



Music Progression Map

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listen and Appraise	-To enjoy moving to music.	-To learn that music can touch your feelingsTo enjoy moving to music by dancing, marching, being animals or Pop stars.	-To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.	-To learn how they can enjoy moving to music by dancing, marching, being animals or pop starsTo learn how songs can tell a story or describe an idea.	-To confidently identify and move to the pulseTo think about what the words of a song meanTo take it in turn to discuss how the song makes them feelTo listen carefully and respectfully to other people's thoughts about the music.	-To confidently identify and move to the pulseTo talk about the musical dimensions working together in the Unit songs e.g., if the song gets louder in the chorus (dynamics)To talk about the music and how it makes them feelTo listen carefully and respectfully to other people's thoughts about the musicTo try and use musical words.	- To identify and move to the pulse with easeTo think about the message of songsTo compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differencesTo listen carefully and respectfully to other people's thoughts about the music To try and use musical wordsTo talk about the musical dimensions working together in the Unit songsTo talk about the music and	-To identify and move to the pulse with easeTo think about the message of songsTo compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differencesTo listen carefully and respectfully to other people's thoughts about the musicTo use musical words when talking about the songsTo talk about the musical dimensions working together in the Unit songs.





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							how it makes you feel.	-To talk about the music and how it makes you feel, using musical language to describe the music.
Singing	-To sing along with a pre- recorded songTo sing along with the backing track.	-To sing along with a pre- recorded song and add actionsTo sing along with the backing trackTo match a pitch and follow a melody.	- To learn about voices, singing notes of different pitches (high and low)To learn that they can make different types of sounds with their voices e.g., you can rap or say words in rhythmTo learn to start and stop singing when following a leader.	-To learn about voices singing notes of different pitches (high and low)To learn that they can make different types of sounds with their voices e.g. you can rap (spoken word with rhythm)To learn to find a comfortable singing positionTo learn to start and stop singing when following a leader.	-To sing in unison and in simple two partsTo demonstrate a good singing postureTo follow a leader when singingTo enjoy exploring singing soloTo sing with awareness of being 'in tune'To have an awareness of the pulse internally when singing.	-To sing in unison and in simple two partsTo demonstrate a good singing postureTo follow a leader when singingTo enjoy exploring singing soloTo sing with awareness of being 'in tune'To rejoin the song if lostTo listen to the group when singing.	-To sing in unison and to sing backing vocalsTo enjoy exploring singing soloTo listen to the group when singingTo demonstrate a good singing postureTo follow a leader when singingTo experience rapping and solo singingTo listen to each other and be aware of how you fit into the group.	-To sing in unison and to sing backing vocalsTo demonstrate a good singing postureTo follow a leader when singingTo experience rapping and solo singingTo listen to each other and be aware of how you fit into the groupTo sing with awareness of being 'in tune'.





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							- To sing with awareness of being 'in tune'.	
Performance	-To perform nursery rhymes by singing, adding actions or dance.	-To perform nursery rhymes by singing and adding actions or danceTo perform	-To choose a song they have learnt and perform it. -To add their ideas to the	-To choose a song they have learnt and perform it. -To add their ideas to the	-To choose what to perform and create a performance. -To communicate the meaning of	-To choose what to perform and create a performance. -To present a musical	-To choose what to perform and create a performance. -To communicate the meaning of	-To choose what to perform and create a performance. -To communicate the meaning of
		nursery rhymes or songs adding a simple instrumental part. -To talk about a performance.	performanceTo say how they were feeling about a performance.	performance To say how they were feeling about a performance.	the words and clearly articulate themTo talk about the best place to be when performing and how to stand or	performance designed to capture the audienceTo communicate the meaning of the words and clearly articulate	the words and clearly articulate themTo talk about the venue and how to use it to best effectTo record a	the words and clearly articulate themTo talk about the venue and how to use it to best effectTo record a
					sitTo say how they were feeling, what they were pleased with what they would change and why	themTo talk about the best place to be when performing and how to stand or sitTo say how	performance and compare it to a previous performanceTo discuss and talk musically about a performance e.g.	performance and compare it to a previous performanceTo discuss and talk musically about a performance e.g.
					about a performance.	they were feeling, what they were	"What went well?" and "It	"What went well?" and "It





