

Music Progression Skills Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1	<ul style="list-style-type: none"> To sing a song in unison (P1) To describe the different sounds made by different instruments (L1) To identify the pulse in a song (L2) To recognise high and low pitch (L2) 	<ul style="list-style-type: none"> To play percussion as an accompaniment (P2) To recognise long and short sounds (L2) To understand pictures, represent sounds (URE2) To perform with a sense of pulse (P2) 	<ul style="list-style-type: none"> To compose a piece of music through a sound 'storyboard' (C2) To practise, control and refine sounds as part of a performance (P2) To use basic dynamics and tempo for musical expression (C2) 	<ul style="list-style-type: none"> To write their own words for a song (C3) To perform with a steady sense of pulse (P2) To understand pictures can represent sounds (U2) 	<ul style="list-style-type: none"> To perform simple accompaniments (P2) To develop a basic understanding of how music is organised (U2) To select appropriate instruments for a task (C2) 	<ul style="list-style-type: none"> To perform a simple accompaniment (P2) To practise, control and refine a performance (P2) To change words to a known song maintaining rhythmic patterns (C3)
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y2	<ul style="list-style-type: none"> To recall, adapt and perform short rhythmic phrases (C3) To understand symbols can be used to represent sound (U3) <ul style="list-style-type: none"> To identify the different parts of a piece of music e.g. verse and chorus (L3) 	<ul style="list-style-type: none"> To select, organise and order sounds to perform. Suggest how they should be played and discuss effects achieved (P3) To understand symbols can be used to represent and organise sounds (U3) To recognise changes in tempo, dynamics and timbre (L3) 	<ul style="list-style-type: none"> To sing with an awareness of the shape of the melody (P3) To change the way music is performed to reflect occasion (P3) To understand the difference between pulse and rhythm (U3) 	<ul style="list-style-type: none"> To use untuned percussion as an accompaniment demonstrating pulse and rhythm To understand symbols can be used to represent sound (U3) To recognise changes in dynamics (L3) 	<ul style="list-style-type: none"> To select, organise and order sounds to perform suggesting how they should be played and discussing the effects achieved (P3) To use graphic scores to reflect mood, themes, movement and character (C3) To understand music can be split into different sections (U3) To understand different sounds suit different moods (U3) 	<ul style="list-style-type: none"> To select, organise and order sounds to perform suggesting how they should be played and discussing the effects achieved (P3) To recall, adapt and perform short rhythmic phrases (C3) To use graphic scores to reflect mood, themes, movement and character (C3) To comment constructively on music produced by others (U3)

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Y3	<ul style="list-style-type: none"> To select, organise and order sounds to perform (P3) To change words to songs and rhymes maintaining rhythmic patterns (C3) To understand and use music vocabulary (U4) 	<ul style="list-style-type: none"> To explain how different musical dimensions can be used to develop musical characters (P4) To identify a repeated musical theme (L4) To build multiple layers of sound and notate using graphic scores (C4) 	<ul style="list-style-type: none"> To perform simple parts with expression and awareness of rhythm (P4) When listening use the correct vocab for each musical dimension (L4) To use correct musical vocabulary with understanding to describe music (U4) 	<ul style="list-style-type: none"> To sing in tune with expression and awareness of meaning (P4) To understand and describe different styles of music (U4) To use rests in simple 4/4 rhythms recorded on grid (C4) 	<ul style="list-style-type: none"> To perform simple parts with expression and awareness (P4) To compose short piece music within a given structure (C4) When listening to use correct vocabulary for each dimension (L4) 	<ul style="list-style-type: none"> To compose short piece within a given structure (C4) When listening use the correct vocabulary for each dimension (L4) To understand rhythms can be notated on simple grids (U5) To develop an ability to analyse their own music and suggest improvements (U4)
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Y4	<ul style="list-style-type: none"> To perform with control of tempo and dynamics for musical expression (P5) To develop a sense of form and structure, including 3-part ternary structure (C5) To represent different pitches on a score (C5) 	<ul style="list-style-type: none"> To write rhythms using words / phrases and notation (C5) To sing and play with awareness of different parts (P5) To understand rhythmic notation and identify silent beats, crotchets and quavers (URES) 	<ul style="list-style-type: none"> To recognise how patterns fit together including rests (P5) When listening to identify how different effects are created by the combination of sounds used (L5) To evaluate different styles of music and describe using musical vocabulary (URES) 	<ul style="list-style-type: none"> To sing in tune with expression and awareness of different parts (P5) To discuss and implement improvements to performance referring to musical vocabulary (URES) To compose music using a ternary structure (C5) 	<ul style="list-style-type: none"> To compose and record a piece of music in $\frac{3}{4}$ time using a grid (C5) To discuss and implement improvements to performance referring to musical vocabulary (URES) To understand how sounds combine to create different effects/moods/ feelings (URES) 	<ul style="list-style-type: none"> To recognise and explain difference between pulse and rhythm (C5) To compose rhythms in 4/4 time (C5) To understand how sounds combine to create different effects (URES)

