



Music Progression Map 2019- 2020

Controlling Sounds through singing and playing (Play and Perform)				
	Year 3	Year 4	Year 5	Year 6
Singing songs in unison	To sing in unison, becoming aware of pitch	To sing in unison maintaining the correct pitch and using increasing expression	To sing in unison with clear diction, controlled pitch and sense of phrase	To sing solo, unison and in parts with clear diction, controlled pitch and with sense of phrase
Playing instruments	To perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes	To play and perform with an increasing number of notes, beginning to show musical expression by changing dynamics	To play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression	To play a range of musical notes with accuracy, fluency, control and expression
To practise, rehearse and present performances with an awareness of the audience	To think about others while performing	To think about others while performing	To maintain own part and be aware how the different parts fit together	To think about the audience when performing and how to create a specific effect
Creating and developing musical ideas (Create and Compose)				
	Year 3	Year 4	Year 5	Year 6
Improvise, developing rhythmic and melodic material when performing	To create simple rhythmical patterns that use a small range of notes	To create rhythmical and simple melodic patterns using an increased number of notes	To create increasingly complicated rhythmic and melodic phrases within given structures.	To create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures
Explore, choose and organise sounds and musical ideas	To begin to join simple layers of sound, e.g. a background rhythm and solo melody	To join layers of sound, thinking about musical dynamics of each layer and understanding the effect	To create increasingly complicated rhythmic and melodic phrases within given structures.	
Responding and reviewing appraising skills				



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	Year 3	Year 4	Year 5	Year 6
Analyse and compare sounds Explore and explain ideas and feelings about music using movement and expressive and musical language	To explore and comment on the ways sounds can be used expressively.	To recognise and explore the ways sounds can be combined and used expressively and comment on this effect	To describe, compare and evaluate different types of music and beginning to use a range of musical vocabulary (e.g., pulse, pitch, rhythm, dynamics, tempo, timbre, texture, structure)	To describe, compare and evaluate different types of music using a range of musical vocabulary (e.g., pulse, pitch, rhythm, dynamics, tempo, timbre, texture, structure)
Listening and applying knowledge and understanding				
	Year 3	Year 4	Year 5	Year 6
To listen with attention to detail and to internalise and recall sounds	To listen with attention and begin to recall sounds.	To listen to and recall patterns of sounds with increasing accuracy.	To listen to and recall a range of sounds and patterns of sounds confidently.	To listen to and recall sounds and patterns of sounds with accuracy and confidence.
To know how the combined musical elements (duration, pitch, tempo, texture, timbre, dynamics) can be organised within musical structures and used to communication different moods and effects	To begin to understand how different musical elements are combined and used to create an effect.	To understand how different musical elements are combined and used expressively.	To begin to identify the relationship between sounds and how music can reflect different meanings.	To identify and explore the relationship between sounds and how music can reflect different meanings.
To know that music is produced in different ways and described	To begin to recognise simple notations to represent	To understand and begin to use established and invented	To recognise and use a range of musical notations including staff notation.	To use and recognise and use a range of musical



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through relevant established and invented notations	music, including pitch and volume.	musical notations to represent music.		notations including staff notation.
To develop an understanding of musical history	To listen to and begin to respond to music drawn from different traditions and great composers and musicians.	To listen to, understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians.	To listen to a range of high quality, live and recorded music from different traditions, composers and musicians and begin to discuss their differences and how music may have changed over time.	To develop an understanding of the history of music from different, cultures, traditions, composers and musicians evaluating how venue, occasion and purpose effects the way that music is created and performed.