

St. Laurence C of E Junior Academy

Music Progression Map

Year
3

Year
4

Year
5

Year
6

Listening and Appraising

Pupils should be taught to: listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Develop an understanding of the history of music.

1. Identify basic musical styles through learning about their style indicators and the instruments played.
2. Find the pulse, the steady beat to the music they are listening to and understand what that means.
3. More consistently use accurate musical language to describe and talk about music.
4. Listen to other ideas about music, respect those ideas and feelings.

1. Identify basic musical styles through learning about their style indicators and the instruments played through 'Musician of the Month':
2. Find the pulse, the steady beat to the music they are listening to and understand what that means.
3. More consistently use accurate musical language to describe and talk about music.
4. Listen to other ideas about music, respect those ideas and feelings.
5. Continue to realise/understand and show how pulse, rhythm and pitch fit together.

1. Continue to identify musical styles through learning about their style indicators and the instruments played. Some will be learnt again in greater depth.
2. Find the pulse confidently and instinctively, of the music they are listening to and understand what that means.
3. Use accurate musical language to describe and talk about music.
4. Listen to other ideas about music, respect those ideas and feelings.
5. Continue to realise/ understand/explain/give examples and show how pulse, rhythm and pitch fit together. Include tempo, dynamics, timbre, texture and structure if possible

1. Continue to identify musical styles through learning about their style indicators and the instruments played. Some will be learnt again in greater depth.
2. Find the pulse confidently and instinctively, of the music they are listening to and understand what that means.
3. Use accurate musical language confidently and with understanding to describe and talk about music.
4. Listen to other ideas about music, respect those ideas and feelings.
5. Continue to realise/ understand/explain/give examples and show how pulse, rhythm and pitch fit together. Include tempo, dynamics, timbre, texture and structure if possible.

6. Continue to realise/ understand and show how pulse, rhythm and pitch fit together.			
Year 3	Year 4	Year 5	Year 6
Singing			
Pupils should be taught to: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression			
<p>1. Continue to understand how to work together as part of a group and with their friends, developing the confidence to sing alone.</p> <p>2. Continue to understand the importance of warming up their voices and to establish a good singing position.</p> <p>3. Consider that words mean something and project the meaning of the song.</p> <p>4. Sing with a good sense of the pulse internally and sing together and in time with the group.</p> <p>5. Follow a leader/conductor.</p>	<p>1. Continue to understand how to work together as part of a group and with their friends, developing the confidence to sing alone.</p> <p>2. The importance of warming up their voices and to establish a good singing position.</p> <p>3. How to perform a song stylistically and as musically as you can.</p> <p>4. How to sing with a good sense of the pulse internally and sing together and in time with the group. Perhaps sing in two parts.</p> <p>5. How to follow a leader/conductor with confidence.</p>	<p>1. Understand how to work together as part of a group and in an ensemble or, as a soloist.</p> <p>2. Continue to understand the importance of warming up your voice and to establish a good singing position.</p> <p>3. Perform and interpret a song stylistically and as musically as you can.</p> <p>4. Sing with a good sense of the pulse internally and sing together and in time with the group. Understand the importance of clear diction and tuning.</p> <p>5. Follow a leader/conductor with confidence and ease, understand why and how the ensemble works/fits together</p>	<p>1. Understand how to work together as part of a group and in an ensemble or, as a soloist.</p> <p>2. Continue to understand the importance of warming up your voice and to establish a good singing position.</p> <p>3. Perform and interpret a song stylistically and as musically as you can.</p> <p>4. Sing with a good sense of the pulse internally and sing together and in time with the group. Understand the importance of clear diction and tuning.</p> <p>5. Follow a leader/conductor with confidence and ease, understand why and how the ensemble works/fits together. Perhaps lead the group yourself.</p>
Year 3	Year 4	Year 5	Year 6
Playing instruments			
Pupils should be taught to: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression, use and understand staff and other musical notations.			

