

**St. Hugh's Catholic Primary School
Music Progression Map**

Area of Learning and Development	Aspect	Range 3	Range 4	Range 5	Range 6
<p align="center">Expressive Arts and Design</p>	<p>Being imaginative and expressive</p>	<p>Expresses self through physical actions and sound</p> <p>Pretends that one object represents another, especially when objects have characteristics in common</p> <p>Creates sound effects and movements, e.g. creates the sound of a car, animals</p>	<p>Uses everyday materials to explore, understand and represent their world – their ideas, interests and fascinations</p> <p>Begins to make believe by pretending using sounds, movements, words, objects</p> <p>Beginning to describe sounds and music imaginatively, e.g. scary music</p> <p>Creates rhythmic sounds and movements</p>	<p>Uses movement and sounds to express experiences, expertise, ideas and feelings</p> <p>Experiments and creates movement in response to music, stories and ideas</p> <p>Sings to self and makes up simple songs</p> <p>Creates sounds, movements, drawings to accompany stories</p> <p>Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously</p> <p>Engages in imaginative play based on own ideas or first-hand or peer experiences. Uses available resources to create props or creates imaginary ones to support play</p> <p>Plays alongside other children who are engaged in the same theme</p>	<p>Creates representations of both imaginary and real-life ideas, events, people and objects</p> <p>Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences</p> <p>Chooses particular movements, instruments/sounds, colours and materials for their own imaginative purposes</p> <p>Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping</p> <p>Responds imaginatively to art works and objects, e.g. this music sounds like dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth</p> <p>Introduces a storyline or narrative into their play</p> <p>Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative</p>

Early Learning Goal: Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; - Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

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Expressive Arts and Design	Creating with Materials	<p>Continues to explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression</p> <p>Moves while singing/vocalising, whilst listening to sounds and music, while playing with sound makers/instruments</p> <p>Mirrors and improvises actions they have observed, e.g. clapping or waving</p> <p>Sings/vocalises whilst listening to music or playing with instruments/sound makers</p> <p>Notices and becomes interested in the transformative effect of their action on materials and resources</p>	<p>Joins in singing songs</p> <p>Creates sounds by rubbing, shaking, tapping, striking or blowing</p> <p>Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. loud/quiet, fast/slow</p> <p>Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects</p> <p>Enjoys and responds to playing with colour in a variety of ways, for example combining colours</p> <p>Uses 3D and 2D structures to explore materials and/or to express ideas</p>	<p>Explores and learns how sounds and movements can be changed</p> <p>Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns</p> <p>Enjoys joining in with moving, dancing and ring games</p> <p>Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home</p> <p>Taps out simple repeated rhythms</p> <p>Develops an understanding of how to create and use sounds intentionally</p> <p>Continues to explore colour and how colours can be changed</p> <p>Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience</p> <p>Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces</p> <p>Uses tools for a purpose</p>	<p>Begins to build a collection of songs and dances</p> <p>Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to</p> <p>Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking</p> <p>Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding.</p> <p>Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts.</p>

Early Learning Goal: Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.

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Strand	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Listening and Appraising</p>	<p>To know five songs off by heart</p> <p>To know and recognise the sound and names of the instruments they use</p> <p>To enjoy moving to music</p>	<p>To know five songs off by heart</p> <p>To know that some songs have a chorus or a response/answer part</p> <p>To know that songs have a musical style</p> <p>To enjoy moving to music in different ways</p> <p>To learn how songs can tell a story or describe an idea</p> <p>To know that music has a steady pulse</p> <p>To know that rhythms are different from the steady pulse</p> <p>To understand high and low sounds can be added</p>	<p>To know five songs off by heart; know who sang or wrote them; know the style of the five songs</p> <p>To talk about the lyrics, musical dimensions, main sections, instruments in one of the songs learnt off by heart</p> <p>To identify and move to the pulse</p> <p>To think about what the words of a song mean</p> <p>To know that pulse, rhythm and pitch work together to create a song</p>	<p>To know five songs off by heart; know who sang or wrote them; know the style of the five songs</p> <p>To talk about the lyrics, musical dimensions, main sections, instruments in one of the songs learnt off by heart</p> <p>To confidently identify and move to the pulse</p> <p>To talk about the music and how it makes them feel</p> <p>To listen carefully and respectfully to other people's thoughts about the music</p>	<p>To know five songs off by heart; know who sang or wrote them, when they were written and, if possible, why</p> <p>To name other songs in the same style of the five songs learnt</p> <p>To talk about the historical context of the songs</p> <p>To talk about the lyrics, musical dimensions, main sections, instruments in two songs</p> <p>To identify and move to the pulse with ease</p> <p>To talk about the message of the songs</p> <p>To compare two songs in the same style, talking about what stands out musically, and their similarities and differences</p>	<p>To know five songs off by heart; know who sang or wrote them, when they were written and, if possible, why</p> <p>To talk about the lyrics, musical dimensions, main sections, instruments in three songs</p> <p>To compare at least two songs in the same style, talking about what stands out musically, and their similarities and differences</p>
<p>Singing and Playing</p>	<p>To confidently sing or rap 5 songs from memory and sing them in unison</p> <p>To sing notes of different pitches</p> <p>To make different types of sounds with their voices</p>	<p>To confidently sing five songs from memory</p> <p>To know that unison is everyone singing at the same time</p> <p>To know that songs include other ways of using the voice</p>	<p>To sing in unison and in simple two-parts</p> <p>To follow a leader when singing and know the leader can be called a conductor</p> <p>To enjoy exploring singing solo</p>	<p>To know that songs can make you feel different things</p> <p>To understand that a solo singer makes a thinner texture than a large group</p> <p>To sing with increasing awareness of being 'in tune'</p>	<p>To talk about the main features of a song</p> <p>To sing in unison, the solo, lead vocal, backing vocals or rapping</p> <p>To experience rapping and solo singing</p>	<p>To know and confidently sing five songs from memory, and to sing them with a strong internal pulse</p> <p>To know about the style of the songs so they can represent the feeling and context to the audience</p>

