



Christ Church C of E Primary – Music Progression Map

Nursery	Reception	KS1 Skills	Year 1	Year 2
Play and Perform				
EAD Sings to self and makes up simple songs CL - Sings some songs independently	EAD Sing a range of well-known nursery rhymes and songs	Using voices expressively	Sing a variety of simple songs from memory, accurately in tune and in time with control over dynamics and basic timbre range. Participate in weekly whole school hymns and seasonal festival performances.	Sing a variety of songs from memory, accurately in tune and in time with control over dynamics and basic timbre. Participate in weekly whole school hymns and seasonal festival performances.
EAD Experiments and creates movement in response to music	EAD Perform songs and rhymes, with others try to move in time with music.	Rhythm development	Keep a pulse along with leader or recorded music. Play simple rhythms accurately.	Confidently keep a pulse. Play simple rhythms accurately and with awareness of pulse.
		Pitch development	Perform simple 2-3 note melodies accurately. Learn SolFa hand signs up to 3 notes	Perform simple 3-5 note melodies accurately. Confidently use hand signs for SolFa up to 5 note pentatonic.
Create and Compose				
EAD Begins to identify and select different instruments and for different purposes.	EAD Chooses particular instruments/ sounds for their own imaginative purposes	Ability to make and realise musical choices and musical invent ideas.	Make choices about how to play instruments based on musical elements with an awareness of context.	Improvise or plan to play a simple melody based on the pentatonic scale.
	EAD Explore a range of musical instruments and learning to hold a beat.	Awareness of the basic musical elements (Dynamics, Pitch, Tempo Structure)	Follow a conductor to indicate understanding of Dynamics/tempo	Accurately identify and reproduce contrasting pitch, dynamics and tempos.
CL Links words together when speaking.	CL Can say simple rhymes and sing songs and poems.	Making link of words to musical rhythm.	Choose single word or short phrase rhythmic/lyrical adaptations to familiar songs.	Choosing short phrase rhythmic/lyrical adaptations to familiar songs.
Musical Literacy				
	EAD - Begin connecting abstract images to rhythm patterns. Initial introduction of Kodaly rhythm shapes (Ta and Ti-ti)	Rhythmic notation reading	Accurate rhythm notation reading of Crotchets, Quavers and Crotchet rests using Kodaly rhythm shapes – with vocalisation.	Accurate rhythm notation reading, including minims – using Kodaly rhythm shapes with vocalisation and some unpitched percussion.
	EAD Initial introduction of Sol Fa	Pitch Notation reading	Understand how pitch is notated and read simple two note melodies to vocalise or play on coloured chime bars	Developed ability to read pitch notation up to simple three note melodies to vocalise or play on coloured chime bars
Cultural and contextual knowledge				

				Basic awareness of different national musical identities.
KS2 Skills	Year 3	Year 4	Year 5	Year 6
Play and Perform				
Singing – Using voices expressively and tunefully	Sing a variety of songs from memory, accurately in tune and in time with awareness of dynamics and timbre. Perform songs in canon. Perform confidently in weekly whole school hymns and seasonal festival performances. Selected students developing singing further skills in Junior choir.	Sing a variety of songs from memory, accurately in tune and in time with increasing expressive control. Sing parts in canon and simple harmony. Perform confidently in weekly whole school hymns and seasonal festival performances. Selected students developing further singing skills in Junior choir.	Sing a variety of increasingly complex songs from memory, accurately in tune and in time with expressive control over dynamics and timbre. Hold a harmony line or canon part without getting distracted. Perform confidently and with leadership in weekly whole school hymns and seasonal festival performances. Selected students performing regularly to the public with Senior choir.	Sing a variety of increasingly complex songs from memory, accurately in tune and in time with expressive control over dynamics and timbre. Hold a harmony part separate to other ongoing parts. Perform confidently and with leadership in weekly whole school hymns and seasonal festival performances. Selected students performing regularly to the public with Senior choir.
Rhythm development	Play rhythms accurately and in time with the pulse. Develop familiarity and technique on a variety of rhythmic unpitched percussion instruments.	Play increasingly complex rhythms accurately and in time with the pulse and with awareness of place in an ensemble. Develop technique on a variety of rhythmic instruments including pitched and unpitched percussion.	Play complex rhythms accurately and in time and with awareness of place in an ensemble. Develop technique on a variety of rhythmic instruments including ukulele, pitched and unpitched percussion.	Perform increasingly complex rhythms accurately, in time and expressively and with awareness of place in an ensemble. Develop technique on a variety of rhythmic instruments including ukulele, pitched and unpitched percussion, keyboard.
Pitch development	Perform melodies accurately from memory, from pentatonic to full octave range.	Play a variety of diatonic melodies up to and above 1 octave in range in Wider-Ops class recorder sessions.	Play increasingly complex diatonic melodies up to 1 octave in range on tuned percussion.	Perform increasingly complex diatonic melodies accurately and expressively up to 1 octave in range on a range of tuned instruments.
Create and Compose				
Ability to make and realise musical choices and musical invent ideas.	Improvise or plan to play a simple melody based on the notes of the pentatonic scale and an intentional rhythm.	Compose a simple melody for recorder based on the diatonic G major scale.	Compose a simple melody based on the diatonic major scale. Work as part of a group to create compositions.	Improvise or compose a simple melody based on the diatonic major or minor scale. Some children will develop awareness of chords and accompaniment.
Develop understanding and control of the musical elements (Dynamics, Pitch, Tempo Structure)	Organise musical ideas using structure and the musical elements to represent different stories/ themes.	Devise and create compositions with clear intention and control over dynamics and structure.	Devise and create compositions with clear intention and control over dynamics and structure.	Devise and create compositions with clear intention and control over dynamics, tempo, structure and style.
Writing Lyrics	Inventing more complex rhythmic/lyrical adaptations to familiar songs with awareness of the connection between syllables and rhythm.	Compose simple, original verses or adaptations to familiar songs with musical awareness of the connection between syllables and rhythm.	Compose alternative verses to familiar songs with musical awareness of syntax and rhythm of words.	Compose original lyrics or alternative verses to familiar songs with musical control of syntax and rhythm of words.
Musical Literacy				
Rhythmic notation reading	Accurate rhythm notation reading, including Crotchets, quavers, minims and rests– using Kodaly rhythm shapes, vocalised and played on a variety of percussion instruments.	Accurate rhythm notation reading, including Crotchets, quavers, minims, semiquavers and rests– using Kodaly rhythm shapes, vocalised and played on a variety of percussion instruments and recorder.	Accurate rhythm notation reading, including Crotchets, quavers, minims, semiquavers, rests and syncopated rhythms – using Kodaly rhythm shapes, vocalised and played on a variety of instruments.	Accurate rhythm notation reading, including Crotchets, quavers, minims, semiquavers, rests and syncopated rhythms – using Kodaly rhythm shapes, vocalised and played on a variety of instruments.
Pitch Notation reading	Ability to read pitch notation diatonic C, major and A minor scales.	Reading melodies to play on recorder in G major scale.	Ability to read pitch notation almost in real time up to diatonic C and A minor scales.	Ability to read pitch notation and perform in real time up to diatonic C and G major and A and E minor scales.
Cultural and contextual knowledge				

		Develop awareness of some key musical styles and genres.	Develop ability to recognise a variety of musical styles and genres.	Ability to identify and describe different traditions, styles and genres of music
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