



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 feelings. -To 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 stars. -To learn how songs can tell a story or describe an idea.	-To confidently identify and move to the pulse. -To think about what the words of a song mean. -To take it in turn to discuss how the song makes them feel. -To listen carefully and respectfully to other people's thoughts about the music.	-To confidently identify and move to the pulse. -To 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 feel. -To listen carefully and respectfully to other people's thoughts about the music. -To try and use musical words.	- To identify and move to the pulse with ease. -To think about the message of songs. -To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. -To listen carefully and respectfully to other people's thoughts about the music. - To try and use musical words. -To talk about the musical dimensions working together in the Unit songs. -To talk about the music and	-To identify and move to the pulse with ease. -To think about the message of songs. -To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. -To listen carefully and respectfully to other people's thoughts about the music. -To use musical words when talking about the songs. -To talk about the musical dimensions working together in the Unit songs.



							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 song. -To sing along with the backing track.	-To sing along with a pre-recorded song and add actions. -To sing along with the backing track. -To 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 rhythm. -To 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 position. -To learn to start and stop singing when following a leader.	-To sing in unison and in simple two parts. -To demonstrate a good singing posture. -To follow a leader when singing. -To enjoy exploring singing solo. -To 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 parts. -To demonstrate a good singing posture. -To follow a leader when singing. -To enjoy exploring singing solo. -To sing with awareness of being 'in tune'. -To rejoin the song if lost. -To listen to the group when singing.	-To sing in unison and to sing backing vocals. -To enjoy exploring singing solo. -To listen to the group when singing. -To demonstrate a good singing posture. -To follow a leader when singing. -To experience rapping and solo singing. -To listen to each other and be aware of how you fit into the group.	-To sing in unison and to sing backing vocals. -To demonstrate a good singing posture. -To follow a leader when singing. -To experience rapping and solo singing. -To listen to each other and be aware of how you fit into the group. -To sing with awareness of being 'in tune'.



								- 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 dance. -To perform nursery rhymes or songs adding a simple instrumental part. -To talk about a performance.	-To choose a song they have learnt and perform it. -To add their ideas to the performance. -To say how they were feeling about a performance.	-To choose a song they have learnt and perform it. -To add their ideas to the performance. - To say how they were feeling about a performance.	-To choose what to perform and create a performance. -To communicate the meaning of the words and clearly articulate them. -To talk about the best place to be when performing and how to stand or sit. -To say how they were feeling, what they were pleased with what they would change and why about a performance.	-To choose what to perform and create a performance. -To present a musical performance designed to capture the audience. -To communicate the meaning of the words and clearly articulate them. -To talk about the best place to be when performing and how to stand or sit. -To say how they were feeling, what they were	-To choose what to perform and create a performance. -To communicate the meaning of the words and clearly articulate them. -To talk about the venue and how to use it to best effect. -To record a performance and compare it to a previous performance. -To discuss and talk musically about a performance e.g. "What went well?" and "It	-To choose what to perform and create a performance. -To communicate the meaning of the words and clearly articulate them. -To talk about the venue and how to use it to best effect. -To record a performance and compare it to a previous performance. -To discuss and talk musically about a performance e.g. "What went well?" and "It	



						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 instruments. -To treat instruments carefully.	-To treat instruments carefully and with respect. -To play a tuned instrumental part with the song they perform. -To 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 respect. -To 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 pulse. -To listen to and follow musical instructions from a leader.	-To treat instruments carefully and with respect. -To 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 notation. -To rehearse and perform their part within the context of the Unit song. -To listen to and follow musical instructions from a leader.	-To treat instruments carefully and with respect. -To 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 notation. -To rehearse and perform their part within the context of the Unit song. -To listen to and follow musical instructions from a leader. -To experience leading the playing by making sure	-To play a musical instrument with the correct technique within the context of the Unit song. -To 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 notation. -To 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 song. -To 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 notation. -To rehearse and perform their part within the context of the Unit song.



						everyone plays in the playing section of the song.	-To listen to and follow musical instructions from a leader. -To lead a rehearsal session.	-To listen to and follow musical instructions from a leader. -To lead a rehearsal session.
Improvisation	-To listen and clap back, then listen and clap own answer.	-To listen and clap back, then listen and clap own answer.	-To listen and clap back, then listen and clap own answer. -To use voices and instruments, listen and sing back, then listen and play own answers using one or two notes. - To take it in turns to improvise using one or two notes.	- To listen and clap back, then listen and clap own answer. -To use voices and instruments, listen and sing back, then listen and play own answer using one or two notes. - To take it in turns to improvise using one or two notes.	- To listen and copy back using instruments, using two different notes. -To listen and play answer using one or two notes using instruments. -To take it in turns to improvise using one or two notes.	- To listen and copy back using instruments, using two different notes. -To listen and play answer using one or two notes using instruments. -To take it in turns to improvise using one or two notes.	-To copy back using two notes on instruments. -Question and answer using two notes on Instruments (always start on a G). -Improvise using two notes	-To copy back using two notes on instruments. -Question and answer using two notes on Instruments (always start on a G). -Improvise using two notes
Composition	-To help create a simple melody.	-To help create a simple melody.	-To help create a simple melody using one, two or three notes. -To learn how the notes of the composition can be written down and changed if necessary.	-To help create three simple melodies with the Units using one, three or five different notes. -To learn how the notes of the composition can be written down	-To help create at least one simple melody using one, three or five different notes. -To plan and create a section of music that can be performed	-To help create at least one simple melody using one, three or all five different notes. -To plan and create a section of music that can be performed	-To create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.	-To create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.



				and changed if necessary.	within the context of the unit song. -To talk about how it was created. -To listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. -To record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)	within the context of the unit song. -To talk about how it was created. -To Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. -To record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).	-To explain the keynote or home note and the structure of the melody. -To listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. -To record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).	-To explain the keynote or home note and the structure of the melody. -To listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. -To record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).
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