



A love of learning
A desire for God

Progression Map

Music

Reception Expressive Arts and Design ELG: Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Skills progression: Children begin to build up a repertoire of songs and dances, exploring different sounds of instruments and their voice. Aspects of musical learning and development: Hearing and Listening; Vocalising and Singing; Moving and Dancing; Exploring and Playing							
Concept	Developing a sense of pulse and rhythm		Adding melody to pulse and rhythm		Developing as a musician		
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Building Blocks	Pulse	Keep a steady pulse in a group and be able to pick out two different tempos in music NC1.3/ NC1.4	Keep a steady pulse in a group and solo with musical accompaniment; demonstrate at least 2 different time signatures (3/4 and 4/4) NC1.3/ NC1.4	Keep a steady pulse in a group and solo without musical accompaniment; demonstrate 2/4, ¾ and 4/4 in at least 3 different tempos NC2.1/ NC2.3	Keep a steady pulse in: 2/4, 3/4 and 4/4 time signatures and in different tempos with other pupils playing another ostinato to accompany NC2.1/ NC2.3	Regularly and accurately perform pieces in at least 3 contrasting tempos and time signatures NC2.1	When performing solo and in an ensemble, follow direction to change tempo accurately within pieces of music NC2.1/ NC2.3
	Rhythm	Repeat back short basic rhythms Use <i>tah</i> and <i>te-te</i> NC1.2/ NC1.4	-Repeat back longer <i>tah</i> and <i>te-te</i> rhythms from memory (at least 2 bars) -Use <i>tah</i> , <i>te-te</i> and <i>z</i> (silent rest) Performing from very basic notation e.g. picture notation NC1.2/ NC2.1/ NC2.3	-Perform more extended rhythms -Use <i>tah</i> , <i>te-te</i> , <i>ta-a</i> and <i>z</i> NC2.1/ NC2.4	-Perform pieces with at least 2 rhythms happening together (Ostinato) -Use <i>tah</i> , <i>te-te</i> , <i>ta-a</i> , <i>ti-ri ti-ri</i> and <i>z</i> NC2.1/ NC2.3	Perform pieces using pitch and rhythm on tuned percussion/instruments. NC2.1	Perform pieces which use offbeat and syncopated rhythms in: different time signatures and different tempos NC2.1
	Pitch/Melody	Sing back short melodies that use 1-2 different pitches NC1.1/ NC1.2/	Sing back short melodies that use around 2-3 notes Use <i>soh</i> and <i>me</i> NC1.1/ NC1.2	Perform improvise and compose using <i>soh</i> , <i>me</i> and <i>lah</i> NC2.1/ NC2.2/ NC2.3	Perform, improvise and compose using <i>soh</i> , <i>me</i> , <i>lah</i> and <i>doh</i> NC2.1/ NC2.2/ NC2.3	Perform, improvise and compose using pentatonic scale NC2.1/ NC2.2/ NC2.3	Perform and compose using both <i>doh</i> and <i>lah</i> pentatonic scale (major and minor)
	Notation		Perform from picture notation representing <i>tah</i> and <i>te-te</i> and <i>soh me</i> NC1.4	Perform and create stick notation <i>tah</i> , <i>te-te</i> , <i>z</i> and <i>soh</i> , <i>me</i> , <i>lah</i>	Perform and create using a two line stave NC2.4	Introduction of five line stave Bar lines and time signatures NC2.4	Capture the work in different formats including staff notation so it can be recreated NC2.4
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	

Strands of Learning

Active listening	Identify musical features in a range of high-quality live and recorded music repeat back basic rhythms pitch match NC1.3/ NC1.4	Identify where elements change (e.g. music gets faster or louder;) replicate these changes in a simple performance NC1.3/ NC1.4	Identify and describe musical features in pieces from different traditions; sing or play back simple melodies that are heard NC2.3/ NC2.5/ NC2.6	Compare pieces of music in different traditions; perform music heard aurally that contains 2+ different parts at the same time NC2.1/ NC2.3/ NC2.5/ NC2.6	Whilst listening, identify different instruments and sing back what was heard NC2.2/ NC2.5/ NC2.6	Talk about the key features of music including: <ul style="list-style-type: none"> • Tempo • Metre • Instrumentation • Melody Understand the key features of at least four different types/ genres of music NC2.1/ NC2.3/ NC2.5/ NC2.6
Composing and Improvising	Improvise simple rhythms in a game NC1.4	Repeat back longer basic rhythms from memory (at least 2 bars) and add imitations of the rhythms as improvisation. Improvise short phrase in a game using <i>soh</i> and <i>me</i> NC1.4	Create basic melodies using <i>so</i> , <i>me</i> , <i>lah</i> and simple rhythms using <i>tah</i> , <i>te-te</i> , <i>ta-a</i> and <i>z</i> NC2.2	Improvise and compose tunes using <i>soh</i> , <i>me</i> , <i>lah</i> and <i>doh</i> ; create more developed rhythmic patterns (around 4 bars) using <i>tah</i> , <i>te-te</i> , <i>ta-a</i> , <i>ti-ri ti-ri</i> and <i>z</i> NC2.2	Create four bar pentatonic melodies in different tempos and time signatures that can be performed NC2.2/ NC2.5/ NC2.6	Improvise and compose extended pieces of music using <i>doh</i> and <i>lah</i> pentatonic and a variety of rhythms, tempos and time signatures NC2.2/ NC2.5/ NC2.6
Performing	Play basic rhythms on untuned percussion instruments and using body percussion NC1.2	Play longer phrases on untuned percussion instruments and body percussion NC1.2	Use tuned percussion/ melodic instruments as well as the voice to perform 3+ note melodies and simple rhythms using <i>so</i> , <i>me</i> , <i>lah</i> and simple rhythms using <i>tah</i> , <i>te-te</i> , <i>ta-a</i> and <i>z</i> NC2.1	Perform melodies using <i>soh</i> , <i>me</i> , <i>lah</i> and <i>doh</i> ; and more complex rhythms on tuned instruments NC2.1	Perform pentatonic melodies and more complex rhythms on tuned percussion and instruments NC2.1	Perform confidently and accurately individually and as part of a group NC2.1/ NC2.4
Singing (and choral extension)	Sing simple tunes with a narrow pitch range in unison both with and without accompaniment NC1.1	Sing simple songs and folk songs with a wider pitch range with and without accompaniment NC1.1	Sing songs including a rhythmic ostinato NC2.1	Sing pieces in two parts that have drones, or simple Ostinati or partner songs NC2.1	Sing pieces, including those from a classical tradition, with a range of at least 8 notes and pieces with at least 2 different parts as Ostinati or Rounds NC2.1	Sing musically responding to the performance directions of the piece e.g. phrasing; sing more extended harmony parts NC2.1/ NC2.4