



Poulton Lancelyn Music Progression Map 2020-21



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum Requirements	<ol style="list-style-type: none"> 1. use voices expressively by singing songs and speaking chants and rhymes 2. play tuned and untuned instruments musically 3. listen with concentration and understanding to a range of high-quality live and recorded music 4. experiment with, create, select and combine sounds using the inter-related dimensions of music 	<ol style="list-style-type: none"> 1. use voices expressively by singing songs and speaking chants and rhymes 2. play tuned and untuned instruments musically 3. listen with concentration and understanding to a range of high-quality live and recorded music 4. experiment with, create, select and combine sounds using the inter-related dimensions of music 	<ol style="list-style-type: none"> 1. play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 2. improvise and compose music using the inter-related dimensions of music 3. listen with attention to detail and recall sounds with increasing aural memory 4. use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great composers and musicians 5. • develop an understanding of the history of music 	<ol style="list-style-type: none"> 1. play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 2. improvise and compose music using the inter-related dimensions of music 3. listen with attention to detail and recall sounds with increasing aural memory 4. use and understand staff and other musical notations 5. appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great composers and musicians 6. develop an understanding of the history of music 	<ol style="list-style-type: none"> 1. play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 2. improvise and compose music using the inter-related dimensions of music 3. listen with attention to detail and recall sounds with increasing aural memory 4. use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great composers and musicians 5. develop an understanding of the history of music 	<ol style="list-style-type: none"> 1. play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 2. improvise and compose music using the inter-related dimensions of music 3. listen with attention to detail and recall sounds with increasing aural memory 4. use and understand staff and other musical notations 5. appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great composers and musicians 6. develop an understanding of the history of music

Performing	<ol style="list-style-type: none"> 1. use voice to speak/sing/ chant 2. join in with singing 3. use instruments to perform 4. look at their audience when they are performing 5. clap short rhythmic patterns 6. copy a variety of different sounds 	<ol style="list-style-type: none"> 1. sing and follow a melody (tune) 2. sing accurately at a given pitch 3. perform simple patterns and accompaniments keeping a steady pulse 4. perform with others 5. play simple rhythmic patterns on an instrument 6. sing/clap a pulse increasing or decreasing in tempo 	<ol style="list-style-type: none"> 1. sing in tune with expression 2. control voice when singing 3. play clear notes on instruments 4. understand how the use of tempo can provide contrast within a piece of music 	<ol style="list-style-type: none"> 1. perform a simple part rhythmically 2. sing songs from memory with accurate pitch 3. improvise using repeated patterns 4. use selected pitches simultaneously to produce simple harmony 	<ol style="list-style-type: none"> 1. breathe in the correct place when singing 2. sing and use their understanding of meaning to add expression 3. maintain their part whilst others are performing their part 4. perform 'by ear' and from simple notations 5. improvise within a group using melodic and rhythmic phrases 6. recognise and use basic structural forms e.g. rounds, variations, rondo form 	<ol style="list-style-type: none"> 1. sing a harmony part confidently and accurately 2. perform parts from memory 3. perform using notations 4. take the lead in a performance 5. take on a solo part 6. provide rhythmic support
Instrument s studied	Untuned percussion Glockenspiel	Untuned percussion Glockenspiel	Glockenspiel Untuned percussion Ukulele/ Brass/ Strings (taught by Edsential)	Glockenspiel Untuned percussion	Glockenspiel Untuned percussion Tudor Drumming	Glockenspiel Untuned percussion

Composing	<ol style="list-style-type: none"> 1. make different sounds with their voice 2. make different sounds with instruments 3. identify changes in sounds 4. change the sounds 5. repeat (short rhythmic and melodic) patterns 6. make a sequence of sounds 7. show sounds by using pictures 	<ol style="list-style-type: none"> 1. order sounds to create a beginning, middle and end 2. create music in response to a given task 3. choose sounds which create an effect 4. use symbols to represent sounds 5. make connections between notations and musical sounds 	<ol style="list-style-type: none"> 1. use different elements in compositions 2. create repeated patterns with different instruments 3. compose melodies and songs 4. create accompaniments for tunes 5. combine different sounds to create a specific mood or feeling 	<ol style="list-style-type: none"> 1. use notations to record and interpret sequences of pitches 2. use standard notation 3. use notations to record compositions in a small group or on their own 4. use their notation in a performance 5. explore and use sets of pitches, e.g. 4 or 5 note scales 6. show how they can use dynamics to provide contrast 	<ol style="list-style-type: none"> 1. change sounds or organise them differently to change the effect 2. compose music which meets specific criteria 3. use their notations to record pitch 4. choose the most appropriate tempo for a piece of music 	<ol style="list-style-type: none"> 1. use a variety of different musical devices in their composition (including melody, rhythms and chords) 2. recognise that different forms of notation serve different purposes 3. use different forms of notation 4. combine groups of beats
Listening and Appraising	<ol style="list-style-type: none"> 1. respond to different moods in music 2. say how a piece of music makes them feel 3. say whether they like or dislike a piece of music 4. choose sounds to represent different things 5. recognise repeated patterns 6. follow instructions about when to play or sing 	<ol style="list-style-type: none"> 1. improve their own work 2. listen out for particular things when listening to music 3. recognise sounds that move by steps and by leaps 	<ol style="list-style-type: none"> 1. improve work; explaining how it has improved 2. use musical words (the elements of music) to describe a piece of music and compositions 3. use musical words to describe what they like and dislike 4. recognise the work of at least one famous composer 	<ol style="list-style-type: none"> 1. explain the place of silence and say what effect it has 2. start to identify the character of a piece of music 3. describe and identify the different purposes of music 4. begin to identify with the style of work of the great composers, such as Beethoven, Mozart and Elgar 	<ol style="list-style-type: none"> 1. describe, compare and evaluate music using musical vocabulary 2. explain why they think their music is successful or unsuccessful 3. suggest improvements to their own or others' work 4. choose the most appropriate tempo for a piece of music 5. contrast the work of famous composers and show preferences 	<ol style="list-style-type: none"> 1. refine and improve their work 2. evaluate how the venue, occasion and purpose affects the way a piece of music is created 3. analyse features within different pieces of music 4. compare and contrast the impact that different composers from different eras will have had on the people of the time