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Y5	<ul style="list-style-type: none"> • Compose music which includes melodies, rhythms and other sounds and record using self-directed notation (C6) • Use music vocabulary to express personal opinions about a piece of music that they are constructing (L6) • Explain how changes in performance affect the mood, character and sense of a piece of music (P6); 	<ul style="list-style-type: none"> • To compose and record rhythms in extended time groups using a grid (C6) • To maintain a part within a performance showing awareness of its contribution to the broader piece (P6) • To explain and comment on individual and combinations of sounds and their expressive use in their own and others' music (URE6). 	<ul style="list-style-type: none"> • To perform vocally with control and sensitivity (P7); • To compose a piece of music suitable for a particular occasion (C7); • To discuss the features of a piece of music which work together to reflect a particular mood or sense of occasion (URE7). 	<ul style="list-style-type: none"> • To combine various instrument parts, including rhythm and melody, within a musical structure (C6); • To maintain a part within a performance showing an awareness of its contribution to the broader piece (P6). 	<ul style="list-style-type: none"> • To perform by ear and using forms of notation (P6) • To explain how changes in performance affect the mood, character and sense of a piece of music (P6) 	<ul style="list-style-type: none"> • To identify how specific sounds and music contribute to the impact of a piece and express personal opinions about these things (L6); • To perform with control and sensitivity (P7); • To compose within given structures for a particular purpose (C7);

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Y6	<ul style="list-style-type: none"> To explain how different parts of a piece work together (URE7). Recognise syncopated rhythms based on codes (L7). Compose a melody from a given scale of notes (C7); Compose and play a melody with at least five different notes (C6). Compose in contrasting sections using a ternary form (C7) 	<ul style="list-style-type: none"> To perform with control and sensitivity, with some pupils leading and supporting others in the development of performance skills (P7) To compose parts for a group piece (C8); To listen to and comment on a wide range of genres and unusual styles of music using a broad musical vocabulary (L8); To evaluate musical choices in performance and composition and justify them in appropriate musical vocabulary (URE8). Demonstrate an ability to think widely about music and compare alternative viewpoints through discussion with others (URE8). Explain how different parts of a vocal piece work together to reflect a mood or sense of occasion (URE7). 	<ul style="list-style-type: none"> To compose a piece of music for a particular occasion (P7) Evaluate choices in composition and justify them in appropriate musical vocabulary (URE8). Identify how specific musical techniques and devices contribute to the impact of their piece of sound design (L7); 	<ul style="list-style-type: none"> Compose multiple layers of rhythm and melody (C8) Perform with control and sensitivity (P7); Use a pentatonic scale to create and play a melody for a tuned percussion instrument (C7) To lead and support others within in a musical performance (P7) To perform longer parts from memory that contribute to an intended outcome (P8); 	<ul style="list-style-type: none"> Compose a melody to match given lyrics (C7) To perform with control and sensitivity (P7) To perform longer parts from memory that contribute to an intended outcome (P8) To evaluate musical choices in performance and composition and justify them in appropriate musical vocabulary (URE8). 	<ul style="list-style-type: none"> To plan a performance to suit a given occasion, venue and purpose, explaining the effects achieved (P7); To understand how music and reflect a given occasion or context (L8); To evaluate choices for performance and composition and justify them in appropriate vocabulary (URE8).

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