

LSPA- Music Progression Map

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Performing	<p>Remember and Sing a large repertoire of songs</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p>	<p>Learn rhymes, poems and songs.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Keep a steady beat whilst singing</p> <p>Move in different ways to different types of music.</p> <p>Tap rhythms to accompany words.</p>	<p>Sing simple songs, chants and rhymes from memory</p> <p>Sing collectively and at the same pitch</p> <p>Sing songs with a small range of mi-so</p> <p>Respond to simple visual directions when singing (e.g. stop, start, loud, quiet)</p> <p>Sing a range of call and response songs, matching the pitch of the caller and controlling this pitch</p> <p>Sing using a different language (Makaton)</p> <p>Clap short rhythmic patterns</p> <p>Respond musically with increasing accuracy to pitch and tempo</p> <p>Use percussion instruments to perform a simple piece</p> <p>Respond to simple visual directions when playing (e.g. stop, start, loud, quiet)</p> <p>Experiment with creating sounds with different instruments</p>	<p>Sing collectively following a melody</p> <p>Sing songs with a range of do-so</p> <p>Sing, increasing and decreasing the tempo and pulse</p> <p>Clap increasing and decreasing the tempo and pulse</p> <p>Follow the melody using an instrument</p> <p>Use instruments to play a simple rhythmic pattern</p> <p>Maintain a steady pulse when performing rhythmic patterns</p> <p>Recorders: notes B A G</p>	<p>Sing songs from memory with increased expression, accuracy and fluency.</p> <p>Maintain a simple part within an ensemble</p> <p>Sing with control and pronounce words clearly</p> <p>Improvise, including call and response, within a group using their voice</p> <p>Clap a steady beat with others, changing the speed of the beat as the tempo changes</p> <p>Play notes on instruments with increasing clarity and accuracy</p> <p>Begin to follow simple musical notation</p> <p>Recorders Notation - crochet, quaver, rests, minim, semi-quavers Notes B A G D E</p>	<p>Sing traditional British songs</p> <p>Study other vocal techniques - rap</p> <p>Sing rounds</p> <p>Perform in two or more parts, following simple notation</p> <p>Play a pentatonic scale on the trumpet</p> <p>Begin to read music by recognising the notes on the treble clef stave</p> <p>Trumpets Notation - minim, crochet, quavers, semiquavers and rests - quaver crotchet and minim Notes C D E G A</p>	<p>Sing traditional songs from a range of cultures</p> <p>Sing and maintain their part in three-part rounds</p> <p>Play melodies on trumpets following staff notation</p> <p>Revise Year 4 notation and introduce dotted rhythms & ties</p> <p>Trumpet -whole octave range from A to A</p>	<p>Sing songs with syncopated rhythms</p> <p>Sing and maintain their part in four-part rounds</p> <p>Begin to sing in harmony</p> <p>Take on a solo part</p> <p>Use garage band to compose and perform pieces of music using musical notation and a range of instruments</p> <p>Recognise different notations for different purposes</p>
Composing	<p>Play instruments with increasing control to express their feelings and ideas.</p> <p>Create their own songs or improvise a song around one they know.</p>	<p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Keep to a steady beat when making their own music</p>	<p>Create a range of sound effects to accompany a story</p> <p>Represent a range of sounds pictorially</p> <p>Identify the difference between long & short, high & low sounds</p> <p>Identify the changes in sounds.</p>	<p>Create a range of sound effects in response to a non-musical stimulus (e.g. a car, volcano)</p> <p>Identify a reason for choosing a particular instrument</p> <p>Order sounds to make a beginning, middle and end.</p> <p>Use graphic symbols to represent sounds (e.g. dot and stick notation)</p>	<p>Create pieces using repeated patterns (ostinatos)</p> <p>Respond using improvisation to a specific mood or feeling</p> <p>Begin to read and write musical notation</p> <p>Use silent beats for effect (rests)</p> <p>Compose pieces with a beginning, middle and end.</p>	<p>Combine rhythmic notation with pentatonic scales in response to Ravi Shankar's Symphony (Finale)</p> <p>Respond using improvisation and then structure these to create a piece</p> <p>Continue to read and write musical notation</p> <p>Use notation to record and interpret sequences of pitch</p>	<p>Introduce major and minor chords in response to feelings</p> <p>Write a leitmotif for a character - major or minor tonality</p> <p>Respond to a piece of music using improvisation</p>	<p>Use technology to compose music which meets a specific criteria (Bassline, Drums, Melody line, Form)</p> <p>Use chord changes as part of an improvised sequence</p> <p>Use a range of different musical devices in their composition (melody, rhythms and chords)</p>

Appraising	<p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Physically respond to changes in music.</p>	<p>Recognise repeated patterns (chorus, verse)</p> <p>Recognise the difference between fast, slow (tempo), loud and quiet (dynamics) and high and low (pitch)</p> <p>Hear the pulse in a piece of music</p> <p>Describe how sounds are made and changed</p> <p>Respond to different moods, explaining how a piece of music makes them feel</p>	<p>Identify different features when listening to music</p> <p>Associate sounds with instruments</p> <p>Recognise changes in timbre, dynamics and pitch.</p> <p>Identify the pulse in a piece of music and tap along.</p> <p>Listen carefully to recall short rhythmic patterns</p> <p>Recognise and name instruments by sight</p> <p>Evaluate and improve their own work and give reasons</p>	<p>Use musical terminology (e. g. pitch, duration, dynamics and tempo) when giving their opinion on a piece of music.</p> <p>Internalise the pulse in a piece of music.</p> <p>Recognise a range of instruments by ear.</p> <p>Know that music can be played and listened to for a variety of purposes including different cultures and periods in history.</p> <p>Evaluate and improve their own work explaining how it has improved using a success criteria.</p>	<p>Use musical terminology (e. g. pitch, duration, dynamics and tempo) to describe a piece of music and composition.</p> <p>Explain why silence is used in a piece of music and explain its effect.</p> <p>Describe and evaluate some of the different purposes of music</p>	<p>Use musical terminology to describe, compare and evaluate a piece of music.</p> <p>Choose the most appropriate tempo for a piece of music.</p> <p>Identify and begin to evaluate the features within different pieces of music.</p> <p>Identify the character in a piece of music.</p> <p>Contrast the work of established composers and show preference.</p> <p>Suggest improvements to their own and others' work.</p>	<p>Analyse features of different pieces of music.</p> <p>Evaluate how the venue, occasion and purpose affects the way a piece of music is created.</p> <p>Compare and contrast the impact of different composers, from different times have had on people at that time.</p> <p>Refine and improve their work.</p>
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