



Sheldwich Primary School – Key Stage 1 and 2 – Music Progression Map



	Pre School	Class R	Class1	Class 2	Class 3	Class 4	Class 5	Class 6
Appraisal	Use large-muscle movements to wave flags and streamers – seeing movements as a response to music. Listen with increased attention to sounds.	Listen carefully to rhymes and songs, paying attention to how they sound. Combine different movements with ease and fluency and use these in response to a song.	To learn how they can enjoy moving to music by dancing, marching, being animals or using their own movement ideas to respond to a song.	To learn how they can enjoy moving to music by dancing, marching, being animals or using their own movement ideas to respond to a song. To learn how songs can tell a story or describe an idea.	To confidently identify and move to the pulse. To think about what the words of a song mean. Take it in turns to discuss how the song makes them feel. Listen carefully and respectfully to other people's thoughts about the music.	Confidently identify and move to the pulse. To talk about the musical dimensions working together in the Unit songs e.g. if the song gets louder in the chorus (dynamics). Talk about the music and how it makes them feel. Listen carefully and respectfully to other people's thoughts about the music. Use musical words to describe music, thinking specifically about the dimensions of music.	To identify and move to the pulse with ease. To think about the message of songs. To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Listen carefully and respectfully to other people's thoughts about the music. When you talk try to use musical words. To talk about the musical dimensions. Talk about the music and how it makes you feel.	To identify and move to the pulse with ease. To think about the message of songs. To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Listen carefully and respectfully to other people's thoughts about the music. Use musical language to appraise. To talk about the musical dimensions when appraising. Talk about the music and how it makes you feel.
Singing	Sing a large repertoire of songs.	Learn rhymes, poems and songs.	Learn about voices, singing notes of different	Learn about voices singing notes of different	To sing in unison and in simple two-parts.	To sing in unison and in simple two-parts.	To sing in unison, in simple parts	To sing in unison and to sing backing vocals.

	Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.	Sing in a group or on their own, increasingly matching the pitch and following the melody.	pitches (high and low). Learn that they can make different types of sounds with their voices. Learn to start and stop singing when following a leader.	pitches (high and low). Learn that they can make different types of sounds with their voices Learn to find a comfortable singing position. Learn to start and stop singing when following a leader.	To demonstrate a good singing posture. Follow a leader when singing. To enjoy exploring singing solo. To sing with awareness of being 'in tune' and following a melody line. Sing with an awareness of the pulse.	To demonstrate a good singing posture. To follow a leader when singing. To enjoy exploring singing solo. To sing with awareness of being 'in tune' and following a melody line. To re-join the song if lost. To listen to the group when singing.	and holding a 'round'. To explore singing solo. To listen to the group when singing. To demonstrate a good singing posture. To follow a leader when singing. To experience rapping and solo singing. To listen to each other and be aware of how you fit into the group. To sing with awareness of being 'in tune'.	To demonstrate a good singing posture. To follow a leader when singing. To experience rapping and solo singing. To listen to each other and be aware of how you fit into the group. To sing with awareness of being 'in tune'.
Playing	Express their feelings and ideas with an instrument.	Explore, use, and refine a variety of ways to express their ideas and feelings – using instruments and making sounds with their bodies.	Treat instruments carefully and with respect. Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part).	Treat instruments carefully and with respect. Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part).	To treat instruments carefully and with respect. Play a tuned instrument part that fits the context of a composition. To rehearse and perform their part within the context of a song.	To treat instruments carefully and with respect. Play a tuned instrument part that fits the context of a composition. To rehearse and perform their part within the context of a song.	Play a musical instrument with the correct technique within the context of a composition. Select and learn an instrumental part that is differentiated: a one-note part or the melody of the song from memory or using notation.	Play a musical instrument with the correct technique within the context of a song. Select and learn an instrumental part that is differentiated: a one-note part or the melody of the song from memory or using notation.

			Listen to and follow musical instructions from a leader.	Play the part in time with the steady pulse. Listen to and follow musical instructions from a leader.	To listen to and follow musical instructions from a leader.	To listen to and follow musical instructions from a leader.	To rehearse and perform their part within the context of a song. To listen to and follow musical instructions from a leader	To rehearse and perform their part within the context of a song. To listen to and follow musical instructions from a leader.
Improvisation	Create their own songs, or improvise a song around one they know.	Create their own songs, or improvise a song around one they know.	Use voices and instruments, listen and sing back, then listen and play using one or two notes.	Listen and clap back, then listen and clap an answer (rhythms of words). Improvise using one or two notes.	Listen and copy back using instruments; two different notes Improvise using three different notes.	Listen and copy back using instruments; two different notes Improvise using three different notes.	Copy back using instruments. Use one, two and three notes. Question and Answer using instruments. Using one, two and three notes. Improvise using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)	Copy back using instruments. Question and Answer using instruments. Improvise using five or more notes.
Composition	Create their own songs, or improvise a song around one they know.	Return to and build on their previous learning, refining ideas and making independent decisions to change if needed. Create collaboratively, sharing ideas, resources, and skills.	Help to create a simple idea using notes and rhythm. Begin to think about how to write a musical idea down.	Create simple melodies use notes from the major scale and use rhythm to aid the idea. Practice writing down musical ideas and editing them.	Plan and create a section of music that can be performed. Talk about how it was created. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Begin to write musical ideas and draw parallels	Plan and create a section of music that can be performed. Talk about how it was created. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Begin to write musical ideas and draw parallels	Create simple melodies using up to five different notes and simple rhythms that work musically within an arrangement. Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. Record the composition in	Create simple melodies using up to five different notes and simple rhythms that work musically within an arrangement. Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. Record the composition in

					between the notes/melody and the written version.	between the notes/melody and the written version.	any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).	any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).
Performance	Sing a large repertoire of song and take part in performing to members of staff and parents.	Explore and engage in music making and dance, performing solo or in groups.	Perform chosen pieces of music to an audience – putting into practice the understanding of melody and rhythm. Add their ideas to the performance. Record the performance and say how they were feeling about it.	Perform chosen pieces of music to an audience – putting into practice the understanding of melody and rhythm. Add their ideas to the performance, including a mix of instrumentation and singing. Record the performance and say how they were feeling about it.	To develop opinions and make decisions about what is performed and how it is performed. To communicate the meaning of the words and clearly articulate them. To talk about the best place to be when performing and how to stand or sit. To record the performance and say how they were feeling, what they were pleased with what they would change and why.	To develop opinions and make decisions about what is performed and how it is performed. Present a musical performance designed to capture the audience. To communicate the meaning of the words and clearly articulate them. Talk about the best place to be when performing and how to stand or sit. To record the performance and say how they were feeling, what they were pleased with what they would change and why.	To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To record the performance and compare it to a previous performance. To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”	To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To record the performance and compare it to a previous performance. To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”