<p>1. Continue to play a classroom instrument (recorder) as part of a group/ensemble..</p> <p>2. Use simple notation for 1 and half beats introducing crotchet and quaver.</p> <p>3. Continue to respond to basic musical cues from the leader/conductor.</p> <p>4. Continue to treat your instrument with respect and care and to play it correctly.</p> <p>5. Play more confidently as part of your ensemble/group.</p>	<p>1. Continue to play a classroom instrument as part of a group/ensemble and as part of the song you are learning. Play with more knowledge, confidence and ease.</p> <p>Play tuned and untuned percussion instruments.</p> <p>2. Move between differentiated parts as required - crotchets, quavers, minims and rests.</p> <p>3. Continue to respond to basic musical cues from the leader/conductor. Follow the leader confidently.</p> <p>4. Continue to treat your instrument with respect and care and to play it correctly.</p> <p>5. Play more confidently as part of your ensemble/group.</p>	<p>1. Continue to play a classroom instrument (or band instrument) as part of a group/ensemble and as part of the song you are learning. Play with more knowledge, confidence, ease and enjoyment.</p> <p>2. Move between differentiated parts as required. Use notation if appropriate.</p> <p>3. Demonstrate confidence and fluency when playing your instrument in a solo or ensemble context.</p> <p>4. Continue to treat your instrument with respect and care and to play it correctly.</p> <p>5. Play more confidently as part of your ensemble/group.</p>	<p>1. Continue to play a classroom instrument (or band instrument) as part of a group/ensemble and as part of the song you are learning. Play with more knowledge, confidence, ease and enjoyment.</p> <p>2. Move between differentiated parts as required. Use notation if appropriate.</p> <p>3. Demonstrate confidence and fluency when playing your instrument in a solo or ensemble context.</p> <p>4. Continue to treat your instrument with respect and care and to play it correctly.</p> <p>5. Play more confidently as part of your ensemble/group.</p>
Year 3	Year 4	Year 5	Year 6
Improvising			
Pupils should be taught to: improvise and compose music for a range of purposes using the inter-related dimensions of music.			
<p>1. Continue to explore and create simple musical sounds with voices and instruments within the context of the song being learnt.</p> <p>2. Deepen your understanding through activity, that when you improvise you make up your own</p>	<p>1. Continue to explore and create simple musical sounds with voices and instruments within the context of the song being learnt.</p> <p>2. Deepen your understanding through activity, that when you improvise you make up your own</p>	<p>1. Continue to explore and create musical improvisations with voices and instruments within the context of the song being learnt.</p> <p>2. Deepen your understanding through activity, that when you improvise you make up your own tune (or rhythm)</p>	<p>1. Continue to explore and create musical improvisations with voices and instruments within the context of the song being learnt.</p> <p>2. Deepen your understanding through activity, that when you improvise you make up your own tune (or rhythm) using one, two or three notes, or you can sing.</p>

<p>tune (or rhythm) using one or two notes, or you can sing.</p> <p>3. Continue to improvise using very simple patterns on your instrument and/or voice.</p> <p>4. Continue to create your own simple rhythmic patterns that lead to melodies in a group or a solo situation.</p> <p>5. Continue to perform your own rhythms and melodies with confidence and understanding in the group. Improvise using two notes with confidence.</p>	<p>tune (or rhythm) using one, two or three notes, or you can sing.</p> <p>3. Continue to improvise using very simple patterns on your instrument and/or voice.</p> <p>4. Continue to create your own simple rhythmic patterns that lead to melodies in a group or a solo situation.</p> <p>5. Continue to perform your own rhythms and melodies with confidence and understanding in the group. Improvise using two notes with confidence.</p>	<p>using one, two or three notes, or you can sing.</p> <p>3. Continue to improvise using simple patterns on your instrument and/or voice.</p> <p>4. Continue to create your own more complex rhythmic patterns that lead to melodies in a group or a solo situation.</p> <p>5. Continue to perform your own rhythms and melodies with confidence and understanding in the group. Improvise using up to three notes with greater confidence.</p>	<p>3. Continue to improvise using simple patterns on your instrument and/or voice.</p> <p>4. Continue to create your own more complex rhythmic patterns that lead to melodies in a group or a solo situation.</p> <p>5. Continue to perform your own rhythms and melodies with confidence and understanding in the group. Improvise using up to three or more notes with greater confidence.</p>
Year 3	Year 4	Year 5	Year 6
Composition			
Pupils should be taught to improvise and compose music for a range of purposes using the inter-related dimensions of music,			
<p>1. Continue to create your own slightly more complex melodies (usually in a group) within the context of the song that is being learnt.</p> <p>2. Move beyond composing using two notes, increasing to three notes if appropriate.</p> <p>3. Record the composition in any way appropriate. Notate music in different ways, using graphic/pictorial notation, video, ICT. Beginning to use the staff.</p>	<p>1. Continue to create your own more complex melodies (usually in a group) within the context of the song that is being learnt.</p> <p>2. Move beyond composing using two notes, increasing to three notes if appropriate. Using the staff to record notation.</p> <p>3. Record the composition in any way appropriate. Notate music in different ways, using graphic/pictorial notation, video, ICT.</p>	<p>1. Create your own more complex melodies within the context of the song that is being learnt.</p> <p>2. Move beyond composing using two notes, increasing to three notes then five if appropriate. Using the staff to record notation.</p> <p>3. Use voice, sounds, technology and instruments in creative ways. Record the composition in any way appropriate.</p> <p>4. Continue to musically demonstrate an understanding and use of the</p>	<p>1. Confidently create your own melodies within the context of the song that is being learnt and do this with deeper understanding.</p> <p>2. Move beyond composing using two notes, increasing to three notes then five if appropriate using the staff to record notation.</p> <p>3. Use voice, sounds, technology and instruments in creative ways. Record the composition in any way appropriate.</p> <p>4. Continue to musically demonstrate an understanding and use of the interrelated dimensions of music as appropriate.</p>

