

Highfields Primary School Music Progression Map

Unit 1 Pulse

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> I can keep a steady pulse with some accuracy (E.g. Clapping, marching, tapping). I can imitate movements in response to music. I can create, explore, respond and identify long and short sounds. 	<ul style="list-style-type: none"> I can keep a steady pulse with some accuracy (Eg. Clapping, tapping, marching and playing instruments). I can follow and create simple musical directions for faster, slower, stopping and starting. I can create, explore, respond and identify long and short sounds. 	<ul style="list-style-type: none"> I can sing and play with a good sense of pulse. I can demonstrate an understanding of the differences between pulse and rhythm through physical movement, playing and singing. I can begin to recognise rhythmic patterns found in speech e.g. saying, chanting names, syllables in names etc. I can respond to visual and aural cues. 	<ul style="list-style-type: none"> I can sing and play confidently and fluently, maintaining a steady pulse. I can maintain a part in a piece/rhythm game consisting of two or more parts. I can offer comments about own and others' work and ways to improve, using appropriate musical vocabulary. I can accept feedback and suggestions from others. I can follow and lead simple performance directions, demonstrating my understanding of pulse. 	<ul style="list-style-type: none"> I can sing and play confidently and fluently, maintaining an appropriate pulse. I can follow and lead simple performance directions (e.g. call and response patterns). I can maintain an independent part in a small group when playing or singing (e.g. a drone, ostinato, rhythm). I can offer comments about own and others' work and ways to improve, using appropriate musical. I can accept feedback and suggestions from others. 	<ul style="list-style-type: none"> I can maintain a strong sense of pulse throughout pieces with and without syncopation. I can create simple rhythmic pieces which demonstrate understanding of rhythm / melodies / accompaniments. I can maintain an independent part in a group when singing or playing. I can offer comments about own and others' work and ways to improve, using appropriate musical vocabulary; accept feedback and suggestions from others. 	<ul style="list-style-type: none"> I can maintain a strong sense of pulse and recognise when going out of time. I can maintain an independent part in a group when singing or playing with an awareness of other parts / performers. I can share opinions about my own and others' music and be willing to justify these using musical vocabulary. I can listen to and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context.

Unit 2 Voice

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> I can sing and perform songs, which contain a small range of notes (2-3 notes) with growing confidence. I can take turns when singing and be a good listener. I can perform actions to accompany songs (E.g. move like a snake etc). 	<ul style="list-style-type: none"> I can sing and perform songs, which contain a small range of notes (3-5 notes) with growing confidence. I can follow performance instructions including starting and stopping with accuracy. I can recognise and represent high and lower sounds using graphic notation. 	<ul style="list-style-type: none"> I can sing with accuracy, within a range of notes. I can follow and use performance instructions (including starting, stopping, dynamics and tempo). I can recognise and demonstrate the link between pitch and shape using graphic notation. 	<ul style="list-style-type: none"> I can sing fluently. I can create, use and lead a group with performance instructions (tempo, dynamics, start, stop). I can hear a melody and create a graphic score to represent it. 	<ul style="list-style-type: none"> I can sing with an awareness of my breathing and pronunciation. I can sing fluently with confidence. I can use standard or graphic notation to create a melody. 	<ul style="list-style-type: none"> I can sing and maintain an independent part. I can experiment and perform sounds made by my voice. I can follow and perform a vocal piece using a graphic / notated score. 	<ul style="list-style-type: none"> I can experiment with and refine sounds with my voice. I can maintain a part in a performance with my voice. I can create and perform a vocal piece by following a graphic / notated score. I can comment on my own and other people's performances.

Unit 3 Rhythm

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> I can explore rhythm through play. I can create rhythms and suggest symbols to represent rhythms. I can keep a steady pulse with some accuracy while playing. I can recognise and control changes in tempo. I can listen to ideas from others, by taking turns 	<ul style="list-style-type: none"> I can begin to play rhythmic patterns found in speech. I can confidently copy given rhythms. I can begin to understand the difference between pulse and rhythm through physical movement, playing and singing. I can use graphic notation to record rhythms. I can listen to ideas from others and use them to help improve my work. 	<ul style="list-style-type: none"> I am beginning to recognise rhythmic patterns found in speech. I can demonstrate I understand the differences between pulse and rhythm through physical movement, playing and singing. I can perform with a good sense of pulse and rhythm. I can use graphic notation to record rhythms. I can offer comments about others' work and accept suggestions from others. 	<ul style="list-style-type: none"> I can listen and copy rhythmic patterns. I can play rhythms confidently while maintaining an appropriate pulse. I can demonstrate I understand the differences between pulse and rhythm through playing an instrument. I can create graphic notation to represent rhythm. I can offer comments about my own and others; work and accept suggestions from others. 	<ul style="list-style-type: none"> I can create simple rhythmic patterns. I can confidently maintain an independent part when playing an instrument in a small group. I can play confidently and fluently maintaining an appropriate pulse. I can aurally identify, recognise, respond to and use musically basic symbols including Western notation. I can offer comments about my own and others work and ways to improve, and I can accept feedback and suggestions from others. 	<ul style="list-style-type: none"> I can use a variety of timbres and techniques when creating and playing music. I can confidently maintain an independent part when playing an instrument in a small group. I can respond to and use musically basic symbols including Western notation. I can critique my own and others' work and justify the comments. 	<ul style="list-style-type: none"> I can use a variety of musical devices, timbres, textures, techniques when creating and playing music. I can confidently maintain an independent part when playing an instrument (smaller groups / more parts). I can follow staff and other notations while playing short passages of music. I can critique my own and others' work, offering specific comments and justifying these.

