

Music Whole School Progression Map Meanwood CE Primary

	Vocabulary	Notation	Musicianship	Listening	Singing	Playing instrument	Composing	Year endpoints
Reception	Soft/ Piano Loud/ Forte Beat / Pulse Heartbeat Fast/ Allegro/ Slow/ Adagio/ Tap Clap	C, D, G	<p>I can remain quiet whilst waiting for a turn</p> <p>I can start and stop when playing with others</p> <p>I can watch and follow the leaders signals when playing or singing</p> <p>I can differentiate between fast slow loud and quiet when listening or singing</p>	<p>I can differentiate between fast slow loud and quiet when listening or singing</p> <p>I can respond to music with movement eg. Stomp, sway, clap (showing an awareness of pulse)</p> <p>I understand different instrument create different sounds</p>	<p>I can use my voice in different ways (whispering, talking, singing)</p> <p>I can sing 2 and 3 tone songs from memory</p> <p>I can listen to instructions within a song and react accordingly</p>	<p>I can play my instruments safely and: pick them and down quietly</p> <p>I can watch and follow the leaders signals when playing or singing</p> <p>I can accompany a song whilst singing</p>	<p>I can use my voice in different ways (whispering, talking, singing)</p> <p>I can sing 2 and 3 tone songs from memory</p> <p>I can play my instruments safely and: pick them and down quietly</p> <p>I can remain quiet whilst waiting for a turn</p> <p>I can start and stop when playing with others</p> <p>I can watch and follow the leaders signals</p>	

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							<p>when playing or singing</p> <p>I can differentiate between fast slow loud and quiet when listening or singing</p> <p>I can listen to instructions within a song and react accordingly</p> <p>I can respond to music with movement eg. Stomp, sway, clap (showing an awareness of pulse)</p>	
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Year 1	Soft/ Piano Loud/ Forte Beat / Pulse Heartbeat Fast/ Allegro/ Slow/ Adagio/ Tap Clap  Detached Legato/ smooth  Beat Pulse Rhythm Pitch- high/ low Improvise Melody audience Compose Rest		I can sit silently with an instrument  I can keep a steady pulse and play at different speeds  I can copy a simple rhythm and differentiate between pulse and rhythm	I can differentiate between long an short sounds  I can describe music and express my feelings an opinions through various means words/ thumbs up and down.	I can sing with an awareness of pitch  I can copy a simple rhythm and differentiate between pulse and rhythm  I can show changes in pitch using tuned percussion and voice  I can control changes in dynamics with my voice and instruments (louder / quieter)	I can sit silently with an instrument  I can perform to people I don't know  I can keep a steady pulse and play at different speeds  I can show changes in pitch using tuned percussion and voice  I can control changes in tempo with my body and instruments (faster/ slower)  I can choose sounds to represent ideas.	I can choose and order sounds and patterns and use pictures to represent the sound  I can differentiate between long and short sounds and use them when composing, notating my pattern	I can sing with an awareness of pitch  I can sit silently with an instrument  I can perform to people I don't know  I can keep a steady pulse and play at different speeds  I can copy a simple rhythm and differentiate between pulse and rhythm  I can differentiate between long an short sounds  I can show changes in pitch using tuned

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								<p>percussion and voice</p> <p>I can control changes in dynamics with my voice and instruments (louder / quieter)</p> <p>I can control changes in tempo with my body and instruments (faster/ slower)</p> <p>I can describe music and express my feelings an opinions through various means words/ thumbs up and down. I can choose and order sounds and patterns and use pictures to represent the sounds</p>
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								<p>I can differentiate between long and short sounds and use them when composing, notating my patterns</p> <p>I can choose sounds to represent ideas.</p>
	Vocabulary	Notation	Musicianship	Listening	Singing	Playing instrument	Composing	Year endpoints
Year 2	<p>Piano/ soft</p> <p>Forte/ loud</p> <p>Allegro/ fast</p> <p>Adagio/ slow</p> <p>Legato/ smooth</p> <p>Staccato/ detached</p> <p>Beat</p> <p>Pulse</p> <p>Rhythm</p> <p>Pitch- high/ low</p> <p>Improvise</p> <p>Melody</p> <p>audience</p> <p>Compose</p>	<p><u>Chime Bells</u> C D E F G A B C</p> <p><u>Recorders</u> F G A Bb C</p> <p>Recognise Middle C to top F on the treble clef stave</p> <p>FACE</p>	<p>I can understand that a piece of music is made up of different sections</p>	<p>I can listen to music saying what I like and dislike with more depth</p> <p>I can listen to music and identify instruments by their sound.</p>		<p>I can practise and refine performances in groups and in a class</p> <p>I can perform simple accompaniments (including the use of rhythmic ostinato) to a melody giving thought to mood (happy/ sad).</p>	<p>I can suggest my own ideas to control changes eg faster/ slower, louder/ quieter/ higher / lower)</p> <p>I can use words, and symbols to represent sounds and</p>	<p>I can practise and refine performances in groups and in a class</p> <p>I can suggest my own ideas to control changes eg faster/ slower, louder/ quieter/ higher / lower)</p>

