



Progression Map

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Singing	Sing a song with contrasting high and low melodies [Unit: Animals]	Chant and sing in two parts while playing a steady beat [Unit: Our bodies]	Sing in two-part harmony [Unit: Environment]	Perform a poem as an ensemble with rhythmic accuracy to a steady beat [Unit: Poetry]	Prepare for a performance by considering narration, performance space, setting up and other logistics [Unit: Our community]	Demonstrate understanding of pitch through singing from simple staff notation [Unit: World Unite]
	Control vocal dynamics, duration and timbre [Unit: Weather]	Sing with expression, paying attention to the pitch shape of the melody [Unit: Seasons]	Copy and create a wide range of vocal sounds to incorporate into a song [Unit: Communication]	Use beatbox techniques to imitate the sound of a drum kit – Unit: Poetry [Unit: Sounds]	Develop techniques of performing rap using texture and rhythm [Unit: Solar system]	Demonstrate understanding of beat and syncopation through singing and body percussion [Unit: World Unite]
	Sing a song together as a group [Unit: Our school]	Understand pitch through singing, movement, and note names [Unit: Water]	Sing in two parts (two different melodies) with movements and percussion [Unit: Human bodies]	Learn to sing partner songs [Unit: Sounds]	Sing and play scales and chromatic melodies accurately [Unit: Keeping healthy]	Convey lyrical meaning through expressive singing in a part-song with echoes [Unit: Journeys]
	Combine voices and movement to perform a chant and a song [Unit: Travel]	Prepare and improve a performance using movement, voice and percussion [Unit: Travel]	Perform a round in three parts [Unit: Ancient]	Sing a call and response song in a minor key in two groups [Unit: Singing Spanish]	Sing and play percussion in a group piece with changes in tempo and dynamics [Unit: At the movies]	Learn to sing major and minor note patterns accurately [Unit: Journeys]
	Use voices to create descriptive sounds [Unit: Water]			Sing a song with three simple independent parts [Unit: Time]	Sing a song in unison and three-part harmony [Unit: Celebration]	Demonstrate planning, directing, and rehearsal skills through allocated roles, such as technicians and researchers [Unit: Journeys]
				Combine singing, playing and dancing in a performance [Unit: In the past]	Sing with attention to accuracy in rhythm, pitch and dynamics [Unit: Celebration]	Develop, rehearse and perform a mini-musical, including dialogue, singing, playing and movement [Unit: Roots]
					Refine vocal performance with consideration of posture, breathing and enunciation [Unit: Class Awards]	Perform complex song rhythms confidently [Unit: Moving On]
						Change vocal tone to reflect mood and style [Unit: Moving On]



Playing Instruments

Identify and keep a steady beat using instruments [Unit: Number]

Explore and control dynamics, duration, and timbre with instruments [Unit: Weather]

Play percussion instruments at different speeds (tempi) [Unit: Machines]

Play and control changes in tempo [Unit: Machines]

Explore sounds on instruments and find different ways to vary their sound [Unit: Pattern]

Play fast, slow, loud, and quiet sounds on percussion instruments [Unit: Storytime]

Use instruments to create descriptive sounds [Unit: Water]

Listen to and repeat rhythmic patterns on body percussion and instruments [Unit: Our bodies]

Play pitch lines on tuned percussion [Unit: Animals]

Accompany a song with vocal, body percussion and instrumenta ostinato [Unit: Seasons]

Use instruments expressively in response to visual stimuli [Unit: Travel]

Accompany a song with a melodic ostinato on tuned percussion [Unit: Environment]

Perform a pentatonic song with tuned and untuned accompaniment [Unit: China]

Play independent parts in more than one metre simultaneously on body percussion, untuned and tuned percussion [Unit: Time]

Perform rhythmic ostinati individually and in combination [Unit: Time]

Understand and use pitch notations [Unit: In the past]

Read simple rhythm notation [Unit: In the past]

Create and perform from a symbol score [Unit: Communication]

Read graphic notation to play a melody on tuned instruments [Unit: Singing French]

Combine four body percussion ostinati as a song accompaniment [Unit: Building]

Play a pentatonic song with leaps in pitch on tuned percussion [Unit: Around the]

