

Progression Map for: Music

ELG	EYFS	KS1 Skill	Year 1	Year 2	KS2 Skill	Year 3	Year 4	Year 5	Year 6
<p>Listen</p> <p>Children sing songs, make music and dance experimenting with ways to change them.</p>	<p>To imitate movement in response to music.</p> <p>To begin to tap out simple rhythms.</p> <p>To create movement as a response to music.</p>	<p>Listen</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p>	<p>Discuss how music makes you feel.</p> <p>To begin to recognise that music has a steady pulse.</p> <p>To begin to recognise the names of some instruments within some music</p> <p>Be introduced to different genres of music discussing similarities and differences between the styles.</p>	<p>Discuss the mood of different music and explain thinking behind it.</p> <p>To begin to recognise that songs have different rhythms and these are different from the pulse.</p> <p>To recognise the names of many instruments within different types of music.</p> <p>To become familiar with the different genres of music and recognise the similarities and differences between them.</p>	<p>Listen</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>	<p>Discuss the mood of different music and how that fits with the style of the music.</p> <p>To recognise the difference between pulse and rhythm.</p> <p>To recognise how pulse rhythm and pitch work together to make a song.</p> <p>To recognise every piece of music has a pulse.</p>	<p>Discuss how music makes you feel and listen carefully to other people's thoughts about music.</p> <p>Try to use musical words.</p> <p>To explain characteristics of a song style.</p> <p>To explain and discuss how musical dimensions work together.</p> <p>To define pulse, rhythm and pitch.</p> <p>To be able to keep an internal pulse.</p>	<p>Discuss the message of songs and compare the style and the similarities and differences of different songs.</p> <p>To discuss how music makes you feel and how the dimensions of music work together.</p>	<p>Discuss how songs make you feel using musical vocabulary.</p> <p>To discuss songs using style indicators, lyrics, dimensions, structure, historical context and musical identity.</p>

<p>Perform</p> <p>Children sing songs, make music and dance experimenting with ways to change them</p>	<p>To recognise a few familiar songs.</p> <p>To sing simple songs and create their own simple songs.</p>	<p>Perform</p> <p>Play tuned and untuned instruments musically.</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p>	<p>Use voices expressively in chants, rhymes or songs.</p> <p>To perform rhythmical patterns beginning to show an awareness of pulse.</p> <p>To follow musical instructions following a leader.</p> <p>To begin to play a part mostly in time with a steady pulse.</p>	<p>Use voices expressively and creatively.</p> <p>To sing with a sense of the melody.</p> <p>To perform rhythmical patterns keeping a steady pulse.</p> <p>To know that unison is everyone singing at the same time.</p> <p>To play a part in time with a steady pulse.</p>	<p>Perform</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>	<p>To sing in unison being aware of different pitch and how that affects the song.</p> <p>DRUMS</p> <p>To perform simple rhythmic and musical parts with a small range of notes.</p>	<p>To sing in unison maintaining correct pitch.</p> <p>VIOLINS</p> <p>To perform simple rhythmic and musical parts with a small range of notes</p>	<p>To sing in unison with clear diction and controlled pitch.</p> <p>To play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics.</p>	<p>To sing in solo, unison and in parts with clear diction, controlled pitch and with a sense of expression.</p> <p>To play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression.</p>
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<p>Create</p> <p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas thoughts and feelings through design and technology, art, music, dance, role play and stories</p>	<p>To explore and learn how sounds can be changed.</p> <p>To explore the sounds of different instruments.</p>	<p>Create</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>Preform simple rhythmic patterns and begin to show an awareness of pulse.</p> <p>To recognise that composing is like creating a story with music.</p> <p>To recognise improvisation isn't always making it up on the spot.</p> <p>To know what improvisation is.</p>	<p>Preform simple rhythmic patterns and show an awareness of pulse.</p> <p>To recognise that anyone can compose and improvise.</p> <p>To create melodies using 1-5 notes depending on ability.</p>	<p>Create</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Use and understand staff and other musical notations</p>	<p>To plan and create a section of music that can be performed within a song.</p> <p>To be able to define composition.</p> <p>To know there are different methods of recording compositions.</p> <p>To confidently compose using 1-2 notes.</p>	<p>To plan and create at least one simple melody 1 – 5 notes depending on ability.</p> <p>To use some aspects of parts of music they have already learnt in improvisations .</p>	<p>To create simple melodies using up to 5 different notes and simple rhythms that work musically with the style of chosen song.</p> <p>To explain the structure of the melody created.</p> <p>To recognise the difference between sound and symbol in notation.</p> <p>To recognise that a composition has pulse, rhythm and pitch.</p>	<p>To listen and reflect upon developing composition and make musical decisions about how a melody connects to the song.</p> <p>To explain the structure of the melody created using musical vocabulary.</p> <p>To confidently recognise the difference between sound and symbol in notation.</p> <p>To recognise and explain that a composition has pulse, rhythm and pitch.</p>
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