



Music Progression Map 2023 - 2024

Topic	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening and Understanding	<p>I can tap out simple repeated rhythms.</p> <p>I can listen, move to and talk about music.</p> <p>I can listen attentively, move to and talk about music, expressing their feelings and responses.</p>	<p>I can say what I like and dislike about a piece of music and describe how it makes me feel.</p> <p>I can hear different musical instruments in a piece of music.</p> <p>I can feel a pulse by moving my body to the music.</p> <p>I can listen to, copy and repeat a simple rhythm through call and response.</p> <p>I can recognise if the music is fast or slow and understand the term 'tempo'.</p> <p>I can recognise if the music is loud or quiet.</p> <p>I can talk about different styles of</p>	<p>I can understand that pitch describes how high or low sounds are.</p> <p>I can recognise the difference between fast and slow tempos and when the speed of the music changes the tempo increases or decreases.</p> <p>I can keep a steady beat in my head.</p> <p>I can clap a rhythm that I have made up by myself.</p> <p>I can recognise the difference between loud and soft dynamics.</p> <p>I can describe my emotions and</p>	<p>I can understand that long and short sounds (rhythm) and high and low sounds (pitch) can be represented by musical symbols and the notes can be written on a staff.</p> <p>I can recognise various notes (minims, crotchets, quavers and their rests) and understand their note values.</p> <p>I can recognise a major and minor sound.</p> <p>I can compare and contrast songs of similar styles.</p> <p>I can clap the beat of the music accentuating the</p>	<p>I can understand some formal, written notation including crotchets, minims, paired quavers and equivalent rests on a staff.</p> <p>I can hear a note and suggest its length in relation to other notes over a steady pulse. (crotchets, minims, paired quavers).</p> <p>I can identify some pitched note names on a treble staff e.g. B,A,G</p> <p>I have an understanding of 2/4, 3/4 and 4/4 time signatures and can identify the time signature of the chosen songs.</p>	<p>I can justify a personal opinion about a song making reference to musical elements.</p> <p>I can accurately identify instruments and describe their timbres.</p> <p>I can identify a bridge passage and identify its position within a song.</p> <p>I can confidently recognise and explore a range of musical styles and traditions and know their basic style indicators.</p> <p>I can understand how pitch, pulse and rhythm work together.</p>	<p>I can use body percussion, instruments and my voice with confidence in response to musical stimuli.</p> <p>I can listen with attention to detail and recall sounds with increasing aural memory and accuracy.</p> <p>I can confidently recognise the difference between major and minor tonalities, primary chords and intervals within a major scale.</p> <p>I can talk about the emotions I feel when I listen to a piece and pinpoint specific elements within the music that heightened the emotion.</p>

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		<p>music and talk about how the songs I have listened to are similar.</p> <p>I can use some musical words to describe a piece of music</p>	<p>thoughts when listening to music.</p> <p>I can point out the differences and similarities between varying styles of music.</p>	<p>first beat of the bar.</p> <p>I can confidently recognise a range of musical instruments within their family group.</p> <p>I can think and discuss what the music is about, why it was written and the meaning of the song.</p> <p>I can talk about the music features relating to style of music.</p>	<p>I can describe the differences between length and staccato notes.</p> <p>I can understand the importance of musical introductions and the information it offers.</p> <p>I can identify the difference between fast, steady and slow tempo using appropriate vocabulary.</p> <p>I can sing/ clap memorable rhythmic/ melodic phrases heard in music.</p> <p>I can identify various compositional techniques within a vocal part that will alter mood and texture.</p> <p>I can confidently recognise the chorus within a piece, when this</p>	<p>I can understand some formal written notation including semibreves, triplets and dotted crotchets, recognising their position on a staff.</p> <p>I can copy back complex melodic patterns as a call and response.</p>	<p>I can listen to and copy back complex rhythmic patterns including triplets, dotted notes and semiquavers as call and response orally, visually and understand their position on a staff.</p> <p>I can find the pulse and demonstrate the beat, identifying the first beat of the bar in 2/4, 4/4, 3/4, 6/8 and 5/4.</p> <p>I can confidently recognise and explore a range of musical styles and traditions/ history and know their basic style indicators.</p> <p>I can accurately identify most instruments and describe their timbres, including various vocal styles.</p>
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					is repeated and if there are variations.		
Singing	<p>I can sing to myself and makes up simple songs.</p> <p>Sing as part of a group, increasingly matching the pitch and following the melody.</p>	<p>I can sing as part of a group.</p> <p>I can demonstrate good posture when singing.</p> <p>I can explain what the song is about.</p> <p>I can sing some songs and sections of songs from memory.</p> <p>I can add appropriate actions and movement to songs I sing.</p> <p>I can sing a solo, demonstrating some level of confidence.</p> <p>I can follow the leader of the group and take simple directions.</p>	<p>I can sing as part of a group, in unison or in 2 parts.</p> <p>I can take the lead and perform solo.</p> <p>I can memorise songs in preparation for performance.</p> <p>I can add appropriate actions and movements to the songs I sing with confidence.</p> <p>I can demonstrate and maintain good posture when singing.</p> <p>I can communicate the words of the song effectively.</p>	<p>I can sing with expression.</p> <p>I can sing with attention to good posture, breathing and phrasing.</p> <p>I can discuss as part of a group what the song is about.</p> <p>I can sing a collection of songs in unison of varying styles and structures.</p> <p>I can confidently perform actions in time with the music.</p> <p>I can sing songs in unison and in multiple parts with increasing confidence.</p> <p>I can sing songs confidently from memory.</p>	<p>I can rehearse a song and learn it from memory both aurally and visually.</p> <p>I can sing songs that have simple time signatures.</p> <p>I can sing as part of a choir with an understanding that unison/harmony performance will affect the musical texture.</p> <p>I can understand that phonetics create various sounds when singing.</p> <p>I can sing in pitch and in time, adjusting for accuracy when needed.</p> <p>I can sing with attention to phrasing on my</p>	<p>I can sing with growing confidence as a soloist.</p> <p>I can discuss in depth how the song connects to the world and its relevant culture.</p> <p>I can sing with attention to phrasing on my own.</p> <p>I can sing in 2/4, 3/4, 4/4 and 6/8 time.</p> <p>I can sing as part of a choir with an understanding that unison/harmony performance will affect the musical texture.</p> <p>I can self-correct if lost or out of tune/ time.</p>	<p>I can sing songs with complex and syncopated rhythms.</p> <p>I can perform with accuracy, observing correct techniques where appropriate.</p> <p>I can collect feedback and reflect to ensure progression within future performances.</p> <p>I understand the connection I have to the music I am performing.</p> <p>I can demonstrate good posture, breath control and attention to phrasing whilst singing expressively.</p> <p>I have a good understanding of the various styles of singing used in correlation to the styles of songs I</p>

