

Primary Music Progress Map (by year)

| EYFS Provision | | | | | | | | |
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| | | Nursery | | | Reception | | | |
| | | <ul style="list-style-type: none"> Clap or tap to the pulse of songs Remember and sing entire songs Sing the pitch of a tone sung by another person ('pitch match') Sing the melodic shape of familiar songs Create their own songs or improvise around ones they know Play instruments with increasing control to express their feelings/ideas Listen attentively, move to and talk about music, expressing their feelings and responses Sing in a group or on their own, increasingly matching the pitch and following the melody | | | <ul style="list-style-type: none"> Keep a steady pulse in a group, clapping and/or using percussion. Copy back short 1 bar rhythmic patterns, clapping and/or using percussion. Copy short 2-note melodic patterns, using voice and/or boomwhackers. Identify various musical features in a range of high-quality live and recorded music. Improvise a simple rhythm in response to a given rhythm. Play simple rhythms using body percussion. Sing simple nursery rhymes, folk tunes and simple action songs in unison, both with and without accompaniment or backing tracks. | | | |
| | | Year R | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Building Blocks | Pulse | | Keep a steady pulse in a group and be able to pick out two different tempos in music. | Keep a steady pulse in a group and individually with musical accompaniment; understand 3/4 time and 4/4 time. | Keep a steady pulse on the recorder in a group and individually without musical accompaniment; understand 2/4, 3/4 and 4/4 time. | On a brass instrument, keep a steady pulse in: 2/4, 3/4 and 4/4 time and using different tempos with other pupils playing another ostinato to accompany. | On a ukulele, regularly and accurately perform pieces in at least 3 contrasting tempos and time signatures. | When performing solo and in an ensemble on the recorder, follow direction to change tempo accurately within pieces of music. |
| | Rhythm | | Copy back short 1 bar rhythmic patterns and perform rhythmic ostinatos, both | Copy back 2 bar rhythmic patterns from memory, clapping and/or using percussion; perform from | On the recorder, perform more extended rhythms using crotchets, quavers, minims and their rests. | On a brass instrument, perform pieces with at least 2 rhythms simultaneously; recognise and copy | Sing and accompany on ukulele songs which use off-beat and dotted rhythms and single quaver rests. | Sing and play on the recorder songs using off-beat and syncopated rhythms in: |

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| | | | clapping and/or using percussion. | simple notation (crotchets, quavers, minims). | | back rhythms including single quavers and quaver rests. | | 3 different time signatures, 3 different tempos. |
| | Melody (and notation) | | Copy short 2-note melodies and develop the concept of pattern work in music using simple rhythm grids. | Copy melodies using 2-3 pitches; compose and perform from more complicated rhythm grids including crotchets and rhythms. | Perform from and compose using 3+ pitched notes (B, A, G, C, D) and simple rhythms (crotchets, quavers, minims and rests). | Perform and compose using 3 to 5 pitched notes (C, D, E, F, G) (change of instrument). | Perform from and compose with 5-8 single notes on the ukulele using various forms of notation in order to recreate it. | Perform from and compose with 8 notes on the recorder, notating in various forms including standard notation. |
| Strands of Learning | Active listening | | Identify a greater range of musical features in various high-quality live and recorded music; replicate basic rhythms heard. | Identify where elements change (tempo or volume) and replicate these changes in a simple performance. | Identify and describe musical features in pieces from different traditions; sing or play back simple melodies that are heard. | Compare pieces of music in different traditions; perform music heard aurally that contains 2+ different parts at the same time. | Whilst listening, pick out and perform syncopated and off-beat rhythms; explain why that music uses those rhythms; be able to describe structure of a piece of music. | Be able to identify the different elements of music whilst listening to a range of high-quality live and recorded music. Understand the key features of at least four different types/genres of music. |
| | Composing And improvising | | Improvise simple rhythms based on a given stimuli (eg. Rhythm grids) | Repeat back longer basic rhythms from memory (at least 2 bars) and add imitations of the rhythms as improvisation. | Create basic 3 note tunes and simple rhythms using crotchets, quavers, minims and their rests. | Improvise and compose tunes using 3 notes based on basic note values; create more developed rhythmic patterns (around 4 bars). | Create four-bar melodies in different tempos and time signatures that can be performed and include some off-beat rhythms. | Improvise and compose extended pieces of music using up to 8 notes and a variety of rhythms, tempos and time signatures. |
| | Performing | | Play simple rhythms using un-tuned percussion and body percussion. | Play longer rhythmic patterns using un-tuned percussion and body percussion. Play simple tunes using tuned percussion (boomwhackers). | Perform melodies on recorders using 3 to 5 pitches and increasingly complex rhythms. | Perform melodies on brass instruments using 3+ pitches and more complex rhythms. | Perform on ukuleles using 3+ simple chords, using a basic strum pattern. | Perform on recorders using 8 pitches, and picking out melodies using up to 8 pitches. |
| | Singing | | Sing and perform songs, more complex action songs and dances/ | Sing songs in rounds and against other songs they fit with, and accompany | Sing and perform complicated rhythmic games using drum sticks, | Sing songs in two parts and in a variety of musical styles. | Sing pieces, including those from a classical tradition, with a | Sing songs musically, responding to the musical directions |

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| | | | playground games in unison, both with and without accompaniment or backing tracks. | with simple ostinatos on tuned percussion. | using a variety of musical styles. | | range of at least 8 notes and pieces with at least 2 different parts. | of the song such as phrasing and dynamics; sing more extended harmony parts. |
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