


Lostock Hall Primary School Progression Map

| <br><b>Subject: Music</b> | <b>EYFS</b>  | <b>Year 1</b>  | <b>Year 2</b>   | <b>Year 3</b>  | <b>Year 4</b>  | <b>Year 5</b>  | <b>Year 6</b>  |
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| <b>Composing</b>   | <ul style="list-style-type: none"> <li>-Explore how sounds can be used to respond to a stimulus including story, photo, picture, prop.</li> <li>-Collect and create sounds for a known story or poem.</li> </ul> | <ul style="list-style-type: none"> <li>-Improvise simple vocal chants using question and answer phrases.</li> <li>-Create musical sound effects and short sequences of sounds in response to stimuli including stories, pictures and films.</li> <li>-Invent, retain and recall rhythm (crotchet and quaver) and melodic (pitch) patterns with a range of 3 notes e.g. C, D and E.</li> <li>-Use music technology, if available, to capture, change</li> </ul> | <ul style="list-style-type: none"> <li>-Create music in response to a non-musical stimulus.</li> <li>-Work with a partner to improvise simple rhythmic and melodic question and answer phrases.</li> <li>-Use music technology to capture, change and combine sounds e.g. Chrome Music Lab, Scratch Junior.</li> <li>-Play copycat rhythms, copying a leader and inventing rhythms for others which include crotchets,</li> </ul> | <ul style="list-style-type: none"> <li>-Become more skilled in improvising inventing short on the spot responses using a limited note range.</li> <li>-Select, organise and order sounds; Structure musical ideas to create music that has a beginning, middle and end.</li> <li>-Compose in response to different stimuli and musical sources using a variety of sources such as percussion, music technology and instruments they are learning.</li> </ul> | <ul style="list-style-type: none"> <li>-Improvise on a limited range of pitches on any melodic instrument, making use of staccato (detached) and legato (smooth).</li> <li>-Begin to make decisions about the overall structure of compositions.</li> <li>-Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches.</li> <li>-Arrange individual notation cards</li> </ul> | <ul style="list-style-type: none"> <li>-Improvise freely over a drone, developing a sense of shape and character using tuned percussion and melodic instruments</li> <li>-Improvise over a simple groove, responding to the beat. Experiment with a wider range of dynamics (rap / beatbox)</li> <li>-Work in pairs to compose a short, structured piece e.g. ternary (A, B, A)</li> <li>-Use chords to compose music to evoke a specific</li> </ul> | <ul style="list-style-type: none"> <li>-Compose melodies using major or minor scales i.e. C major, G major, A minor or E minor, these melodies can be enhanced with chordal or rhythmic accompaniment.</li> <li>-Create music with multiple sections that include repetition and contrast.</li> <li>-Use chord changes as part of a sequence, which may be improvised.</li> <li>-Extend improvised melodies beyond 8 beats.</li> </ul> |

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|  |  | <p>and combine sounds.</p> <p>-Use basic dynamics and tempo for musical expression e.g. piano / forte, fast / slow.</p> <p>-Create simple lyrics as a class to a well-known, traditional rhyme i.e. Twinkle Twinkle or Here we go round the mulberry bush.</p> | <p>quavers and crotchet rest.</p> <p>-Create rhythms using word phrases as a starting point and use these as an ostinato.</p> <p>-Create and perform their own chanted rhythms with the corresponding stick notation.</p> <p>-Compose and play in groups simple rhythmic patterns of 8 beats which can then be combined with other groups to form a longer piece.</p> <p>-Use graphic scores to reflect pitch and dynamics.</p> <p>-Change words to songs and rhymes whilst</p> | <p>-Combine known rhythmic notation with letter names to create rising and falling phrases using just 3 notes (F, G and A are a good place to start).</p> <p>-Compose song accompaniments on untuned and tuned percussion using known rhythms, note values and simple chords.</p> <p>-Compose a short piece of music with a given structure e.g. A B A, call and response, verse and chorus.</p> <p>-Use rests in simple rhythms recorded on a grid and link to music technology.</p> <p>-Present multiple layers on graphic</p> | <p>of known note values (minim, crotchet, quavers and crotchet rests) to create 4 bar phrases consisting of different note values with 2, 3 or 4 beats per bar (2/4, 3/4, 4/4).</p> <p>-Use the inter-related dimensions of music when composing music to create a specific mood.</p> <p>-Include a range of different instruments to create small ensembles when composing.</p> <p>-Record creative ideas using graphic symbols, rhythm notation and time signatures, stave</p> | <p>atmosphere, mood or environment</p> <p>-Record creative ideas using graphic symbols, rhythmic notation and time signatures, stave notation and technology – Garage Band</p> <p>-Compose over a pentatonic scale with a drone, ostinato or melody</p> <p>-Pupils contribute ideas to group /class compositions using the knowledge that they have gained of their instrument. They are sensitive to the ideas of others and are willing to refine their work.</p> | <p>-Plan and compose an 8 - or 16- beat melodic phrase using learnt scales e.g. pentatonic, blues.</p> <p>-Compose a piece of music suitable for a particular occasion.</p> <p>-Compose a melody to match a given lyric with sensitivity to stylistic features.</p> <p>-Use prior music technology knowledge to source sounds for an intended effect and use within a composition.</p> <p>-Use a variety of textures and timbres when arranging a composition to create a specific</p> |
