

Year Group	Strand					
	Musicianship: Understanding music	Listening: Appraisal	Singing	Playing Instruments/notation	Improvisation	Composition
6	<p>To know the key of D minor.</p> <p>To know the time signature of 6/8.</p> <p>To know semi-quavers and their rests.</p>	<p>To know what a bridge is and its purpose.</p> <p>To justify a personal opinion about a piece of music with reference to Musical Elements.</p> <p>To know the features of salsa, soul and hip-hop music.</p> <p>To know what a double bass and cowbell look and sound like.</p>	<p>To sing expressively with attention to dynamics and articulation.</p> <p>Sing without an accompaniment.</p> <p>To lead a singing rehearsal.</p>	<p>To know what a semiquaver and their rests look like and what they mean.</p> <p>To read and respond to crotchets, dotted crotchets, quavers, semi-quavers and their rests.</p> <p>To know what a flat sign and a sharp sign look like.</p>	<p>To improvise over a groove, responding to the beat, volume and pitch.</p>	<p>To compose a piece of music that uses a range of dynamics and rhythmic variety.</p> <p>To create a simple melody using crotchets, dotted crotchets, quavers, semi-quavers and their rests.</p>
Year 6 Performing	<p>Perform from memory or using notation in groups or solo to an unknown audience.</p> <p>Collect feedback from the audience and reflect.</p> <p>Create, rehearse and present a holistic performance for a specific event.</p>					
5	<p>To know the key of A minor.</p> <p>To know the time signature of 2/4.</p> <p>To know quavers and their rests.</p>	<p>To know what a musical introduction is and its purpose.</p> <p>To justify a personal opinion about a piece of music.</p> <p>To know the features of orchestral, jazz and gospel music.</p> <p>To know what a saxophone, oboe cello look and sound like.</p>	<p>Sing expressively with attention to staccato and legato.</p> <p>Sing in more complex parts.</p> <p>To teach a small group a song.</p>	<p>To know what quavers and their rests looks like and what they mean.</p> <p>To read and respond to crotchets, dotted crotchets, quavers and their rests.</p> <p>To know what a 'time signature' is.</p>	<p>To improvise over a groove, responding to the beat and creating a satisfying melodic shape.</p>	<p>To consider structures withing compositions (E.g., intro, verse or chorus).</p> <p>To create a simple melody using crotchets, dotted crotchets, quavers and their rests.</p>
Year 5 Performing	<p>To create, rehearse and perform for a specific purpose.</p> <p>Perform in groups and solo.</p> <p>Compare different performances – identifying the strengths and weaknesses.</p>					

Music Progression Map 2022-2023

4	<p>To know the key of G major. To know the time signature of 3/4. To know dotted crotchets and their rests.</p>	<p>To know what a verse is and its purpose. To suggest why a piece of music was written. To know the features of choral and electronic dance music. To know what a keyboard and a violin look and sound like.</p>	<p>Sing expressively to attention to breathing and phrasing. Sing in parts. To lead a singing warm-up.</p>	<p>To know what a dotted crotchet and their rests look like and what they mean. To read and respond to crotchets, dotted crotchets and their rests. To know what a 'treble clef' is.</p>	<p>To improvise over a simple groove.</p>	<p>To compose over a simple groove. To create a simple melody using crotchets, dotted crotchets and their rests.</p>
<p>Year 4 Performing</p>	<p>Perform melodies while following notation. Reflect on the performance and how well it went.</p>					
3	<p>To know the key of C major. To know the time signature of 4/4. To know crotchets and their rests.</p>	<p>To know what a chorus is and its purpose. To share thoughts and feelings about a piece of music. To know the features of musicals and baroque music. To know what a harpsichord and flute look and sound like.</p>	<p>Sing with attention to clear diction. Sing a solo. To know what a good singing posture is.</p>	<p>To know what crotchets and their rests look like and what they mean. To read and respond to crotchets and their rests. To know what a 'stave' is.</p>	<p>To improvise structured 'on-the-spot' musical ideas that have a beginning, middle and end.</p>	<p>To create a melody that has a beginning, middle and end. To create a simple melody using crotchets and their rests.</p>
<p>Year 3 Performing</p>	<p>Reflect on feelings about performing – excitement/nerves/enjoyment. Perform a well-rehearsed piece with confidence.</p>					

