







(Insert Subject) Progression Map
Years 1 – 6



	Autumn	Spring	Summer		
 Year 1	<p>I know that music has a steady beat like a heartbeat. I can copy back rhythms. I can rap and sing in time to the music. I can play accurately in time using C. I know that I can create rhythms from words, names, food, colours etc.</p> <p>Children working at greater depth: I can create my own rhythms. I can lead groups that are rapping and singing. I can play accurately and in time using C + G. I can create my own rhythms. I can lead groups that are rapping and singing. I can play accurately and in time using C + G.</p> <p>Unit 2: Rhythm in the way we walk and banana rap: Children working at the expected standard: I know that music has a steady beat like a heartbeat. I can create rhythm from words, our names, favourite foods, colours and animals. I can recognise and name two or more instruments. I can rap and sing in time with the music.</p> <p>Children working at greater depth: I can find the pulse to other songs. I can create my own rhythm.</p>	<p>Unit 3: In the Groove Children working at the expected standard: I know that music has a steady pulse, like a heartbeat. I can create rhythms from words, names, favourite food, colours and animals. I can play C (play). I can play accurately and in time as part of the music.</p> <p>Children working at greater depth: I can create my own rhythms I can play C & D & E (improvise / compose)</p> <p>Unit 4: Round and Round Children working at expected standard: Find the pulse of the song Round and Round. Clap and copy rhythms. I can sing the song Round and Round with actions. Play instruments accurately and in time, with D, F, C +D. Improvise using D</p> <p>Children working at greater depth: I can find the pulse of other songs I've learnt. I can make up my own rhythm. Improvise using D +E</p>	<p><i>As musicians, children will:</i></p> <p>Summer 1 Unit 5: Your Imagination Using your imagination Children working at the expected standard: Know that music has a steady beat pulse, like a heartbeat. That we can create rhythms from words, our names, colours, animals etc. Recognise and name two or more instruments they hear. Play accurately and in time using DFC+D</p> <p>Children working at greater depth: Find the pulse to other unit songs. Create their own rhythms. Use D+E</p> <p>Summer 2 Unit 6: Reflect, Rewind and Replay This unit consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p>		
 Year 2	<p>Unit 1: Hands, Feet, Heart Children working at expected standard: I can march in time with the pulse. I know that rhythm is different to the pulse. I can copy and clap back rhythms. I can clap the rhythm of their name. I can recognise that songs sometimes have a question and answer section and a chorus.</p> <p>Children working at greater depth: I can create simple rhythms myself. I can play G, A B + C I can play C + D.</p> <p>Unit 2: Ho Ho Ho (A fun song about Christmas) Children working at expected standard: Be a rapper and find the pulse. Add high and low sounds to the pulse and rhythm when playing an instrument. Copy and clap bath rhythms. Play accurately and in time. Play G A + B</p> <p>Children working at greater depth: Free style finding the pulse. Create their own rhythms for the class to copy back.</p>	<p>Unit 3: I Wanna Play In A Band Children working at expected standard: Most will play D + C. Copy and clap back rhythms. Clap the rhythm of their name, favourite colour. Most children will use F when improvising. Compose a simple melody and using simple rhythms and use as part of the performance.</p> <p>Children working at greater depth: Freestyle finding the pulse. Some play G F + C. Create their own rhythms for the class to copy back. Some will play F + G.</p> <p>Unit 4: Zootime Children working at expected standard: Play using C + D. Some will use C D and E Compost a simple melody using simple rhythms. Children working at greater depth: Create own rhythms for class to perform back.</p>	<p>Unit 5: Friendship Song Children working at expected standard: Play accurately and in tune. Most play E + G Some will play C</p> <p>Children working at greater depth: A simple melody using simple rhythms, and use as part of the performance. Some will use E, G A + B. Some will use C + D</p>		
	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5