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|  |  |  | <p>maintaining rhythmic patterns.</p> <p>-Create a simple grid to record a 4 beat rhythmic pattern.</p> <p>-They can improvise a simple rhythmic call and response phrases of their own on an instrument they are learning.</p> | <p>scores or rhythm grids.</p> <p>-Use music tech e.g. keyboards, Garageband and electric sounds when composing.</p> <p>-Pupils can create / improvise a 2 bar rhythm only pattern either through clapping or on their instrument.</p> | <p>notation, technology.</p> <p>-Read and perform pitch notation within a defined range (octave).</p> <p>-Follow and perform simple rhythmic notation to a steady beat.</p> <p>-Use rhythmic notation to transcribe words and phrases.</p> <p>-Use music tech e.g. keyboards, Garageband and electronic sounds when composing.</p> <p>-Pupils are prepared to have a go at improvising phrases of more than 2 bars on their instruments. This should be of a melodic and</p> | <p>mood, e.g. solo / small ensemble / whole class.</p> |
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|           |   |  |   |  | rhythmic nature. Pupils should be able to slot this into a larger piece of music at the correct time.  |   |   |
| Listening | <ul style="list-style-type: none"> <li>-Identify high and low (pitch) and fast and slow (tempo) when listening to music.</li> <li>-To respond to questions about a piece of music they have listened to i.e. how does it make you feel? Giving a reason linked to music.</li> </ul> | <ul style="list-style-type: none"> <li>-Respond to the pulse in recorded / live music through movement and dance.</li> <li>-Listen to sounds in the local environment and compare high and low sounds and long and short sounds.</li> <li>-Identify the pulse.</li> <li>-Recognise the changes in pitch between high and low pitch (pitched patterns) within a small section of melody e.g. trace the pattern of the melody and also identify</li> </ul> | <ul style="list-style-type: none"> <li>-Tap or clap the beat of a listening piece and recognise the tempo and any changes.</li> <li>-Move to music, responding to the mood and emotion.</li> <li>-Begin to group beats in four and threes by demonstrating the strongest beat when clapping.</li> <li>-Respond independently to pitch changes heard in short melodic phrases indicating with actions (e.g., stand up / sit</li> </ul> | <ul style="list-style-type: none"> <li>-Use listening skills to correctly order phrases using dot notation showing different arrangements of 3 notes C D E.</li> <li>-Individually copy a short melodic phrase with stepwise movement using a range of 5 notes and beginning on C. Begin with singing and when confident, progress to a melodic instrument.</li> <li>-Identify silent beats in music (rests).</li> <li>-Begin to develop active listening</li> </ul> | <ul style="list-style-type: none"> <li>-Copy short melodic phrases including those using the pentatonic scale</li> <li>-Identify and discuss the inter-related dimensions of music when listening to a piece of music.</li> <li>-Begin to identify key stylistic features within a genre of music.</li> <li>-Begin to develop a chronological understanding of different styles of music.</li> <li>-Listen to a broad range of music from</li> </ul> | <ul style="list-style-type: none"> <li>-Identify 2/4, 3/4 and 4/4 time signatures when listening to a piece of music.</li> <li>-Listen to a variety of pieces from different times and places, identifying their unique qualities.</li> <li>-Develop awareness of interrelated dimensions of music and use the correct vocabulary in their responses.</li> <li>-Recognise simple structures in the music being performed or listened to eg binary, ternary, verse, chorus etc.</li> </ul> | <ul style="list-style-type: none"> <li>-Listen to a diverse range of genres, styles and traditions and identify stylistic features.</li> <li>-Listen to a wide range of live and recorded musicians.</li> <li>-Develop a cultural respect and celebrate differences in the music listened to.</li> <li>-Listen to music from different times and places and identify their own uniqueness.</li> </ul> |

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|  |  | <p>long and short sounds.</p> | <p>down, hands high /hands low).</p> <p>-Begin to recognise changes in tempo, dynamics, timbre (scratchy, smooth, string, brass etc) and texture (solo, multiple instruments).</p> <p>-Identify the different parts of a piece of music e.g., the verse and chorus in a song, introduction.</p> | <p>skills and relate what they hear to the inter-related dimensions of music.</p> <p>-Pupils can listen to a rhythmic call and response and reproduce it accurately on their instrument using appropriate technique.</p> | <p>different times and places.</p> <p>-Identify and name crotchets and quavers in rhythmic patterns.</p> <p>-Begin to identify key stylistic features within a genre of music.</p> |  |  |