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	<p>Rest</p> <p>Dynamics</p> <p>Tempo</p> <p>Perform/ performance</p> <p>Keyboard</p> <p>Drums</p> <p>structure</p> <p>Count in</p> <p>Intro</p> <p>Verse</p> <p>Chorus</p> <p>Ending</p> <p>andante</p>	<p>EGBDF</p>				<p>I can create and perform simple melodies with at least 2 tones on a tuned instrument</p>	<p>create rhythm patterns. Rhythm grids (blobs to sticks).</p> <p>I can create and perform simple melodies with at least 2 tones on a tuned instrument</p> <p>I can compose in small group</p>	<p>I can perform simple accompaniments (including the use of rhythmic ostinato) to a melody giving thought to mood (happy/ sad).</p> <p>I can listen to music saying what I like and dislike with more depth and say why.</p> <p>I can understand that a piece of music is made up of different sections.</p> <p>I can use words, and symbols to represent sounds and create rhythm patterns. Rhythm grids (blobs to sticks).</p>
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								<p>I can create and perform simple melodies with at least 2 tones on a tuned instrument.</p> <p>I can compose in small groups</p> <p>I can listen to music and identify instruments by their sound.</p>
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	Vocabulary	Notation	Musicianship	Listening	Singing	Playing instrument	Composing	Year endpoints
Year 3	Piano/ soft Forte/ loud Allegro/ fast Adagio/ slow Legato/ smooth/ slur Staccato/ detached Beat Pulse Rhythm Rest  Pitch- high/ low Impvise Melody audience compose Dynamics Tempo Perform/ performance Keyboard Drums structure Count in Intro Verse Chorus	Children will read notes as letters: <u>Glockenspiels</u> C D E F G A Bb B C  <u>Recorders</u> C F G A B  Minims, crotchets and quavers and their rests  Recognise Middle C to top F on the treble clef stave  FACE	I can sing in tune with expression using dynamics and phrasing  I can listen to short extracts and respond to specific questions about genre and structure  I can recognise families of instruments and ensembles  I can use musical vocabulary to evaluate my own work.	I can listen to short extracts and respond to specific questions about genre and structure	I can sing in tune with expression using dynamics and phrasing  I can perform a song on my own or as part of a group to an audience with increasing clarity.	I can perform sounds including pitch and rhythm from a simple rhythm grid/ graphic score.  I can perform a song on my own or as part of a group to an audience with increasing clarity.	I can create and perform simple rhythmic and melodic patterns as part of a group and on my own. <b>Sticks to                      notes</b>  I can share ideas and listen to others when working on a composition (rhythm grids/ graphic scores)  I can explore and create melodies that use steps and leaps and a wider range of notes	I can sing in tune with expression using dynamics and phrasing  I can perform a song on my own or as part of a group to an audience with increasing clarity.  I can perform sounds including pitch and rhythm from a simple rhythm grid/ graphic score.  I can listen to short extracts and respond to specific questions about genre and structure  I can recognise families of



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	<p>Ending andante</p> <p>Genre Orchestra conductor Choir Texture-thick/ thin Fortissimo Pianissimo Getting faster Getting slower Ostinato Phrasing</p>						<p>I can select a sound or instrument to achieve an effect eg quiet playing to create a peaceful sound.</p>	<p>instruments and ensembles</p> <p>I can use musical vocabulary to evaluate my own work.</p> <p>I can create and perform simple rhythmic and melodic patterns as part of a group and on my own.</p> <p><b>Sticks to notes</b></p> <p>I can share ideas and listen to others when working on a composition (rhythm grids/ graphic scores)</p> <p>I can explore and create melodies that use steps and leaps and a</p>
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								<p>wider range of notes</p> <p>I can select a sound or instrument to achieve an effect eg quiet playing to create a peaceful sound.</p>
	Vocabulary	Notation	Musicianship	Listening	Singing	Playing instrument	Composing	Year endpoints
Year 4	<p>Piano/ soft</p> <p>Forte/ loud</p> <p>Allegro/ fast</p> <p>Adagio/ slow</p> <p>Legato/ smooth</p> <p>Staccato/ detached</p> <p>Beat</p> <p>Pulse</p> <p>Rhythm</p> <p>Rest</p> <p>Pitch- high/ low</p> <p>Improvise</p> <p>Melody</p> <p>audience</p> <p>compose</p> <p>Dynamics</p>	<p>Children will read/ play notes as letter and notation</p> <p>Play C-G</p> <p>Recognise Middle C to top F on the treble clef stave</p> <p>FACE</p> <p>EGBDF</p>	<p>can echo sing and play by ear and by using forms of notation.</p> <p>I can listen and comment on music from different historical periods.</p> <p>I can recognise ensembles and identify</p>	<p>I can listen and comment on music from different historical periods.</p> <p>I can recognise ensembles and identify families of instruments in different genres of music</p>	<p>I can sing accurately with good posture and breathing</p> <p>I can sing songs with a more complicated texture (rounds/ partner songs).</p> <p>I can echo sing and play</p>	<p>I can carry on if I make a mistake in a performance</p> <p>I can work on my own or as part of a team when working on compositions</p> <p>I can echo sing and play by ear and by using forms of notation</p>	<p>I can create my own ostinato and riffs and play them in time with others or in a groups.</p> <p>I can improvise a rhythm over a steady pulse.</p> <p>I can recognise crotchets, crotchet rests,</p>	<p>I can sing accurately with good posture and breathing</p> <p>I can sing songs with a more complicated texture (rounds/ partner songs).</p> <p>I can carry on if I make a mistake in a performance</p> <p>I can echo sing and play by ear</p>