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			<p>I can sing with fluency and accuracy of pitch.</p> <p>I can listen effectively when performing to ensure accuracy of pulse.</p>	<p>I can listen and respond confidently to ensure awareness of time when following the beat.</p> <p>I can sing, paying attention to clear diction and articulation.</p>	<p>own or as directed.</p> <p>I can sing expressively, paying attention to articulation, on my own or as directed.</p> <p>I have an understanding of the various styles of singing used in correlation to the styles of song.</p>		<p>have performed this year.</p>
<p>Musical Instruments – Play, Composing and Improvising</p>	<p>I can experiment with instruments, exploring the sounds they make and how these can be changed.</p> <p>I can play instruments with increasing control.</p>	<p>I can play a tuned and/or untuned percussion instrument carefully and with respect.</p> <p>I can learn to play the notes B and A on the glockenspiel.</p> <p>I can perform repeated rhythmic patterns in time to a backing track.</p> <p>I know that when I improvise, I am making up my own tune.</p> <p>I can learn how to play G on the</p>	<p>I can learn how to play the notes C,F,Bb on the glockenspiel.</p> <p>I can perform as a group or solo passages of music, keeping in time with a steady beat.</p> <p>I can create a simple melody using crotchets and minims.</p> <p>I can learn how to play the notes D and E on the glockenspiel.</p>	<p>I can learn how to play the notes 'B,A' on the recorder.</p> <p>I can understand crotchets and minims and their equivalent rests.</p> <p>I sometimes use silent beats (rests) within my improvisation.</p> <p>I can write a melody that starts and ends on the home note.</p>	<p>I can play C, F, Bb on the recorder.</p> <p>I can rehearse and play a melodic line aurally and visually with understanding or accidental notation.</p> <p>I can improvise demonstrating use of articulation (legato/staccato) and dynamics (piano/forte).</p> <p>I can compose a basic song accompaniment</p>	<p>I can play a melody on a tuned percussion instrument and a melodic instrument</p> <p>I can improvise using a wider range of dynamics including pianissimo, mezzo piano, mezzo forte and fortissimo.</p> <p>I understand and can practise in a manner that will benefit my improvement over time.</p>	<p>When improvising I have a clear vision of key structure and relevant use of the home note.</p> <p>When improvising I can use additional notes and rhythms to show progression.</p> <p>I can play my instrument securely with good levels of accuracy.</p> <p>I can demonstrate excellent posture when playing my instrument.</p> <p>I can rehearse and play a melodic line</p>

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		<p>Glockenspiel and some songs.</p> <p>I can play my instrument as part of an ensemble in time to a pulse and/or steady beat.</p> <p>I can rehearse a part effectively to improve my overall performance.</p> <p>I can use some notes to create an improvised rhythm/melody.</p> <p>I can recognise signs and symbols that equate to the note value of one and two beats. (Crotchets and minims)</p>	<p>I can rehearse and then perform sections of music with accuracy.</p> <p>I can create a sound using tuned and untuned percussion instruments in response to some songs.</p> <p>I can talk about my performance, considering what was good and what could be improved.</p>	<p>I can learn how to play 'G' on the recorder.</p> <p>I can use dynamics and tempo to express loud and quiet/ fast and slow.</p> <p>I can play securely with a good technique for the instrument I am playing.</p> <p>I can compose a simple melody in response to musical stimuli.</p>	<p>using pulse, rhythm and pitch.</p> <p>I can play 'D and E' on the recorder.</p> <p>I can compose using a pentatonic tonality.</p> <p>When improvising, I have a clear vision of key, structure and relevant use of the home note.</p> <p>I can rehearse and perform some or all parts in context of the unit song.</p>	<p>I can perform a melody as part of a wider ensemble, or small group or individually as a soloist.</p> <p>I can create a melody in line with the style and harmonic structure of the backing track.</p> <p>I understand and can explain the structure of my composition.</p> <p>I can compose using my own choice of notes.</p> <p>I understand and can explain the musical shape that my composition moves in.</p>	<p>aurally and/or visually in various keys with an understanding of accidental notation in various major and minor keys.</p> <p>I can compose with chords to create an emotive/atmospheric mood.</p> <p>I can compose and perform a melodic phrase using a pentatonic scale in known key centres.</p> <p>I can create music in response to other music stimuli.</p> <p>I can use music software/ technology to capture, change, combine and record sounds.</p>
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