



## Music Progression Map 2022-2023

Year Group	Strand					
	Musicianship: Understanding music	Listening: Appraisal	Singing	Playing Instruments/notation	Improvisation	Composition
6	<p>To know the key of D minor.</p> <p>To know the time signature of 6/8.</p> <p>To know semi-quavers and their rests.</p>	<p>To know what a bridge is and its purpose.</p> <p>To justify a personal opinion about a piece of music with reference to Musical Elements.</p> <p>To know the features of salsa, soul and hip-hop music.</p> <p>To know what a double bass and cowbell look and sound like.</p>	<p>To sing expressively with attention to dynamics and articulation.</p> <p>Sing without an accompaniment.</p> <p>To lead a singing rehearsal.</p>	<p>To know what a semiquaver and their rests look like and what they mean.</p> <p>To read and respond to crotchets, dotted crotchets, quavers, semi-quavers and their rests.</p> <p>To know what a flat sign and a sharp sign look like.</p>	<p>To improvise over a groove, responding to the beat, volume and pitch.</p>	<p>To compose a piece of music that uses a range of dynamics and rhythmic variety.</p> <p>To create a simple melody using crotchets, dotted crotchets, quavers, semi-quavers and their rests.</p>
<b>Year 6 Performing</b>	<p>Perform from memory or using notation in groups or solo to an unknown audience.</p> <p>Collect feedback from the audience and reflect.</p> <p>Create, rehearse and present a holistic performance for a specific event.</p>					
5	<p>To know the key of A minor.</p> <p>To know the time signature of 2/4.</p> <p>To know quavers and their rests.</p>	<p>To know what a musical introduction is and its purpose.</p> <p>To justify a personal opinion about a piece of music.</p> <p>To know the features of orchestral, jazz and gospel music.</p>	<p>Sing expressively with attention to staccato and legato.</p> <p>Sing in more complex parts.</p> <p>To teach a small group a song.</p>	<p>To know what quavers and their rests looks like and what they mean.</p> <p>To read and respond to crotchets, dotted crotchets, quavers and their rests.</p> <p>To know what a 'time signature' is.</p>	<p>To improvise over a groove, responding to the beat and creating a satisfying melodic shape.</p>	<p>To consider structures with compositions (E.g., intro, verse or chorus).</p> <p>To create a simple melody using crotchets, dotted crotchets, quavers and their rests.</p>



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		To know what a saxophone, oboe cello look and sound like.				
<b>Year 5 Performing</b>	To create, rehearse and perform for a specific purpose. Perform in groups and solo. Compare different performances – identifying the strengths and weaknesses.					
<b>4</b>	To know the key of G major. To know the time signature of 3/4. To know dotted crochets and their rests.	To know what a verse is and its purpose. To suggest why a piece of music was written. To know the features of choral and electronic dance music. To know what a keyboard and a violin look and sound like.	Sing expressively to attention to breathing and phrasing. Sing in parts. To lead a singing warm-up.	To know what a dotted crotchet and their rests look like and what they mean. To read and respond to crotchets, dotted crotchets and their rests. To know what a 'treble clef' is.	To improvise over a simple groove.	To compose over a simple groove. To create a simple melody using crotchets, dotted crotchets and their rests.
<b>Year 4 Performing</b>	Perform melodies while following notation. Reflect on the performance and how well it went.					
<b>3</b>	To know the key of C major. To know the time signature of 4/4. To know crochets and their rests.	To know what a chorus is and its purpose. To share thoughts and feelings about a piece of music.	Sing with attention to clear diction. Sing a solo. To know what a good singing posture is.	To know what crotchets and their rests look like and what they mean. To read and respond to crotchets and their rests. To know what a 'stave' is.	To improvise structured 'on-the-spot' musical ideas that have a beginning, middle and end.	To create a melody that has a beginning, middle and end. To create a simple melody using crotchets and their rests.



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		To know the features of musicals and baroque music. To know what a harpsichord and flute look and sound like.				
<b>Year 3 Performing</b>	Reflect on feelings about performing – excitement/nerves/enjoyment. Perform a well-rehearsed piece with confidence.					
<b>2</b>	To know the meaning of the words 'shorter' and 'longer' in a musical context. To know the word 'tempo'. To know the word 'pitch'.	To notice when the sound of the music changes (for example, chorus/verse). To talk about how music makes you feel. To know the features of marching band, rock and calypso music. To know what steel drums, bass guitar and trumpet look and sound like.	Sing to communicate the meaning of the words. Sing a simple round. Follow the leader or conductor. To demonstrate a good singing posture.	To draw/use symbols to represent long and short sounds. To experiment with short and long notes. To recognise music notation on a stave of five lines.	To understand the word 'improvise'. To create a musical conversation with a partner using the voice or an instrument.	To understand the word 'compose'. To choose their own instruments to tell a musical story. To create their own rhythm patterns using stick notation.
<b>Year 2 Performing</b>	To know the difference between rehearsing and performing. To rehearse and perform to a well-know audience.					



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1	To know the meaning of the words 'higher' and 'lower' in a musical context. To know the words 'faster' and 'slower' in a musical context.	To respond to a piece of music with appropriate comments and questions. To know the features of pop, lullaby and classical music. To know what a drum, guitar, piano and voice look and sound like.	Sing songs from memory. Sing in unison. To know that it is better to stand to sing.	To draw/use symbols to represent high and low sounds. To experiment with pitch. To experiment with speed.	To improvise using the voice or an instrument.	To create musical sound effects in response to a stimulus. To know that musical symbols have meaning and we can use these to make melodies.
Year 1 Performing	Enjoy and have fun performing. Perform to a well-known audience.					
FS2	To notice differences between styles of music.	To move in time with music. (EAD) To listen attentively. (CL) To express their ideas and feelings using full sentences. (CL) To feel the pulse in a piece of music.	Sing a range of well-known nursery rhymes and songs. (EAD)	To know how to play instruments correctly. To sort instruments according to their type. To know the names of the instruments: triangle, wooden sounder, castanets and a beater. To know that instruments make different sounds.	To create their own rhythmic patterns using pictures.	
FS2 Performing	Perform songs, rhymes, poems and stories with others. (EAD) Be confident to try new activities. (PSED)					



<b>FS1</b>	<b>To know how to look after instruments.</b>	Listen with increased attention to sounds. (EAD) Respond to what they have heard, expressing their thoughts and feelings. (EAD)	Remember and sing entire songs. (EAD)	Play instruments with increasing control to express their feelings and ideas. (EAD) <b>To know the names of the instruments: drum, maracas, bells and tambourine.</b> To recognise instruments.	To create rhythmic patterns by following pictures indicated. To follow instructions.	
	<b>Musicianship: Understanding music</b>	<b>Listening: Appraisal</b>	<b>Singing</b>	<b>Playing Instruments/notation</b>	<b>Improvisation</b>	<b>Composition</b>
	<b>Strand</b>					