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	<p>Tempo Perform/ performance Keyboard Drums structure Count in Intro Verse Chorus Ending Genre Orchestra Choir Texture-thick/ thin Fortissimo Pianissimo Andante Ostinato Phrasing</p> <p>Strings Woodwind Brass percussion Major Minor</p>		<p>families of instruments in different genres of music</p> <p>I can recognise crotchets, crotchet rests, quavers, minims, semi-breves and use them to compose and perform rhythm ( rhythm grid (notes)</p>	<p>I can use an extended musical vocabulary to express personal taste towards pieces I hear.</p>	<p>by ear and by using forms of notation.</p>	<p>I can show an understanding of scales in my compositions (major and minor)</p>	<p>quavers, minims, semi-breves and use them to compose and perform rhythm ( rhythm grid (notes)</p> <p>I can show an understanding of scales in my compositions (major and minor)</p>	<p>and by using forms of notation.</p> <p>I can listen and comment on music from different historical periods.</p> <p>I can recognise ensembles and identify families of instruments in different genres of music.</p> <p>I can use an extended musical vocabulary to express personal taste towards pieces I hear.</p> <p>I can create my own ostinato and riffs and play them in time</p>
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	<p>Pentatonic scale  Rhythm patterns  Synthesisers  Notation  Crescendo  Diminuendo  Quaver  Crotchet  Crotchet rest  Minim  Semibreve</p>							<p>with others or in a groups.</p> <p>I can improvise a rhythm over a steady pulse.</p> <p>I can recognise crotchets, crotchet rests, quavers, minims, semi-breves and use them to compose and perform rhythm (rhythm grid (notes))</p> <p>I can show an understanding of scales in my compositions (major and minor)</p> <p>I can work on my own or as part of a team when working on compositions.</p>
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	Vocabulary	Notation	Musicianship	Listening	Singing	Playing instrument	Composing	Year endpoints
Year 5	Piano/ soft Forte/ loud Allegro/ fast Adagio/ slow Legato/ smooth Staccato/ detached Beat Pulse Rhythm Rest Pitch- high/ low Improvise Melody audience compose Dynamics Tempo Perform/ performance Keyboard Drums structure Count in Intro Verse Chorus Ending Genre	Children will be reading notation from the stave.  Play middle C to C octave higher  Recognise Middle C to top F on the treble clef stave  FACE  EGBDF	I can tap a pulse in different time signatures.  I can use the range of an octave to compose and improvise melody  I can create a composition that explores the use of my musical vocabulary.	I can compare music of contrasting styles and genres using appropriate vocabulary.	I can sing or play expressively to a variety of audiences in different venues (school, church, classrooms, care homes)	I can sing or play expressively to a variety of audiences in different venues (school, church, classrooms, care homes)  I can lead a groups by counting in, beating time	I can suggest and implement improvements to compositions and performances and to evaluate.  I can use the range of an octave to compose and improvise melody.  I can understand the concept of the home note I when composing.  I can use graphic scores and rhythm grids with a	I can sing or play expressively to a variety of audiences in different venues (school, church, classrooms, care homes)  I can lead a groups by counting in, beating time.  I can tap a pulse in different time signatures.  I can compare music of contrasting styles and genres using appropriate vocabulary.  I can suggest and implement improvements to compositions