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2	<p>To know the meaning of the words 'shorter' and 'longer' in a musical context.</p> <p>To know the word 'tempo'.</p> <p>To know the word 'pitch'.</p>	<p>To notice when the sound of the music changes (for example, chorus/verse).</p> <p>To talk about how music makes you feel.</p> <p>To know the features of marching band, rock and calypso music.</p> <p>To know what steel drums, bass guitar and trumpet look and sound like.</p>	<p>Sing to communicate the meaning of the words.</p> <p>Sing a simple round.</p> <p>Follow the leader or conductor.</p> <p>To demonstrate a good singing posture.</p>	<p>To draw/use symbols to represent long and short sounds.</p> <p>To experiment with short and long notes.</p> <p>To recognise music notation on a stave of five lines.</p>	<p>To understand the word 'improvise'.</p> <p>To create a musical conversation with a partner using the voice or an instrument.</p>	<p>To understand the word 'compose'.</p> <p>To choose their own instruments to tell a musical story.</p> <p>To create their own rhythm patterns using stick notation.</p>
<p>Year 2 Performing</p> <p>To know the difference between rehearsing and performing.</p> <p>To rehearse and perform to a well-know audience.</p>						
1	<p>To know the meaning of the words 'higher' and 'lower' in a musical context.</p> <p>To know the words 'faster' and 'slower' in a musical context.</p>	<p>To respond to a piece of music with appropriate comments and questions.</p> <p>To know the features of pop, lullaby and classical music.</p> <p>To know what a drum, guitar, piano and voice look and sound like.</p>	<p>Sing songs from memory.</p> <p>Sing in unison.</p> <p>To know that it is better to stand to sing.</p>	<p>To draw/use symbols to represent high and low sounds.</p> <p>To experiment with pitch.</p> <p>To experiment with speed.</p>	<p>To improvise using the voice or an instrument.</p>	<p>To create musical sound effects in response to a stimulus.</p> <p>To know that musical symbols have meaning and we can use these to make melodies.</p>
<p>Year 1 Performing</p> <p>Enjoy and have fun performing.</p> <p>Perform to a well-known audience.</p>						

Music Progression Map 2022-2023

<p>FS2</p>	<p>To notice differences between styles of music.</p>	<p>To move in time with music. (EAD) To listen attentively. (CL) To express their ideas and feelings using full sentences. (CL) To feel the pulse in a piece of music.</p>	<p>Sing a range of well-known nursery rhymes and songs. (EAD)</p>	<p>To know how to play instruments correctly. To sort instruments according to their type. To know the names of the instruments: triangle, wooden sounder, castanets and a beater. To know that instruments make different sounds.</p>		<p>To create their own rhythmic patterns using pictures.</p>
<p>FS2 Performing</p>	<p>Perform songs, rhymes, poems and stories with others. (EAD) Be confident to try new activities. (PSED)</p>					
<p>FS1</p>	<p>To know how to look after instruments.</p>	<p>Listen with increased attention to sounds. (EAD) Respond to what they have heard, expressing their thoughts and feelings. (EAD)</p>	<p>Remember and sing entire songs. (EAD)</p>	<p>Play instruments with increasing control to express their feelings and ideas. (EAD) To know the names of the instruments: drum, maracas, bells and tambourine. To recognise instruments.</p>		<p>To create rhythmic patterns by following pictures indicated. To follow instructions.</p>
	<p>Musicianship: Understanding music</p>	<p>Listening: Appraisal</p>	<p>Singing</p>	<p>Playing Instruments/notation</p>	<p>Improvisation</p>	<p>Composition</p>
<p>Strand</p>						