Unit 4 Pitch

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> I can recognise and broadly control changes in timbre, tempo, pitch, and dynamics when playing instruments and vocally. I can sing broadly in tune with a limited range. I can create music, and suggest symbols to represent sounds. I can comment on and respond to recordings of own voice, other classroom sounds and musical instruments. 	<ul style="list-style-type: none"> I can sing in tune and perform songs, which contain a small range of notes (3 - 5 notes for example), with growing confidence. I can recognise and broadly control changes in timbre, tempo, pitch, and dynamics when playing instruments and vocally. I can use graphic notation to record rhythms. I can listen to ideas from others and use them to help improve my work. 	<ul style="list-style-type: none"> I can listen with increased concentration, responding appropriately to a variety of live and recorded music, making statements and observations about the music and through, movement, sound-based and other creative responses. I can listen with increased concentration, responding appropriately to a variety of live and recorded music, making statements and observations about the music and through movement, sound-based and other creative responses. 	<ul style="list-style-type: none"> I can sing fluently. I can begin to create simple rhythmic patterns, melodies and accompaniments. I can begin to aurally identify, recognise, respond to and use musically graphic notation to represent basic changes in pitch within a limited range. I can offer comments about my own and others' work and accept suggestions from others. 	<ul style="list-style-type: none"> I can sing within an appropriate vocal range with clear diction, mostly accurate tuning, control of breathing and appropriate tone. I can aurally identify, recognise, respond to, and use basic musical symbols including rhythms from standard Western notation and basic changes in pitch within a limited range. I can create simple rhythmic patterns, melodies, and accompaniments. 	<ul style="list-style-type: none"> I can begin to demonstrate increasing confidence, expression, skill and level of musicality through taking different roles in performance and rehearsal. I can begin to create music which demonstrates understanding of basic structure and discuss the choices made. I can begin to use a variety of musical devices, timbres, textures, techniques etc when creating and making music. 	<ul style="list-style-type: none"> I can demonstrate increasing confidence, expression, skill and level of musicality through taking different roles in performance and rehearsal. I can create music which demonstrates understanding of structure and discuss the choices made. I can use a variety of musical devices, timbres, textures, techniques etc when creating and making music.

		<ul style="list-style-type: none"> • I can musically demonstrate increased understanding and use of basic musical features as appropriate to a specific music content, supported by verbal explanation, pictures, movements etc as appropriate. • I can begin to recognise and musically demonstrate awareness of a link between shape and pitch using graphic notation. 		<ul style="list-style-type: none"> • I can listen and evaluate a range of live and recorded music from different traditions, genres, styles, and times, responding appropriately to the contact. Share opinions about my own and others' music and be willing to justify these. 	<ul style="list-style-type: none"> • I can listen and evaluate a range of live and recorded music from different traditions, genres, styles, and times, responding appropriately to the contact. Share opinions about own and others' music and be willing to justify these. • I can critique own and others' work, offering specific comments and justifying these. 	
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Unit 5 Technology, structure & form

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> I can explore and change sounds and music through play and technology. I can comment on and respond to recordings of own voice, other classroom sounds and musical instruments. I can create music, and suggest symbols to represent sounds. I can begin to demonstrate an understanding of musical structure. 	<ul style="list-style-type: none"> I can use technology to create and change sounds. I can demonstrate an understanding of musical structure. I can comment and respond to recordings of my own and others compositions. 	<ul style="list-style-type: none"> I can experiment changing and combining sounds, through technology. I can respond to a variety of live and recorded music, making statements and observations about musical structure. I can demonstrate a deeper understanding of musical structure, through discussing musical structure. 	<ul style="list-style-type: none"> I can use technology to create, change and combine sounds. I can recognise and use basic musical structure. I can offer comments about mine and others work with a focus on musical structure. 	<ul style="list-style-type: none"> I can use voice, sounds, technology and instruments in creative ways. I can recognise, respond and use basic musical structure. I can comment about own and other's music, with a focus on the structure used. 	<ul style="list-style-type: none"> I can use voice, sounds, technology and instruments in creative ways. I can use and identify key features of basic musical structure. I can comment on and evaluate the features of my own and other's music, with a focus on the structure used. 	<ul style="list-style-type: none"> I can use a variety of musical devices when making music to include timbres, textures, techniques etc. I can create music which demonstrates an understanding of structure and discuss the choices made. I can listen, evaluate and share opinions about range of live and recorded music from different traditions, genres, styles and times with a focus on structure, using technical. I can share opinions about own and others music and be willing to justify these, using technical vocabulary.

Unit 6 20th Century Music

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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<ul style="list-style-type: none"> I can comment and respond to recorded music from different traditions, genres, styles, and times. 	<ul style="list-style-type: none"> I can listen to recorded music, and use one element, from different traditions, genres, styles, and times. 	<ul style="list-style-type: none"> I can listen to and use features of recorded music from different traditions, genres, styles, and times. 	<ul style="list-style-type: none"> I can listen to and use features of recorded music from different traditions, genres, styles, and times. 	<ul style="list-style-type: none"> I can listen to and use features of recorded music from different traditions, genres, styles, and times. I can demonstrate quality of key musical skills and elements. 	<ul style="list-style-type: none"> I can use a variety of musical devices, timbres, textures, techniques etc. when creating and making music. I can experiment with voice, sounds, technology, and instruments in creative ways to explore new techniques. I can listen to and evaluate a variety of recorded music from different traditions, genres, styles, and times. I can critique own and other's work offering specific comments and justifying these. 	<ul style="list-style-type: none"> I can use a variety of musical devices, timbres, textures, techniques etc. when creating and making music. I can experiment with voice, sounds, technology, and instruments in creative ways to explore new techniques. I can listen to and evaluate a variety of recorded music from different traditions, genres, styles, and times. I can listen to and evaluate a variety of recorded music from different traditions, genres, styles, and times.
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