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	<p>To start and stop singing when following a leader</p> <p>To know the names of the notes in their instrumental part</p> <p>To know the names of the instruments they are playing</p> <p>To play a tuned instrumental part using a one-note part, a simple part, medium part</p> <p>To listen to and follow musical instructions from a leader</p>	<p>To know why we need to warm up our voices</p> <p>To know about voices singing notes of different pitches</p> <p>To be able to start and stop singing when following a leader</p> <p>To know the names of the notes they are using in their instrumentals</p> <p>To know the names of untuned percussion instruments played in class</p> <p>To play a tuned instrumental part; play the part in time with a steady pulse</p> <p>To follow musical instructions from a leader</p>	<p>To sing with awareness of being 'in tune'</p> <p>To play a simple part on a tuned instrument from memory or using notation</p> <p>To rehearse and perform their part</p>	<p>To play a one-note, simple or medium part or the melody of a song from memory or notation</p> <p>To know about instruments other than those played in class</p> <p>To experience leading the playing</p>	<p>To listen to each other and be aware of how they fit into a group</p> <p>To know and be able to talk about different ways of writing music down</p> <p>To begin to know the notes C, D, E, F, G, A, B and C on the treble staff</p> <p>To begin to play a musical instrument with the correct technique within the context of a song</p> <p>To select and learn an instrumental part</p> <p>To lead a rehearsal session</p>	<p>To know the notes C, D, E, F, G, A, B and C on the treble staff</p> <p>To play a musical instrument with the correct technique within the context of a song</p> <p>To select and learn an instrumental part</p> <p>To lead a rehearsal session with increasing confidence</p>
Improvising	<p>To know that improvising is about making up your own tunes on the spot</p> <p>To improvise by clapping and singing using one or two notes</p>	<p>To know that when someone improvises, they make up their own tune that has never been heard before</p> <p>To improvise by clapping, singing and playing</p>	<p>To improvise using instruments in the context of the song they are learning to perform</p>	<p>To know that if they improvise using the notes they are given, they cannot make a mistake</p> <p>To know that they can use in their improvisations some of the riffs they have heard</p>	<p>To know about three well-known improvising musicians</p> <p>To improvise using instruments in the context of a song to be performed</p>	<p>To know about three well-known improvising musicians in increasing depth</p> <p>To improvise using instruments in the context of a song to be performed</p>
Composing	<p>To know that composing is like writing a story with music</p> <p>To create a simple melody using 1-3 notes</p>	<p>To know that everyone can compose</p> <p>To create simple melodies using 1, 3 or 5 different notes</p>	<p>To know some different ways of recording compositions</p> <p>To plan and create a section of music</p>	<p>To be able to talk about a composition they have created</p> <p>To plan and create a section of music that</p>	<p>To understand that notation connects sounds and symbols</p> <p>To create simple melodies using up to five</p>	<p>To explain the keynote and the structure of the melody</p> <p>To listen to and reflect upon the developing</p>

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		To learn how the notes of the composition can be written down and changed if necessary	To make musical decisions about pulse, rhythm, pitch, dynamics and tempo To record the composition in a way that recognises the connection between the sound and symbol	can be performed within the context of a song they have learnt To listen to and reflect upon the developing composition to make musical decisions about pulse, rhythm, pitch, dynamics and tempo	different notes and simple rhythms that work musically with the style of the song To record the composition in any way appropriate that recognises the connection between sound and symbol	composition and make musical decisions about how the melody connects with the song
Performing	To know that a performance is sharing music with an audience To perform a song they have learnt To record their performance and say how they feel about it	To know that a performance can be a special occasion and involve a class, a year group or a whole school To perform a song they have learnt; add ideas to the performance	To understand that in a performance, words must be sang/rapped clearly and instruments played with confidence To understand that performances are planned and different for every occasion To understand that performing involves communicating feelings, thoughts and ideas about the songs/music	To understand that a performance can involve an audience of people they do not know To choose what to perform and create a program To present a musical performance designed to capture the audience To talk about the best place to be when performing and how to stand or sit	To communicate the meaning of the words and clearly articulate them To talk about the venue and how to use it to best effect To record the performance and compare it to a previous performance	To discuss and talk musically about a performance 'What went well? It would have been even better if ...'