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	<p>Orchestra                  Choir                  Texture-thick/                  thin                  Fortissimo                  Pianissimo                  Andante                  Ostinato                  Phrasing                  Strings                  Woodwind                  Brass                  percussion                  Major                  Minor                  Pentatonic scale                  Unison                  Rhythm patterns                  Synthesisers                  Notation                  Crescendo                  Diminuendo                  Quaver                  Crotchet                  Crotchet rest                  Minim                  Semibreve</p> <p>Unison                  Polyphonic</p>						<p>more complex texture.</p> <p>I can plan a composition alone or in a group and monitor its development.</p> <p>I can create a composition that explores the use of my musical vocabulary.</p>	<p>and performances and to evaluate.</p> <p>I can use the range of an octave to compose and improvise melody.</p> <p>I can understand the concept of the home note I when composing.</p> <p>I can use graphic scores and rhythm grids with a more complex texture.</p> <p>I can plan a composition alone or in a group and monitor its development.</p>
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	Harmony Melody Accompaniment Home note Dotted crotchet Dotted crochet rests Accelerando - Getting faster ritardando - Getting slower e							I can create a composition that explores the use of my musical vocabulary.
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	Vocabulary	Notation	Musicianship	Listening	Singing	Playing instrument	Composing	Year endpoints
Year 6	Piano/ soft Forte/ loud Allegro/ fast Adagio/ slow Legato/ smooth Staccato/ detached Beat Pulse Rhythm Pitch- high/ low Impvise Melody audience compose Dynamics Tempo Perform/ performance Keyboard Drums structure Count in Intro Verse Chorus Ending Genre Orchestra	Children will be reading notation from the stave.  Play: Chords: C, F, G D, A Majors/ minors  Play Middle C to C  Recognise Middle C to top F on the treble clef stave  FACE  EGBDF	I can demonstrate control of vocal techniques- breathing, posture, good tuning and diction.  When singing i maintain my own part with accurate pitch whilst hearing other parts.  I can understand particular sets of notes give music its characteristic sound eg minor for sad and major for happy.	I can listen to longer extracts and describe using knowledge of inter-related dimensions of music.  I can understand particular sets of notes give music its characteristic sound eg minor for sad and major for happy.	I can demonstrate control of vocal techniques- breathing, posture, good tuning and diction.  When singing I maintain my own part with accurate pitch whilst hearing other parts.  I can use inter-related dimensional music to improve the quality of my performances when singing, playing and composing	When singing I maintain my own part with accurate pitch whilst hearing other parts.  I can use inter- related dimensional music to improve the quality of my performances when singing or playing.  I can play and sing in an ensemble taking an individual part and showing awareness of balance  I can recover from mistakes in a performance	I can use inter-related dimensional music to improve the quality of my performances when singing, playing and composing  I can create and perform more complicated rhythms (semi- quavers).  I can use the inter-related dimensions to improve the quality of my compositions.  I can select appropriate	I can demonstrate control of vocal techniques- breathing, posture, good tuning and diction.  When singing I maintain my own part with accurate pitch whilst hearing other parts.  I can use inter- related dimensional music to improve the quality of my performances when singing, playing and composing.



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	<p>Choir  Texture-thick/  thin  Fortissimo  Pianissimo  Andante  Ostinato  Phrasing  Strings  Woodwind  Brass  percussion  Major  Minor  Pentatonic scale  Unison  Rhythm patterns  Synthesisers  Notation  Crescendo  Diminuendo  Accelerando -  Getting faster  ritardando -  Getting slower  Quaver  Crotchet  Crochet rest  Minim  Semibreve  Unison</p>		<p>I can recognise and use simple staff notation.</p>		<p>I can play and sing in an ensemble taking an individual part and showing awareness of balance</p> <p>I can recover from mistakes in a performance</p>	<p>I can understand and use chords in sequences.</p> <p>I can recognise and use simple staff notation.</p>	<p>sound to achieve and effect for a purpose (strong drum beat for dance music)</p>	<p>I can play and sing in an ensemble taking an individual part and showing awareness of balance</p> <p>I can recover from mistakes in a performance</p> <p>I can listen to longer extracts and describe using knowledge of inter-related dimensions of music.</p> <p>I can understand and use chords in sequences.</p> <p>I can understand particular sets of notes give music its characteristic sound eg minor for sad and major for happy.</p>
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	<p>Polyphonic Harmony Melody Accompaniment Home note Dotted crotchet Dotted crochet rests</p> <p>Chromatic Vivace- lively Lento- slow Dolce- sweetly Accent Sharp Flat Interval Chord Major chord Minor chord</p>							<p>I can use the inter-related dimensions to improve the quality of my compositions.</p> <p>I can create and perform more complicated rhythms (semi-quavers).</p> <p>I can select appropriate sound to achieve and effect for a purpose (strong drum beat for dance music)</p> <p>I can recognise and use simple staff notation.</p>
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