



Music progression map

By the end of Key stage 2 pupils should be able to:	- Listen with attention to detail and recall sounds with increasing aural memory. - Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. - Use and understand staff and other musical notations. - Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. - Improvise and compose music for a range of purposes using the interrelated dimensions of music - Sing and play musically with increasing confidence and control. - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
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	Year 3	Year 4	Year 5	Year 6
Listening and evaluating	- Explaining their preferences for a piece of music using musical vocabulary. - Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle	- Explaining their preferences for a piece of music using musical vocabulary. - Recognising the use and development of motifs in music. - Identifying gradual dynamic and tempo changes within a piece of music. - Identifying common features between different genres, styles and traditions of music.	- Understanding the impact music has on them and starting to articulate the reasons for this effect using musical vocabulary. - Recognising and confidently discussing the stylistic features of different genres, styles and	- Understanding the impact music has on them and starting to articulate the reasons for this effect using musical vocabulary. - Discussing musical eras in context, identifying how they have influenced each

	Songs, Ballads, Jazz). • Understanding that music from different parts of the world has different features. • Recognising and explaining the changes within a piece of music using musical vocabulary. • Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. • Beginning to show an awareness of metre. • Beginning to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to	• Recognising, naming and explaining the effect of the interrelated dimensions of music. • Identifying scaled dynamics (crescendo/decrescendo) within a piece of music. • Using musical vocabulary to discuss the purpose of a piece of music. • Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work. • Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary	traditions of music using musical vocabulary. (South African, West African, Musical, Theatre, Blues, Dance Remix.). • Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary • Comparing, discussing and evaluating music using detailed musical vocabulary. • Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their	other, and discussing the impact of different composers on the development of musical styles. • Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts (Pop art, Film music). • Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. • Identifying the way that features of a song can complement one another to create a coherent overall effect.
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	their own and others' work. • Understanding that music from different times has different features.		own and others' work. • Confidently discussing the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time.	• Use musical vocabulary correctly when describing and evaluating the features of a piece of music. • Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. • Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work. • Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the
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				development of musical styles.
Notation	- To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play - Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. Performing from basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology.	- To know that 'performance directions' are words added to music notation to tell the performers how to play - Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions	- To know that simple pictures can be used to represent the structure (organisation) of music. - To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note. - Using staff notation to record rhythms and melodies.	- To know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'. - To know that chord progressions are represented in music by Roman numerals - Recording own composition using appropriate forms of notation and/or technology and incorporating the inter-related dimensions of music. - Performing with accuracy and fluency from

				graphic and staff notation and from their own notation.
Improvising and composing	• Composing a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing). • Beginning to improvise musically within a given style using their voice. • Suggesting and implementing improvements to their own work, using musical vocabulary. • Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).	• Composing a coherent piece of music in a given style with voices, bodies and instruments. • Beginning to improvise musically within a given style using an instrument. • Developing melodies using rhythmic variation, transposition, inversion, and looping. • Creating a piece of music with at least four different layers and a clear structure.	• Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama). • Improvising coherently within a given style • Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. • Suggesting and demonstrating improvements to own and others' work. • Combining rhythmic patterns (ostinato) into a	• Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments • Improvising coherently and creatively within a given style, incorporating given features. • Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. Constructively critique their own and others' work, using musical vocabulary. • Composing an original song, incorporating lyric

			multi-layered composition using all the inter-related dimensions of music to add musical interest.	writing, melody writing and the composition of accompanying features, within a given structure
Performing	• Offering constructive feedback on others' performances. • Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. • Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.	• Offering constructive feedback on others' performances. • Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. • Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique. • Playing syncopated rhythms with accuracy, control and fluency. • Singing and playing in time with peers with accuracy and awareness of their part in the group performance.	• Using musical vocabulary to offer constructive and precise feedback on others' performances. • Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. • Playing a simple chord progression with accuracy and fluency. • Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score,	• Using musical vocabulary to offer constructive and precise feedback on others' performances. • Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. • Performing by following a conductor's cues and directions. • Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time

			keeping in time with others and communicating with the group	with others and communicating with the group. • Performing a solo or taking a leadership role within a performance.
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