

Newnham St Peter's C of E Primary School

Music Progression Map of Skills

	Pre-School	Reception
Communication and Language	<ul style="list-style-type: none"> Sing a large repertoire of songs. 	<ul style="list-style-type: none"> Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs.
Physical Development	<ul style="list-style-type: none"> Use large-muscle movements to wave flags and streamers, paint and make marks 	<ul style="list-style-type: none"> Combine different movements with ease and fluency.
Expressive Arts and Design	<ul style="list-style-type: none"> Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs, or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas. 	<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. 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.

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Music Progression Map of Skills

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening, appraising, and responding						
Listening to a range of high-quality live and	<ul style="list-style-type: none"> Recognising and understanding the difference between pulse 	<ul style="list-style-type: none"> Recognising timbre changes in music they listen to Recognising 	<ul style="list-style-type: none"> Discussing the stylistic features of different genres, styles 	<ul style="list-style-type: none"> Recognising the use and development of motifs in music. Identifying gradual dynamic and tempo 	<ul style="list-style-type: none"> Recognising and confidently discussing the stylistic features of different 	<ul style="list-style-type: none"> Identifying the way that features of a song can complement one

<p>recorded music</p>	<p>and rhythm. Understanding that different types of sounds are called timbres. Recognising basic tempo, dynamic and pitch changes (faster/slower, louder/quieter & higher/lower). Describing the character, mood, or 'story' of music they listen to, both verbally & through movement. Describing the differences between two pieces of music. Expressing a basic opinion about music (like/dislike).</p>	<p>structural features in music they listen to. Listening to and recognising instrumentation. Beginning to use musical vocabulary to describe music. Identifying melodies that move in steps.</p>	<p>and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz). Understanding that music from different parts of the world, and different times, have different features. Recognising and explaining the changes within a piece of music using musical vocabulary. Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through</p>	<p>changes within a piece of music Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Samba, Rock & Roll, Blues). Identifying common features between different genres, styles and traditions of music.</p> <ul style="list-style-type: none"> Recognising, naming and explaining the effect of the interrelated dimensions of music. Identifying scaled dynamics (crescendo/decrease) within a piece of music. Using musical vocabulary to discuss the purpose of a piece of music. 	<p>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). Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. Comparing, discussing and evaluating music using detailed musical vocabulary.</p>	<p>another to create a coherent overall effect Use musical vocabulary correctly when describing and evaluating the features of a piece of music Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.</p>
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			<p>movement. Beginning to show an awareness of metre. Recognising and beginning to discuss changes within a piece of music.</p>			
<p>Listening with attention to detail and recall sounds with increasing aural memory</p>	<ul style="list-style-type: none"> Listening to and repeating short, simple rhythmic patterns. Listening and responding to other performers by playing as part of a group. 	<ul style="list-style-type: none"> Listening to and repeating a short, simple melody by ear. Suggesting improvements to their own and others' work. 	<ul style="list-style-type: none"> Beginning to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work. 	<ul style="list-style-type: none"> Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work. 	<ul style="list-style-type: none"> Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work. 	<ul style="list-style-type: none"> Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.
Composing						
<p>Create sounds and music using the inter-related dimensions of music</p>	<ul style="list-style-type: none"> Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. 	<ul style="list-style-type: none"> Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or 	<ul style="list-style-type: none"> Composing a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, 	<ul style="list-style-type: none"> Composing a coherent piece of music in a given style with voices, bodies & instruments. Beginning to improvise musically within a given style 	<ul style="list-style-type: none"> Composing a detailed piece of music from a given stimulus with voices, bodies & instruments (Remix, Colours, Stories, Drama). 	<ul style="list-style-type: none"> Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within

	<p>Combining instrumental and vocal sounds within a given structure. Creating simple melodies using a few notes. Choosing dynamics, tempo and timbre for a piece of music. Creating a simple graphic score to represent a composition. Beginning to make improvements to their work as suggested by the teacher.</p>	<p>character. Successfully combining and layering several instrumental and vocal patterns within a given structure. Creating simple melodies from 5 or more notes. Choosing appropriate dynamics, tempo and timbre for a piece of music.</p> <ul style="list-style-type: none"> Using letter name and graphic notation to represent the details of their composition. Beginning to suggest improvements to their own work. 	<p>Swing). Combining melodies and rhythms to compose a multilayered composition in a given style (pentatonic). Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. Suggesting and implementing improvements to their own work, using musical vocabulary.</p>	<p>(Blues). Developing melodies using rhythmic variation, transposition, inversion, and looping. Creating a piece of music with at least four different layers and a clear structure. Using letter name, graphic and rhythmic notation and key musical vocabulary to label and record their compositions. Suggesting improvements to others work, using musical vocabulary.</p>	<p>Improvising coherently within a given style. Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. Using staff notation to record rhythms and melodies. Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. Suggesting and demonstrating improvements to own and others' work.</p>	<p>a given structure. Recording own composition using appropriate forms of notation and/or technology.</p>
<p>Performing</p>						

	<ul style="list-style-type: none"> 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 untuned instruments. Copying back short rhythmic and melodic phrases on percussion instruments. Responding to simple musical instructions such as tempo and dynamic changes as part of a class 	<ul style="list-style-type: none"> 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 untuned percussion instruments, keeping a steady pulse. Performing expressively using dynamics and timbre to alter sounds as appropriate. Singing back short melodic patterns by ear and playing short melodic patterns 	<ul style="list-style-type: none"> 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 and pitch and be able to identify these symbols using musical terminology. 	<ul style="list-style-type: none"> 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. Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique. Playing syncopated rhythms with accuracy, control and fluency. Playing simple chord sequences (12 bar blues). Performing from basic staff notation, incorporating rhythm and pitch 	<ul style="list-style-type: none"> 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 the group. Performing with accuracy and fluency from graphic and simple staff notation. Playing a simple chord progression with accuracy and fluency. 	<ul style="list-style-type: none"> 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.
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	performance. Performing from graphic notation.	from letter notation.		and identifying these symbols using musical terminology.		
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