

Eastcote Primary Academy Music Subject Progression Map

Can children...

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Singing	<p>Sing a large repertoire of songs (C&L)</p> <p>Sing the pitch of a tone sung by another person (pitch-match) (EA&D)</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. (EA&D)</p> <p>Remember and sing entire songs (EA&D)</p>	<p>Sing in a group or on their own, increasingly matching pitch and following the melody. (EA&D)</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 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>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>Sing traditional british songs</p> <p>Sing rounds</p>	<p>Sing traditional songs from a range of cultures</p> <p>Sing and maintain their part in three-part rounds</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>

Performing	<p>Use large-muscle movements to respond to a piece of music (PD)</p> <p>Play instruments with increasing control to express their feelings and ideas (EA&D)</p>	<p>Explore and engage in music making and dance, performing solo or in groups. (EA&D)</p> <p>Combine different movements with ease and fluency. (PD)</p>	<p>Clap short rhythmic patterns</p> <p>Respond musically with increasing accuracy to pitch and tempo</p> <p>Use instruments to perform a simple piece of music (glockenspiels)</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>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>Clap a steady beat with others, changing the speed of the beat as the tempo changes</p> <p>Play notes on tuned and untuned instruments with increasing clarity and accuracy</p> <p>Begin to follow simple musical notation (dot notation)</p> <p>Recorders Notation - crochet, quaver, rests, minim, semi-quavers Notes b, a, g</p>	<p>Perform in two or more parts, following simple notation</p> <p>Play songs on tuned and untuned instruments using the pentatonic scale</p> <p>Begin to read music by recognising the notes C, D, E, G and A.</p> <p>Recorders Notation - crochet, quaver, rests, minim, semi-quavers Notes b, a, g, e, d</p>	<p>Play melodies on tuned percussion following staff notation</p> <p>Revise Year 4 notation and introduce the difference between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers</p> <p>Trumpet - Notes - C, D, E, F, B, A, G</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>Create their own songs, or improvise a song around one they know. (EA&D)</p>	<p>Create songs collaboratively, sharing ideas, resources and skills. (EA&D)</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 and short sounds 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</p>	<p>Create repeated patterns (ostinatos) using a range of instruments</p> <p>Respond using improvisation to a specific mood or feeling</p> <p>Begin to read and write musical notation</p>	<p>Combine rhythmic notation with letter names to create pentatonic scales</p> <p>Respond using improvisation and then structure these to create a piece</p>	<p>Introduce major and minor chords in response to feelings</p> <p>Write a leitmotiv for a character - major or minor triads</p> <p>Respond to a piece of music using improvisation</p>	<p>Use technology to compose music which meets a specific criteria (Baseline, Drums, Melody line, Form of ABA)</p> <p>Use chord changes as part of an improvised sequence</p>

				beginning, middle and end. Use graphic symbols to represent sounds (e.g. dot and stick notation)	Use silent beats for effect (rests) Compose pieces with a beginning, middle and end.	Continue to read and write musical notation Use notation to record and interpret sequences of pitch		Use a range of different musical devices in their composition (melody, rhythms and chords)
Appraising	Listen with increased attention to sounds (EA&D) Respond to what they have heard, expressing their thoughts and feelings (EA&D) Use large-muscle movements to respond to a piece of music (PD)	Listen carefully to rhymes and songs, paying attention to how they sound. (C&L) Listen attentively, move to and talk about music, expressing their feelings and responses. (EA&D) Express a preference for a piece of music saying what they like or dislike	Recognise repeated patterns (chorus, verse) Recognise the difference between fast, slow (tempo), loud and quiet (dynamics) and high and low (pitch) Hear the pulse in a piece of music Describe how sounds are made and changed Respond to different moods, explaining how a piece of music makes them feel	Identify different features when listening to music Associate sounds with instruments Recognise changes in timbre, dynamics and pitch . Identify the pulse in a piece of music and tap along. Listen carefully to recall short rhythmic patterns Recognise and name instruments by sight	Use musical terminology (e.g. pitch, duration, dynamics and tempo) when giving their opinion on a piece of music. Internalise the pulse in a piece of music. Recognise a range of instruments by ear. Know that music can be played and listened to for a variety of purposes	Use musical terminology (e.g. pitch, duration, dynamics and tempo) to describe a piece of music and composition. Explain why silence is used in a piece of music and explain its effect. Describe and evaluate the different purposes of music.	Use musical terminology to describe, compare and evaluate a piece of music. Choose the most appropriate tempo for a piece of music. Identify and begin to evaluate the features within different pieces of music. Identify the character in a piece of music. Contrast the work of established composers and show preference.	Analyse features of different pieces of music. Evaluate how the venue, occasion and purpose affects the way a piece of music is created. Compare and contrast the impact of different composers, from different times have had on people at that time.

				Evaluate and improve their own work and give reasons.	including different cultures and periods in history. Evaluate and improve their own work explaining how it has improved using a success criteria.		Suggest improvements to their own and others' work.	Refine and improve their work.
Songs to sing			Charanga	Charanga				