Play and sing repeated patterns (ostinati) from staff notation [Unit: Time]

Play a piece with melody, chords, bass and rhythm parts from graphic, rhythm and staff notations [Unit: In the past]

Read a melody in staff notation [Unit: Life cycles]

Interpret graphic notation on various soundmakers with an understanding of their qualities and capabilities [Unit: At the movies]

Perform music together in synchronisation with a short movie [Unit: At the movies]

Develop ensemble playing, focusing on steady beat and placing notes accurately together [Unit: Celebration]

Control short, loud sounds on a variety of instruments [Unit: Celebration]

Demonstrate coordination and rhythm skills by participating in a complex circle game [Unit: World Unite]

Play a chordal accompaniment to a piece [Unit: Growth]

Follow and interpret a complex graphic score for four instruments [Unit: Growth]

Play tuned instrumental parts confidently from graphic scores with note names [Unit: Moving On]



Improvising / Exploring

Improvise descriptive music [Unit: Weather]

Respond to music through movement [Unit: Weather]

Create a soundscape using instruments [Unit: Our school]

Explore different sound sources and materials [Unit: Our school]

Explore sounds on instruments and find different ways to vary their sound [Unit: Pattern]

Explore timbre and texture to understand how sounds can be descriptive [Unit: Our land]

Combine sounds to create a musical effect in response to visual stimuli [Unit: Storytime]

Explore voices to create descriptive musical effects [Unit: Storytime]

Explore different ways to organise music [Unit: Pattern]

Improvise descriptive music [Unit: Poetry]

Improvise to an ostinato accompaniment [Unit: Time]

Explore simple accompaniments using beat and rhythm patterns [Unit: Food and]

Improvise in response to visual stimuli, with a focus on timbre [Unit: Recycling]

Explore household items as instruments and match rhythms with appropriate soundmakers [Unit: Recycling]

Improvise melodies with a given set of five notes (a pentatonic scale) [Unit: Building]

Explore layers and layering using a graphic score [Unit: Ancient worlds]

Understand syncopation and clap improvised off-beat rhythms [Unit: Time]

Develop accompaniments using ostinato and invent or improvise rhythms on untuned percussion [Unit: Our community]

Learn about jazz scat singing and devise scat sounds [Unit: Our community]

Play and improvise using the whole tone scale [Unit: Solar system]

Create musical effects using contrasting pitch [Unit: Life cycle]

Interpret graphic notation on various soundmakers with an understanding of their qualities and capabilities [Unit: At the movies]

Learn about and explore techniques used in movie soundtracks [Unit: At the movies]

Devise, combine and structure rhythms through dance [Unit: World Unite]

Improvise descriptive music on instruments and other soundmakers [Unit: Roots]



Composing	Invent and perform new rhythms to a steady beat [Unit: Our bodies]	Compose music to illustrate a story [Unit: Weather]	Select descriptive sounds to accompany a poem [Unit: Environment]	Compose an introduction for a song [Unit: Environment]	Develop a structure for a vocal piece and create graphic scores [Unit: Life cycle]	Revise, rehearse, and develop music for performance, with reference to the inter-related dimensions of music [Unit: Growth]
	Create, play and combine simple word rhythms [Unit: Travel]	Perform and create simple three- and four-beat rhythms using a simple score [Unit: Pattern]	Choose different timbres to make an accompaniment [Unit: Environment]	Compose and notate pentatonic melodies on a graphic score [Unit: Around the]	Explore extended vocal techniques through listening to and composing 'a capella' (unaccompanied) vocal music based on graphic scores [Unit: Life cycle]	Compose programme music from a visual stimulus [Unit: Class Awards]
	Create a picture in sound [Unit: Water]		Make choices about musical structure [Unit: Building]	Compose a rap [Unit: Communication]		
			Create and perform from a symbol score [Unit: Communication]	Compose a fanfare [Unit: In the past]	Use the musical dimensions to create and perform music for a movie [Unit: At the movies]	
			Arrange an accompaniment with attention to balance and musical effect [Unit: Ancient]	Compose and play sequences of word rhythms [Unit: Food and Drink]	Evaluate and refine compositions with reference to the inter-related dimensions of music [Unit: At the movies]	
			Use a score and combine sounds to create different musical textures [Unit: Food and]		Create sounds for a movie, following a timesheet [Unit: At the movies]	