<p>4. Musically demonstrate an understanding and use of the interrelated dimensions of music as appropriate within this context of creating and making music eg getting louder (dynamics), quieter (dynamics), higher (pitch), lower (pitch), faster (tempo), slower (tempo). 5. Continue to recognise/identify the awareness of a link between shape and pitch using graphic notations or simply writing the melody in any way we will remember.</p>	<p>4. Musically demonstrate an understanding and use of the interrelated dimensions of music as appropriate within this context of creating and making music eg getting louder (dynamics), quieter (dynamics), higher (pitch), lower (pitch), faster (tempo), slower (tempo). 5. Continue to recognise/identify the awareness of a link between shape and pitch using graphic notations or simply writing the melody in any way we will remember.</p>	<p>interrelated dimensions of music as appropriate. 5. Recognise and musically and/or verbally demonstrate awareness of a link between shape and pitch using notations if appropriate.</p>	<p>5. Recognise and musically and/or verbally demonstrate awareness of a link between shape and pitch using notations if appropriate.</p>
<p style="text-align: center;">Year 3</p>	<p style="text-align: center;">Year 4</p>	<p style="text-align: center;">Year 5</p>	<p style="text-align: center;">Year 6</p>
Performing			
Pupils should be taught to sing and play musically with increasing confidence and control.			
<p>1. Continue to work together as part of an ensemble/band. Follow the conductor/band leader. 2. Perform what you have learnt to other people. Play your instrument, improvise and play your compositions as part of this performance and with as much confidence and accuracy as possible. 3. Perform with an understanding that the performance can include everything that has been</p>	<p>1. Present a musical performance of a song or piece of music to an audience, demonstrating the historic, stylistic knowledge and understanding of the song/piece through the performance. 2. Perform what you have learnt to other people. Play your instrument, improvise and play your compositions as part of this performance and with as much confidence and accuracy as possible.</p>	<p>1. Present a musical performance of a song or piece of music to an audience, demonstrating the historic, stylistic knowledge and understanding of the song/piece, through the performance. 2. Perform what you have learnt to your audience. Play your instrument, improvise and play your compositions as part of this performance and with as much confidence and accuracy as possible. 3. Perform with a deeper understanding that the performance can include</p>	<p>1. In greater depth: Present a musical performance of a song or piece of music to an audience, demonstrating the historic, stylistic knowledge and understanding of the song/piece, through the performance. 2. Perform what you have learnt to your audience. Play your instrument, improvise and play your compositions as part of this performance and with as much confidence and accuracy as possible. 3. Perform with a deeper understanding that the performance can include everything that has been undertaken during the learning</p>

<p>undertaken during the learning process of the unit. Everything you have learnt fits together.</p> <p>4. Practise, rehearse and present performances with awareness of an audience. Begin to realise that performance can influence how music is presented. Try to communicate your ideas, thoughts and feelings through simple musical demonstration.</p> <p>5. Watch a recording and/or discuss the performance. Offer helpful and thoughtful comments and feedback about others.</p>	<p>3. Perform with a deeper understanding. A performance can include everything that has been undertaken during the learning process of the unit. Everything you have learnt fits together.</p> <p>4. Practise, rehearse and present performances with awareness of an audience. Begin to realise that performance can influence how music is presented. Try to communicate your ideas, thoughts and feelings through simple musical demonstration.</p> <p>5. Watch a recording and/or discuss the performance. Offer helpful and thoughtful comments and feedback about others.</p>	<p>everything that has been undertaken during the learning process of the unit. Everything you have learnt fits together.</p> <p>4. Practise, rehearse and present performances with awareness of an audience. Begin to realise that performance can influence how music is presented.</p>	<p>process of the unit. Everything you have learnt fits together.</p> <p>4. Practise, rehearse and present performances with awareness of an audience. Begin to realise that performance can influence how music is presented. Communicate your ideas, thoughts and feelings through simple musical demonstration.</p> <p>5. Watch a recording and/or discuss the performance. Offer helpful and thoughtful comments and feedback about others.</p>
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