



Music Progression Map

Nursery – Year 6

Music Knowledge Skills and Understanding Progression Map								
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listen & Apprise	Listen & respond to short musical extracts or sounds.	Listen attentively & talk about the music.	Express what is imagined/felt as music plays. Discuss whether music is loud or soft, fast or slow.	Discuss the dynamics, tempo and pitch of the music. Know there are different styles of music.	Describe the dynamics, tempo, pitch and texture of the music. Identify some instruments by their unique timbres.	Begin to use Italian terms to describe the dynamics of a piece. Identify some musical styles.	Identify a range of orchestral instruments and the families to which they belong. Compare musical styles/pieces.	Use Italian terms to describe the speed of the music. Identify some musical style indicators.
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Musical Games	Move or dance in response to music. Follow simple actions (claps, stamps)	Follow simple body percussion patterns. Move to the pulse using actions, or as a character.	Know that pulse is the steady heartbeat of the music. Find & keep the pulse as part of a group. Identify un-tuned percussion by their specific sounds (timbres)	Know that the pulse is 'steady' and rhythms 'jump around!' Copy back simple rhythms with increasing accuracy.	Know that rhythms are patterns of long and short sounds. Copy back simple melodies. Identify whether a note is higher or lower in pitch.	Perform a rhythmic pattern against an existing ostinato. Identify when a melody is ascending or descending in pitch.	Match a clapped rhythm to its formal notation. Identify whether melodies are moving in steps or leaps.	Clap rhythms written in formal notation. Perform a new rhythmic pattern against 2 or more rhythmic ostinatos. Begin to discern whether two rhythms or melodies are the same.
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Signing & Playing	<p>Sing a range of simple action and counting songs.</p> <p>Listen to a melody and sing it back.</p>	<p>Sing a wide repertoire of chants and songs about themselves and the world around them.</p> <p>Know when to sing in Q & A songs.</p>	<p>Sing a range of songs from memory with control of dynamics.</p> <p>Know when to join in and when to stop.</p> <p>Follow the directions of the teacher closely.</p>	<p>Play simple accompaniments on un-tuned percussion.</p> <p>Perform music from memory, symbols or graphic scores.</p>	<p>Play simple accompaniments by ear on tuned percussion.</p>	<p>Sing a range of songs with the aim of producing a round sound, clear diction and with control of pitch.</p> <p>Read and understand some formal notation.</p>	<p>Sing in two parts.</p> <p>Read and understand some formal notation in the treble clef (F-A-C-E, E-G-B-D-F)</p>	<p>Maintain an independent part in a small group e.g. a rhythmic line of a multi-layered rhythmic grid.</p> <p>Play an accompaniment written in formal notation.</p>
Improvisation	<p>Improvise new words/lyrics for simple songs.</p>	<p>Improvise new verses for simple songs.</p> <p>Invent actions/sounds to accompany lyrics.</p>	<p>Improvise simple rhythmic patterns using words and phrases.</p>	<p>Improvise simple rhythmic patterns in a 4-beat space using rhythm characters.</p>	<p>Know that improvising is making up a rhythm or melody 'on the spot.'</p> <p>Improvise simple 4-beat rhythmic patterns.</p>	<p>Improvise a 4-beat melody on tuned percussion.</p>	<p>Improvise melodies for performance pieces.</p> <p>-Improvise vocally (Scat)</p>	<p>Improvise melodies in an 8 beat space.</p>
Composition (incl. notation)	<p>Choose and perform simple sound effects to accompany songs - record in pictures.</p>	<p>Choose and play sounds to accompany songs - record in pictures.</p>	<p>Create simple rhythms using pictures.</p>	<p>Create simple 4-beat rhythms using symbols.</p> <p>Create music to represent a character/scene.</p>	<p>Know that composing is writing music down.</p> <p>Notate a simple 4-beat rhythm in formal notation.</p>	<p>Compose a rhythmic accompaniment for a piece of music.</p>	<p>Compose a multi-layered rhythmic grid in formal notation.</p> <p>Consider volume, speed and pitch.</p>	<p>Compose a simple rhyme (music and lyrics) to teach younger learners using ICT.</p>



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Perform & Share	Alongside Reception, rehearse & perform songs for a Nativity.	Rehearse & perform songs for Mother's Day & an EYFS leavers' assembly.	Rehearse & perform songs for a class assembly, including solo vocals.	Rehearse & perform songs for a Nativity, including dance & simple percussion.	Rehearse & upload to Seesaw an end of unit performance, including tuned percussion.	Rehearse & upload class performances on flute to Seesaw.	Rehearse & perform a selection of pieces to lower KS2, including own improvisations on tuned percussion.	Rehearse & Perform a selection of pieces for a Leavers' assembly, including songs in two parts.
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Vocabulary	Happy, Sad Feelings Beat	Chant Sing Voice Shake Tap Scratch Instrument	Pulse Loud/Soft Fast/slow High/Low Percussion	Dynamics Tempo Pitch Style Rhythm Rest	Texture Structure Timbre Forte Piano Melody Major Minor Improvise	Staff Treble Clef Time signature Sharp Pianissimo Mezzo piano Mezzo forte Forte Fortissimo Crescendo Diminuendo	Orchestra Strings Woodwind Brass Percussion Semibreve Minim Crotchet Quaver Semi-quaver	Presto Allegro Andante Largo Harmony Unison Descant Staccato Legato sforzando Ostinato Compose