

1. Progression Map – Year on Year – MUSIC

Subject Leader:

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EYFS		KS1 pupils should be taught to (NC subject content):
In Reception (From Development Matters)	Aspect/Area: Expressive Arts + Design (Being Imaginative + Expressive) <ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. 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. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups 	<ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music.
Early Learning Goal	<ul style="list-style-type: none"> Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. 	

	Listening, Appraising & Responding				Composing		Performance		Supporting Resources
Reception	<ul style="list-style-type: none"> I can listen to a piece of music and say if I like or dislike it. I can identify and distinguish environmental sounds. I can listen to sounds and match them to an object or instrument. I can listen to sounds and identify high and low pitch. I can identify whether a piece of music has a fast or slow tempo. I can listen to and repeat a simple rhythm. I can listen to and repeat simple lyrics. I know that different instruments make different sounds and can begin to group them. I can express my response to different music and lyrics through words, actions and movements. I can listen to and follow a beat using body percussion and untuned instruments. I can respond to music through movement, altering movement to reflect the tempo (fast/slow), dynamics (softly/loudly) or pitch (high/low) of the music. I know that many songs or pieces of music have a story behind them and can begin to explore this through class discussions. I can listen to begin to compare different types of music from Britain and around the world. 				<ul style="list-style-type: none"> I can make a range of sounds using my voice. I can experiment with playing instruments in different ways. I know that the way I play an instrument can change the sound it makes, e.g. make it louder or quieter. I can choose appropriate instruments to represent particular sounds, actions or moods. I can experiment with body percussion and vocal sounds to respond to music and stories. 		<ul style="list-style-type: none"> I know a wide range of nursery rhymes from memory and can use my voice to join in when singing them. I can join in singing with the whole class or a small group. I can use actions to support a song, e.g. signing key words / phrases during nursery rhymes / Christmas songs. I can stop and start singing at the right times and can stop and start playing an instrument when given a signal. I can clap out short, rhythmic patterns. I can move in time to music. I can take part in singing performances to a small audience. I can use untuned instruments to support my singing / performance. 		
Tier 2 & 3 Vocabulary	Music	Listen	Pitch	Dynamic	Rhythm	Shake / Bang	Actions	Move in time	
	Tune	Respond	High/Low	Soft, quiet / Loud	Voice	Strike	Mood	Audience	
	Lyrics	Sounds	Tempo	Beat	Instruments	Blow	Feelings	Perform	
	Nursery rhymes	Identify	Fast/Slow	Pulse	Repeat	Scrape	Traditional	Signal	

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Year 1	<ul style="list-style-type: none">➤ I can respond to different moods in music through words, actions and movements.➤ I can say how a piece of music makes me feel.➤ I can listen to a piece of music and say if I like or dislike it, beginning to give reasons for my opinion.➤ I can recognise and identify basic tempo, dynamic and pitch changes (faster/slower, louder/softer, higher/lower).➤ I can identify the pulse (underlying steady beat of music) in a piece of music and clap / tap along.➤ I can describe the character, mood, or ‘story’ of music I listen to (verbally and through movement).➤ I can describe some of the differences between two pieces of music.➤ I know that instruments are played in different ways (e.g. strike, blow, pluck, shake).➤ I can recognise and repeat short, simple rhythmic patterns.➤ I can listen and respond to other performers by playing as part of a group.➤ I know about the work of some great composers over time and can respond to their music, describing their style.				<ul style="list-style-type: none">➤ I can create short sequences of sound with my voice or instruments to represent a given idea or character.➤ I can combine instrumental and vocal sounds within a given structure (arrangement of song / music).➤ I can experiment with choosing the dynamics (loud/soft), tempo (fast/slow) and pitch (high/low) for a piece of music.➤ I can use pictures to create a simple graphic score to represent a composition.➤ I can begin to create my own short rhythmic patterns.➤ I can experiment with body percussion and vocal sounds to create a story /experience.➤ I can begin to make improvements to my work, with support from the teacher or using suggestions from a partner / group.			<ul style="list-style-type: none">➤ I can use my voice expressively to speak, sing and chant.➤ I can sing short songs from memory, maintaining the overall melody and keeping in time.➤ I can maintain the pulse (beat) when clapping or using untuned instruments alongside a piece of music.➤ I can respond to musical indications about when to sing or play.➤ I can respond musically (and through movement) with increasing accuracy to a call (e.g. high/low, fast/slow) and keep a steady pulse.➤ I can respond to simple musical instructions such as tempo (faster/slower) and dynamic (louder/quieter) changes as part of a class performance.➤ I can look at the audience when performing.➤ I can sing as part of a group, singing in a simple round of 2 parts.			
	Express	Pulse	Instrument	Tempo	Pitch	Vocal	Represent	Performance			
	Feelings	Beat	Tuned	Faster / Slower	Higher / Lower	Instrumental	Graphic Score	Audience			
	Opinion	Rhythm	Untuned			Melody	Compose	Composer			
	Similar	Rhythmic	Strike	Dynamic	Duration	Notes	Composition	Style			
	Difference	Patterns	Blow	Louder / softer	Longer / Shorter	Repeating	Structure	Round			
		Percussion	Pluck				Arrangement				
			Shake								
	Tier 2 & 3 Vocabulary										

