

## Progression Map – Music

Year	Autumn	Spring	Summer
<b>FS2</b>	Perform simple songs, rhymes & chants from memory. Match movements to music. Describe heard music using simple adjectives (fast, loud etc.) Use computers to create simple melodies.		
	Listen to then copy simple sound patterns. Explore the sound of basic percussion instruments. Play loud & quiet sounds. Perform at the right time from pictures.	Begin to keep the steady beat. Play simple accompaniments. Create own simple rhythm patterns. Begin to understand the difference between beat & rhythm. Recognise and play sounds at different speeds.	Recognise and describe different types of sounds (tapping, scraping, wood) Begin to discriminate between high & low sounds.
<b>Y1</b>	Perform songs, rhymes & chants from memory. Describe heard music using simple musical language (high, fast, calm) & say whether they like it or not. Move responsively to music.		
	Identify & describe a range of sounds. Follow & create simple graphic symbols. Develop control when playing instruments. Begin to choose suitable instruments when composing.	Name and play a range of percussion instruments correctly and with increasing control and musicality. Identify the types of sounds instruments make and play them in a variety of ways to change the sound produced (loud/quiet, fast/slow).	Play sounds of different lengths on instruments. Describe simple rhythms using long and short. Create, notate and perform short rhythmic patterns using line notation.
<b>Y2</b>	Perform longer songs from memory with more accurate pitch. Describe heard music using more complex musical language and begin to give reasons for their opinions. Move responsively to music.		
	Recognise, move to, clap and play a steady beat. Copy short rhythmic phrases accurately. Follow graphic notation to play short rhythmic phrases. Create own rhythm patterns based on words & phrases.	Perform simple accompaniments to the beat (eg. drone) Choose suitable instruments when composing. Play gradual changes on instruments, eg. getting louder, faster.	Discriminate between obvious high, middle & low sounds. Begin to identify the melodic shape of a short melody. Follow dot notation to perform different pitched sounds. Create, notate & perform own melodies using dot notation.
<b>Y3</b>	Sing songs and rounds with accurate pitch. Describe heard music using all the inter-related dimensions. Be familiar with the main eras of musical composition and begin to recall the names of some composers. Use computers to create well-structured melodies and begin to add simple accompaniments.		
	Create music for particular purposes by choosing & ordering sounds appropriately. Play clear notes on instruments with confidence.	Perform rhythmic patterns accurately following a range of graphic notation. Create and perform longer rhythms using line notation. Combine rhythms to a steady beat. Begin to sustain a rhythmic ostinato.	Understand the pentatonic scale. Improvise melodies using the pentatonic scale. Create, notate and perform pentatonic melodies. Experience playing drone, rhythmic and melodic ostinato accompaniments.

<b>Y4</b>	Sing songs in unison and in parts with accurate pitch. Describe music using all the inter-related dimensions and begin to make comparisons. Know the names of some famous composers and begin to link them to the era in which they lived. Use computers to create pieces with more than 1 part.		
	Create music for particular purposes by choosing, ordering & combining sounds appropriately. Begin to give reasons for the choices they make when composing.	Understand the difference between beat & rhythm. Read and write rhythms using crotchets, quavers & crotchet rests accurately. Read and write music using G, A & B on the treble clef stave.	Play drones, rhythmic and melodic ostinato accompaniments with increasing accuracy & confidence. Begin to show awareness of others when performing as part of a group.
<b>Y5</b>	Sing songs in unison and in parts with accurate pitch and expression. Describe, compare and evaluate heard music using all the inter-related dimensions. Have knowledge of the main eras and composers of musical history. Use computers to create music with 2 or more parts.		
	Begin to recognise simple intervals. Describe chords as major/minor, concord/discord. Create music for particular purposes by choosing, ordering & combining sounds drawing on musical knowledge & skills.	Begin to play known melodies by ear. Investigate beatboxing. Understand rounds and perform using voices and instruments. Use letters (A-G) to describe notes of different pitch & understand how they relate to each other. Play melodies using a keyboard. Sustain an ostinato accompaniment.	Perform in parts following graphic notation. Produce own graphic scores and use for performance. Identify musical metre. Read and write rhythms using crotchets, quavers, semiquavers & crotchet rests.
<b>Y6</b>	Sing songs in unison and in parts with accurate pitch and expression. Describe, compare, evaluate and analyse heard music using all the inter-related dimensions. Show knowledge of the main eras, composers and genres of musical history. Use computers to create music with 2 or more parts with more complex structures.		
	Play different tones on hand drums. Play and combine a range of rhythms following notation, including the use of syncopation, keeping to the steady beat.	Recognise the main signs and symbols used in standard musical notation. Read and write notes on the treble clef stave, including the use of ledger lines. Read and write rhythms using semiquavers, quavers, crotchets, minims and semibreves and their corresponding rests. Compose, notate and perform an ending to a given melody using stave notation.	Perform as part of a group following stave notation, sustaining their part. Perform with confidence, musicality and expression.