Listening	Recognise and respond to changes in tempo in music [Unit: Number]	Match descriptive sounds to images [Unit: Our land]	Listen to and learn about Hindustani classical music [Unit: Sounds]	Understand how rhythmic articulation affects musical phrasing [Unit: Poetry]	Hear and understand the features of the whole tone scale [Unit: Solar system]	Follow and interpret a complex graphic score for four instruments [Unit: Growth]
	Identify changes in pitch and respond to them with movement [Unit: Seasons]	Listen to and repeat back rhythmic patterns on instruments and body percussion [Unit: Our bodies]	Learn how sounds are produced and how instruments are classified [Unit: Sounds]	Explore the descriptive music of two famous composers of the 20th and 21st century [Unit: Environment]	Listen to and learn about modern classical/avant garde music (20th century) [Unit: Solar system]	Experience and understand the effect of changing harmony [Unit: Moving On]
	Understand how music can tell a story [Unit: Storytime]		Listen to and learn about traditional Chinese music [Unit: China]	Listen to and learn about 1940s dance band music [Unit: Sounds]	Learn about the music of an early Baroque opera [Unit: Life cycles]	Listen to and understand modulation in a musical bridge [Unit: Moving On]
	Understand musical structure by listening and responding through movement [Unit: Water]		Listen to and learn about a Romantic piece of music [Unit: Time]	Listen to and play along with Bhangra music [Unit: Recycling]	Demonstrate understanding of the effect of music in movies [Unit: At the movies]	
			Listen to and learn about a medieval antiphon [Unit: In the past]	Copy rhythms and a short melody [Unit: Communication]		
		Listen to, learn about, play and dance to Tudor dance music [Unit: In the past]	Match short rhythmic phrases with rhythm notation [Unit: Time]	Listen to and learn about Renaissance instruments [Unit: In the past]		



Appraising

Identify a sequence of sounds (structure) in a piece of music [Unit: Weather]

Listen in detail to a piece of orchestral music (e.g. identify instruments) [Unit: Seasons]

Identify metre by recognising its pattern [Unit: Pattern]

Identify a repeated rhythm pattern [Unit: Our bodies]

Identify ways of producing sounds (e.g. shake, strike, pluck) [Unit: Our land]

Identify rising and falling pitch [Unit: Seasons]

Listen in detail to a piece of orchestral music (e.g. identify how it depicts a season) [Unit: Weather]

Use simple musical vocabulary to describe music [Unit: Travel]

Listen, describe and respond to contemporary orchestral music [Unit: Travel]

Identify the metre in a piece of music [Unit: Time]

Recognise rhythm patterns in staff notation [Unit: Time]

Recognise pitch shapes [Unit: Singing French]

Identify different instrument groups from a recording [Unit: Sounds]

Describe the structure of a piece of orchestral music [Unit: Building]

Develop listening skills by analysing and comparing music from different traditions [Unit: Around the]

Identify key features of minimalist music [Unit: Ancient worlds]

Compare and contrast the structure of two pieces of music [Unit: Ancient worlds]

Identify the metre of a new song or piece [Unit: Time]

Listen to and analyse 20th century ballet music [Unit: Time]

Listen to a 19th century tone poem and describe its effects and use of the musical dimensions [Unit: Solar system]

Listen to and analyse 19th century impressionist music using musical vocabulary [Unit: Solar system]

Compare and contrast two pieces of 19th century Romantic music [Unit: Life cycle]

Identify changes in tempo and their effects [Unit: At the movies]

Evaluate and refine compositions with reference to the inter-related dimensions of music [Unit: At the movies]

Explore and analyse a song arrangement and its structure [Unit: Celebration]

Rehearse, improve and analyse an ensemble performance, with attention to balance and staying in time [Unit: Celebration]

Revise, rehearse, and develop music for performance, with reference to the inter-related dimensions of music [Unit: Growth]

Discuss the music of a Russian Romantic composer with reference to a painting from the same period [Unit: Class Awards]