Bold = New vocabulary

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Year 2	<ul style="list-style-type: none"> ➤ I know that timbre refers to the different types of and quality of sounds. ➤ I can recognise changes in timbre (different types of sounds), tempo (faster / slower), dynamics (louder / softer) and pitch (higher / lower). ➤ I know about and can begin to identify the structural features in the music they listen to (e.g. verse, chorus, bridge). ➤ I can listen to instrumentation (combination of instruments in a musical composition) and associate some of the sounds I hear with particular instruments. ➤ I can listen to and repeat a short, simple melody by ear. ➤ I know and can recognise the difference between pulse (the underlying steady beat of music) and rhythm (combinations of long and short sounds that convey movement). ➤ I can make suggestions for how to improve my own and others' work. ➤ I understand that music from different parts of the world, and different times, have different features and can talk about some of them. ➤ I know the names of a range of instruments and can talk about how we play them (e.g. strike, blow, pluck, shake). ➤ I know that there are different instrument families and am beginning to categorise instruments (brass, woodwind, percussion and strings). ➤ I know about the work of some great composers over time and can listen to and compare their work to modern day music. 				<ul style="list-style-type: none"> ➤ I can create longer sequences of sounds with voices or instruments, chosen for a given effect, to represent a given idea or character. ➤ I can become selective in control use on an instrument in order to create an intended effect. ➤ I can combine and layer several instrumental and vocal patterns within a given structure (arrangement of song / music). ➤ I can choose appropriate dynamics (loud/soft), tempo (fast/slow) and timbre (different types of sounds) for a piece of music. ➤ I can use graphic notation (score) to represent details of their composition. ➤ I can begin to use symbols / letter names to represent a simple composition, e.g. using the ocarinas. ➤ I can begin to suggest improvements to my work. 		<ul style="list-style-type: none"> ➤ I can follow the melody (tune) using my voice or an instrument when singing / playing alongside songs. ➤ I can use my voice expressively when singing, including the use of dynamics (loudly and softly). ➤ I can sing songs from memory, with melodic and rhythmic accuracy. ➤ I can copy longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse. ➤ I can play an instrument with control, using correct pressure and hold. ➤ I can perform expressively using dynamics (soft / loud) and timbre as appropriate. ➤ I can sing back short melodic (tuneful) patterns by ear and play short melodic patterns from letter notation. ➤ I can increase / decrease the tempo (speed) of a pulse on a given signal. ➤ I can perform an ensemble with instructions from the leader (e.g. hand signals to indicate duration (length) of notes. 			
Tier 2 & 3 Vocabulary	Pulse Rhythm Rhythmic Patterns	Instrument Tuned Untuned Percussion	Strike Blow Pluck Shake	Verse Chorus Bridge Pitch Higher / Lower	Tempo Faster / Slower Dynamic Louder / Softer	Duration Longer / Shorter Timbre Quality (of sound) Layer	Represent Graphic Score Compose Composition Improve	Structure Arrangement Notation Notes Features	Performance Audience Orchestra Composer Modern	

NB: Year 3 to be added in liaison with the Subject Leader at Robert Miles Junior School.

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