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| <p><b>Performing</b></p> | <p>-Sing and chant familiar rhymes and songs in unison, responding to simple visual directions (e.g., stop, start, loud and quiet) and counting in.</p> <p>-Participate in singing games. Start and finish together with others.</p> <p>-Sing simple songs with a range of 3 notes (C-E) e.g. doorbell sound • Learn to handle and produce different sounds on</p> | <p>-Begin with simple songs with a small range (mi-so / a third/ C to E) and then slightly wider, following the shape of the melody, include pentatonic songs (5 notes) (C, D, E, G and A or G, A, B, D and E).</p> <p>-Sing a wide range of call and response songs to control vocal pitch and to match the pitch they hear with accuracy e.g. Q + A Hello, how are you...).</p> <p>-Walk, move or clap a steady beat with others and perform a steady pulse on untuned percussion.</p> <p>-Perform short copycat rhythms accurately.</p> | <p>-Sing songs regularly with a pitch range of do-so (a 5th / C-G) with increasing vocal control.</p> <p>-Sing short phrases independently/ small groups within a singing game.</p> <p>-Select, organise and order sounds to perform within a simple structure. Suggest how they should be played and discuss effects achieved.</p> <p>-Change the way music is performed to reflect occasion e.g. lullaby.</p> <p>-Perform actions confidently and in time to a range of action songs.</p> | <p>-Sing a widening range of unison songs of varying styles and structures with a pitch of a 5th (C – G), tunefully and with expression.</p> <p>-Perform using Italian terms such as forte (loud) and piano (quiet).</p> <p>-Develop opportunities to play tuned percussion or other melodic instruments i.e., recorder.</p> <p>-Play and perform melodies following stave notation using a small range of 5 notes by the end of the year.</p> <p>-Explain how different inter-related dimensions such</p> | <p>-Continue to sing a broad range of unison songs with the range of an octave.</p> <p>-Sing rounds and partner songs in different time signatures.</p> <p>-Begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony.</p> <p>-Perform in a variety of settings with an awareness of occasion and audience.</p> <p>-Play and perform melodies following stave notation using a small range of notes.</p> | <p>-Sing a broad range of songs, observe phrasing, accurate pitching, and appropriate style.</p> <p>-Sing and play 3 part rounds, partner songs and songs with a verse and chorus from different times and places.</p> <p>-Perform at larger events and within the local community.</p> <p>-Perform simple, chordal accompaniments to familiar songs – (3 chord songs).</p> <p>-Play melodies on tuned percussion, melodic instruments, or keyboards, following stave notation written on one stave.</p> | <p>-Sing a broad range of songs including those that include syncopated rhythms from a variety of times and places.</p> <p>-Continue to sing and play 3 and 4 part rounds.</p> <p>-Perform in large scale events to a wider audience, making the most of opportunities to work alongside professional musicians.</p> <p>-Play a melody following a stave notation written on one stave.</p> <p>-Accompany this same melody and others using chords or a bass line.</p> <p>-Perform with control and</p> |
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|  | untuned percussion instruments | <p>-Perform chants.</p> <p>-Perform simple repeated rhythmic patterns (ostinato) as an accompaniment.</p> <p>-Perform a simple accompaniment on percussion instruments showing an awareness of pulse.</p> | <p>-To perform rhythmic accompaniments using a range of untuned percussion.</p> | <p>as pitch, duration (note length), timbre, texture and dynamics can be combined and used with expression.</p> <p>-Perform simple parts with expression and awareness of rhythm e.g., a drone and an ostinato or a 2-part round.</p> <p>-Perform with a greater awareness of the inter-related dimensions of music.</p> <p>-Have clear diction when singing to communicate lyrics effectively.</p> <p>-When playing an instrument as part of a whole class, pupils show an awareness of the</p> | <p>-Perform in 2 or more parts from simple notation.</p> <p>-Pupils take part in a whole class performance and show pride in what they have achieved. They begin to show a sense of ensemble.</p> <p>-Pupils can demonstrate playing to the class any items the teacher asks for or things they have learnt themselves at home.</p> <p>-Pupils can join in a performance at a major concert opportunity e.g. Halle and have performed confidently and willingly in performances at school or beyond.</p> | <p>-Pupils make informed choices to help to improve class performances showing particular regard to dynamics and balance.</p> | <p>sensitivity with some pupils leading and supporting others.</p> <p>-Pupils show an advanced understanding of what makes a high quality performance – accuracy of pitch and rhythm, balance, dynamics, tempo, tone, following a conductor and each other – a strong sense of ensemble.</p> <p>-Pupils show themselves to be self-motivated. Progress is obvious and pupils are playing music beyond that used in class. Pupils seek out other performance opportunities</p> |