								4 VERITAS
						pleased with what they would change and why about a performance.	would have been even better if?"	would have been even better if?"
Playing	-To explore and engage with musical instruments.	-To explore and engage with musical instrumentsTo treat instruments carefully.	-To treat instruments carefully and with respectTo play a tuned instrumental part with the song they performTo learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one- note part, a simple part, medium part)To listen to and follow musical instructions from a leader.	-To treat instruments carefully and with respectTo learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one- note, simple or medium part)To play the part in time with the steady pulseTo listen to and follow musical instructions from a leader.	-To treat instruments carefully and with respectTo Play any one, or all of four, differentiated parts on a tuned instrument a one-note, simple or medium part or the melody of the song) from memory or using notationTo rehearse and perform their part within the context of the Unit songTo listen to and follow musical instructions from a leader.	-To treat instruments carefully and with respectTo play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notationTo rehearse and perform their part within the context of the Unit songTo listen to and follow musical instructions from a leaderTo experience leading the playing by making sure	-To play a musical instrument with the correct technique within the context of the Unit songTo select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts a one-note, simple or medium part or the melody of the song from memory or using notationTo rehearse and perform their part within the context of the Unit song.	-To play a musical instrument with the correct technique within the context of the Unit songTo select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts a one-note, simple or medium part or the melody of the song from memory or using notationTo rehearse and perform their part within the context of the Unit song.





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						everyone plays	-To listen to and	-To listen to and
						in the playing	follow musical	follow musical
						section of the	instructions from	instructions from
						song.	a leader.	a leader.
						_	-To lead a	-To lead a
							rehearsal	rehearsal
							session.	session.
Improvisation	-To listen and clap	-To listen and	-To listen and	- To listen and	- To listen and	- To listen and	-To copy back	-To copy back
•	back, then listen	clap back, then	clap back, then	clap back, then	copy back using	copy back using	using two notes	using two notes
	and clap own	listen and clap	listen and clap	listen and clap	instruments,	instruments,	on instruments.	on instruments.
	answer.	own answer.	own answer.	own answer.	using two	using two	-Question and	-Question and
			-To use voices	-To use voices	different notes.	different notes.	answer using	answer using
			and instruments,	and instruments,	-To listen and	-To listen and	two notes on	two notes on
			listen and sing	listen and sing	play answer	play answer	Instruments	Instruments
			back, then listen	back, then listen	using one or two	using one or two	(always start on	(always start on
			and play own	and play own	notes using	notes using	a G).	a G).
			answers using	answer using	instruments.	instruments.	-Improvise using	-Improvise using
			one or two	one or two	-To take it in	-To take it in	two notes	two notes
			notes.	notes.	turns to	turns to		
			- To take it in	- To take it in	improvise using	improvise using		
			turns to	turns to	one or two	one or two		
			improvise using	improvise using	notes.	notes.		
			one or two	one or two				
			notes.	notes.				
Composition	-To help create a	-To help create a	-To help create a	-To help create	-To help create	-To help create	-To create simple	-To create simple
•	simple melody.	simple melody.	simple melody	three simple	at least one	at least one	melodies using	melodies using
		, ,	using one, two	melodies with	simple melody	simple melody	up to five	up to five
			or three notes.	the Units using	using one, three	using one, three	different notes	different notes
			-To learn how	one, three or five	or five different	or all five	and simple	and simple
			the notes of the	different notes.	notes.	different notes.	rhythms that	rhythms that
			composition can	-To learn how	-To plan and	-To plan and	work musically	work musically
			be written down	the notes of the	create a section	create a section	with the style of	with the style of
			and changed if	composition can	of music that	of music that	the Unit song.	the Unit song.
			necessary.	be written down	can be performed	can be performed		
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		and changed if	within the	within the	-To explain the	-To explain the
		necessary.	context of the	context of the	keynote or home	keynote or home
			unit song.	unit song.	note and the	note and the
			-To talk about	-To talk about	structure of the	structure of the
			how it was	how it was	melody.	melody.
			created.	created.	-To listen to and	-To listen to and
			-To listen to and	-To Listen to and	reflect upon the	reflect upon the
			reflect upon the	reflect upon the	developing	developing
			developing	developing	composition and	composition and
			composition and	composition and	make musical	make musical
			make musical	make musical	decisions about	decisions about
			decisions about	decisions about	how the melody	how the melody
			pulse, rhythm,	pulse, rhythm,	connects with	connects with
			pitch, dynamics	pitch, dynamics	the song.	the song.
			and tempo.	and tempo.	-To record the	-To record the
			-To record the	-To record the	composition in	composition in
			composition in	composition in	any way	any way
			any way	any way	appropriate that	appropriate that
			appropriate that	appropriate that	recognises the	recognises the
			recognises the	recognises the	connection	connection
			connection	connection	between sound	between sound
			between sound	between sound	and symbol (e.g.	and symbol (e.g.
			and symbol (e.g.	and symbol (e.g.	graphic/pictorial	graphic/pictorial
			graphic/pictorial	graphic/pictorial	notation).	notation).
			notation)	notation).		