 <p>Year 3</p>	<p>Topic 1 – Reading Notation I can explore ways of representing high/low using symbols I can begin to explore standard notation, using minims and crotchets I can read and respond to minims and crotchets I can identify the lines and spaces on the staff I can apply spoken word to rhythms, understanding how to link each syllable to one musical note.</p>	<p>Topic 2 – Improvise I can explore improvisation within a major scale (up to five notes) I can become more skilled in improvising (using voices, tuned and untuned percussion, and instruments) I can create music that has a beginning, middle and end I can talk about what the song or piece of music means (WD)</p>	<p>Topic 3 – Compose I can use simple dynamics I can compose song accompaniments on tuned and untuned percussion, using known rhythms and note values</p>	<p>Topic 4 – Instrumental Performance I can play and perform melodies on tuned instruments using a small range (3 notes) I can rehearse and learn a simple instrumental part</p>	<p>Topic 5 – Singing I can sing as part of a choir I can demonstrate good singing posture I can perform actions confidently and in time to a range of action songs I can sing songs from memory and/or from notation. I can sing with awareness of following the beat. I can copy back simple melodic phrases using the voice</p>
 <p>Year 4</p>	<p>Topic 1 – Reading Notation I can explore ways of representing high/low and long/short using symbols I can explore standard notation, using minims, crotchets and quavers I can read and respond to minims, crotchets and quavers I can identify the staff, treble clef and time signature I can follow and perform simple rhythmic scores to a steady beat I can read and perform pitch notation within a small range (WD)</p>	<p>Topic 2 – Improvise I can explore improvisation within a major scale (up to five notes including F#) I can improvise over a simple chord progression</p>	<p>Topic 3 – Compose I can combine known rhythmic notation with letter names, to create short, pentatonic phrases using a limited range of five pitches I can start to use simple structures within compositions (eg introduction, verse, chorus or AB form) I can create a melody using crotchets, minims, quavers and their rests I can use a pentatonic scale (WD)</p>	<p>Topic 4 – Singing I can sing as part of a choir with awareness of size (the larger, the thicker and richer the musical texture) I can sing expressively</p>	<p>Topic 5 – Instrumental Performance I can play and perform melodies on tuned instruments following staff notation using a small range (5 notes) I can perform in two or more parts from simple notation using instruments</p>
 <p>Year 5</p>	<p>Topic 1 – Compose I can use rhythmic variety I can use a pentatonic and a full scale (WD) I can use major and minor tonality (WD)</p>	<p>Topic 2 – Improvise I can improvise over a groove, responding to the beat and creating a satisfying melodic shape I can experiment with using a wider range of dynamics (fortissimo, pianissimo, mezzo forte, mezzo piano) I can explore improvisation within a major scale (up to five notes including Eb and Bb) (WD)</p>	<p>Topic 3 – Reading Notation I can explore ways of representing high/low using notation I can explore standard notation, using minims, semibreves, crotchets, quavers and dotted minims I can read and respond to minims, semibreves, crotchets, quavers and dotted minims</p>	<p>Topic 4 – Instrumental Performance I can play and perform melodies on tuned instruments following staff notation using notes within the Middle C-C' range I can perform in up to two instrumental parts in a range of tonal centres</p>	<p>Topic 5 – Singing I can sing in unison and parts, and as part of a smaller group I can sing 'on pitch' and 'in time' I can sing a second part in a song. I can talk confidently about how connected you feel to the music and how it connects in the world. I can sing expressively, with attention to breathing and phrasing (WD) I can develop confidence as a soloist (WD)</p>
 <p>Year 6</p>	<p>Topic 1 – Singing I can sing a broad range of songs as part of a choir, including those that involve syncopated rhythms I can sing observing rhythm, phrasing, accurate pitching and appropriate style. I can sing with and without an accompaniment I can demonstrate and maintain good posture and breath control whilst singing I can sing expressively, with attention to dynamics and articulation (WD) I can sing syncopated melodic patterns (WD)</p>	<p>Topic 2 – Instrumental Performance I can perform in up to four instrumental parts in a wider range of tonal centres I can play and perform melodies following staff notation and using notes within an octave range I can copy back simple rhythmic patterns using minims, crotchets, quavers, semiquavers, semibreves and their rests</p>	<p>Topic 3 – Reading Notation I can explore ways of representing high/low and long/short using notation I can explore standard notation, using dotted semibreves, dotted minims, minims, crotchets, quavers and semiquavers I can identify the name of the notes on lines and in spaces I can identify a flat sign and a sharp sign</p>	<p>Topic 4 – Improvise I can improvise over a groove, responding to the beat and creating a satisfying melodic shape with varied dynamics and articulation</p>	<p>Topic 5 – Compose I can start to use a range of structures within compositions (introduction, multiple verse and chorus sections, AB form or ABA form) I can understand how chord triads are formed and play them on tuned percussion, melodic instruments or keyboards I can create a melody using crotchets, quavers and minims, semibreves and semiquavers, plus all equivalent rests</p>