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|  |  |  |  | <p>conductor. They watch when to start, try to keep together and know when to stop.</p> <p>-Pupils show evidence of having practised their instrument which supports progress and highlights areas requiring development.</p> |  |  | <p>either in or out of school.</p> |
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| <p><b>Understanding &amp; Reviewing</b></p> | <p>-Respond to music in an intuitive way through movement, matching emotions, tempo and dynamics.</p> | <p>-Understand the difference between creating a rhythm pattern and a pitch pattern.</p> <p>-Understand that symbols (pictures) can be used to represent and organise sound.</p> <p>-Develop a basic understanding of how music is organised e.g. beginning, middle and end.</p> <p>-Investigate a range of instruments and understand they produce different sounds and then select the appropriate instrument for a specific purpose.</p> | <p>-Respond to the leader's directions and visual symbols of dynamics and tempo. Understand the speed of the music can change.</p> <p>-Read and respond to chanted rhythm patterns, and represent them with stick notation (crotchet, quaver, crotchet rest).</p> <p>-Recognise dot notation and match it to 3 note tunes played on tuned percussion. That music can be structured in different ways.</p> <p>-Understand different sounds suit different moods.</p> | <p>Introduce the staff, lines and spaces, and use clef. Use notation to show higher or lower pitch.</p> <p>-Introduce and understand the differences between crotchets and quavers and their values.</p> <p>-Apply word chants to rhythms understanding how to link each syllable to a musical note.</p> <p>-Use appropriate musical vocabulary with understanding to describe music they are listening to and begin to identify different styles of music</p> <p>-Develop an ability to evaluate their own music and</p> | <p>-Introduce major and minor chords and use technology to demonstrate e.g. interactive keyboard.</p> <p>-Identify chordal accompaniment and melody understanding static and moving parts when listening.</p> <p>-Introduce and understand the relationship between minims, crotchets, paired quavers and rests.</p> <p>-Understand how sounds combine and create different effects, mood and feelings.</p> <p>-Begin to develop an understanding of the term chromatic.</p> | <p>-Introduce a major and minor scale e.g. C major and A minor and identify which notes are different.</p> <p>-Understand and develop how triads are formed, and play them on tuned percussion, melodic instruments, or keyboards.</p> <p>-Introduce semibreves and semiquavers and understand the relationship between semibreves, minims, crotchets and crotchet rest, paired quavers and semiquavers</p> <p>-Understand the difference between 2/4, 3/4</p> | <p>-Understand semiquavers and minim rests and the relationship between semibreves, minims, crotchets, quavers, semiquavers, crotchet, and minim rests.</p> <p>-Discuss the features of a piece of music which work together to reflect a mood, culture or sense of occasion referring to interrelated dimensions of music.</p> <p>-Present a well-formed opinion and show a willingness to engage with alternative perspective, recognise syncopated rhythms.</p> |
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|  |  |  | <p>-Comment constructively on the music produced by others and begin to use the inter-related dimensions of music in their answer.</p> | <p>suggest improvements</p> <p>-Understand how sounds combine and create different effects on mood.</p> <p>-Understand a rest indicates silence in music (crotchet rest) .</p> <p>-Understand and identify different sections of a song, intro, verse, chorus and bridge.</p> <p>-Pupils can assemble and look after their instrument and hold it correctly. Pupils show an awareness of pitch, pulse/beat. They are learning to control pitch when singing and, on their instrument, and they can generally</p> | <p>-Pupils show awareness of and can respond to different rhythm values – quavers, crotchets and minims.</p> | <p>and 4/4 time signatures.</p> <p>-Pupils can follow the notations used on their whole class instrumental lessons and associate it with the correct fingering or they can remember more complex rhythm patterns / melodic phrases in the case of percussionists.</p> | <p>-Identify how specific musical techniques and devices contribute to the impact of a piece.</p> <p>-Use appropriate musical vocabulary to explain choices in composition.</p> <p>-Pupils perform with increasing confidence either from memory or from given notation demonstrating an understanding of different styles / genres.</p> |
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|  |  |  |  | maintain a steady beat when playing as part of a whole class. |  |  |  |
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