crotchet</i> <i>Minim</i> <i>Forte</i> <i>Piano</i> <i>Allegro</i> <i>Adagio</i> <i>Range</i> <i>Genre</i></p>

	<ul style="list-style-type: none"> Start to ask & answer questions in musically valid ways. <p>Compose</p> <ul style="list-style-type: none"> Improvise music around a given genre or theme. Use simple software to experiment with editing sounds Politely discuss the effect of their peers' compositions. <p>Perform</p> <ul style="list-style-type: none"> Sing as a solo or in a group, in tune where possible* Reproduce simple motifs on tuned instruments, and longer phrases in singing. Play with increasing control in an ensemble. Perform solo and in an ensemble, perhaps with some errors of time or pitch. 	<ul style="list-style-type: none"> I can identify pitch rising and falling. I can sing the pitch range (<i>do–so</i>) I can recognise loud (<i>forte</i>) and quiet (piano) music and identify when this changes. changing the speed of the beat as the tempo of the music changes. Begin to improvise using voices, tuned and untuned percussion and instruments. 	<p><i>Unison</i> <i>Notation</i> <i>Quaver</i></p>
<p>Year 4</p>	<p>Listen and Appraise</p> <ul style="list-style-type: none"> Listen for and describe instrumentation with understanding of effect. Identify themes within and between pieces of music; start to describe musical structure. Describe what it is that they (dis)like, and verbalise the opinions of others. Link musical themes and conventions to their historical and geographical context, and also its cultural source; suggest reasons. Ask & answer musically valid questions. <p>Compose</p> <ul style="list-style-type: none"> Improvise music around a chosen genre or theme, and for an audience. With help, use audio editing software to mix tracks and create a composition. Start to suggest changes and improvements to their peers' compositions. <p>Perform</p> <ul style="list-style-type: none"> Sing with increasingly accurate tuning where possible. Start to reproduce phrases and melodies by ear (on tuned instruments). 	<ul style="list-style-type: none"> Understand the differences between minims, crotchets, paired quavers and rests. Read and perform pitch notation within a defined range (C – G). Follow and perform simple rhythmic scores to a steady beat Maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble. Explain the pentatonic scale (C, D, E, G, A). Combine rhythmic notation with letter names to create musical phrases containing five tones (<i>pentatonic</i>). Understand musical features, such as smooth (<i>legato</i>) and detached (<i>staccato</i>). Explain the difference between major and minor chords. 	<p><i>Crescendo</i> <i>Decrescendo</i> <i>Strum</i> <i>Pluck</i> <i>Chord</i> <i>Drone</i> <i>Key</i> <i>Paired Quavers</i> <i>Rest</i> <i>Minim</i> <i>Pentatonic</i> <i>Legato</i> <i>Staccato</i></p>

	<ul style="list-style-type: none"> • Play with dynamic control and show some musical sensitivity, both solo and in an ensemble. • Perform solo and in an ensemble with few errors of time or pitch. 		
<p style="text-align: center;">Year 5</p>	<p>Listen and Appraise</p> <ul style="list-style-type: none"> • Recall the use of sounds from a range of pieces and compare their effect in those pieces. • Make inferences from pieces of music. • Start to respond sensitively to other people’s musical tastes. • Start to suggest reasons for different musical styles in different times, places and cultures. • Ask and answer musically valid questions with increasing depth & sophistication. <p>Compose</p> <ul style="list-style-type: none"> • Compose and prepare a group to perform to a given audience. • Start using audio editing software independently, perhaps to complement video. • Make suggestions for improvements to their peers’ compositions. <p>Perform</p> <ul style="list-style-type: none"> • Continue to sing in groups and solo • Reproduce phrases and melodies by ear, with increasing accuracy and confidence. • Perform solo and in an ensemble, demonstrating better grasp of dynamics and some sensitivity to bandmates and to the ‘feel’ of the music. 	<ul style="list-style-type: none"> • Explain and practise three-part rounds and partner songs. • Recognise verses and choruses in music. • Improvise over a simple groove, responding to the beat. • Create a satisfying melodic shape. • Experiment with using a wider range of dynamics, including very loud (<i>fortissimo</i>), very quiet (<i>pianissimo</i>), moderately loud (<i>mezzo forte</i>), and moderately quiet (<i>mezzo piano</i>). • Use chords to compose music to evoke a specific atmosphere, mood or environment. • Use graphic symbols, rhythm notation and time signatures. • Understand how triads are formed, and play them on tuned percussion. • Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers. • Understand the differences between 2/4 , 3/4 and 4/4 time signatures. 	<p><i>Fortissimo</i> <i>Pianissimo</i> <i>mezzo forte</i> <i>mezzo piano</i> <i>Time signature</i> <i>Sharp</i> <i>Semitone</i> <i>Slur</i> <i>Staccato</i> <i>Flat</i> <i>Dissonance</i> <i>Vibrato</i> <i>Lento</i></p>
<p style="text-align: center;">Year 6</p>	<p>Listen and Appraise</p> <ul style="list-style-type: none"> • Accurately describe timbre, pitch, melody, major and minor key, instrumentation and tempo, and the effect of each of these. • Make inferences from pieces of music and justify their views. • Explain how their own behaviour might affect enjoyment of others. 	<ul style="list-style-type: none"> • Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests. • Read and perform pitch notation within an octave (C-C / do - do). • Read and play confidently from rhythm notation cards and rhythmic scores in up to four parts that contain known rhythms and note durations. 	<p><i>Semibreve</i> <i>Semiquaver</i> <i>Harmony</i> <i>Accent</i> <i>Off-beat</i> <i>Andante</i> <i>Moderato</i> <i>Presto</i> <i>Prestissimo</i> <i>Vivace</i> <i>Octave</i></p>

	<ul style="list-style-type: none"> Analyse their and others' responses to music, extrapolating from them and justifying their ideas Regularly ask and answer perceptive questions in musically valid ways. <p>Compose</p> <ul style="list-style-type: none"> Compose, using standard music notation, to prepare a solo or ensemble performance Using software to edit music and other audio with increasing sophistication. Constructively critique their peers' compositions, and help bring about the improvements. <p>Perform</p> <ul style="list-style-type: none"> Continue to play tuned, untuned (or sung) Perform with fluency, control and expression, and with sensitivity, with very few errors. 	<ul style="list-style-type: none"> Read from notation a four-bar phrase, confidently identifying note durations. Identify and perform songs including syncopated rhythms. Observe rhythm, phrasing, accurate pitching and appropriate style. Identify and craft music with multiple sections including repetition and contrast. improvise melodies beyond 8 beats over a fixed groove, creating satisfying melodic shape. Recognise notes within an octave range (do-do). 	
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