



St Augustine's Catholic Primary School and Nursery

Music Progression Map

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Performing	<p>Can use their voice to speak/sing/chant.</p> <p>Join in with singing.</p> <p>Can they use instruments to perform?</p> <p>Look at their audience when they are performing.</p> <p>Can clap short rhythmic patterns.</p> <p>Can copy sounds.</p>	<p>Sing and follow the melody (tune).</p> <p>Sing accurately at a given pitch.</p> <p>Can perform simple patterns and accompaniments keeping a steady pulse.</p> <p>Can perform with others.</p> <p>Can play simple rhythmic patterns on an instrument.</p> <p>Can sing/clap a pulse increasing or decreasing in tempo.</p>	<p>Sing in tune with expression.</p> <p>Control their voice when singing.</p> <p>Can play clear notes on instruments.</p>	<p>Can perform a simple part rhythmically.</p> <p>Can sing songs from memory with accurate pitch.</p> <p>Can improvise using repeated patterns.</p>	<p>Breathe in the correct place when singing.</p> <p>Can sing and use their understanding of meaning to add expression.</p> <p>Can maintain their part whilst others are performing their part.</p> <p>Can perform 'by ear' and from simple notations.</p> <p>Can improvise within a group using melodic and rhythmic phrases.</p> <p>Can recognise and use basic structural forms e.g. rounds, variations, rondo form.</p>	<p>Can sing a harmony part confidently and accurately.</p> <p>Can perform parts from memory.</p> <p>Can perform using notations.</p> <p>Can take the lead in a performance.</p> <p>Can take on a solo part.</p> <p>Can provide rhythmic support.</p>
Composing	<p>Can make different sounds with their voice.</p> <p>Can make different sounds with instruments.</p> <p>Can identify changes in sounds.</p> <p>Can change the sound.</p> <p>Can repeat (short rhythmic and melodic) patterns.</p>	<p>Can order sounds to create a beginning, middle and end.</p> <p>Can create music in response to <different starting points></p> <p>Can choose sounds which create an effect.</p> <p>Can use symbols to represent sounds.</p> <p>Can make connections between notations and musical sounds.</p>	<p>Can use different elements in their composition.</p> <p>Can create repeated patterns with different instruments.</p> <p>Can compose melodies and songs.</p> <p>Can create accompaniments for</p>	<p>Can use notations to record and interpret sequences of pitches.</p> <p>Can use standard notation.</p> <p>Can use notations to record compositions in a small group or on their own.</p> <p>Can use their notation in</p>	<p>Can change sounds or organise them differently to change the effect.</p> <p>Can they compose music which meets specific criteria.</p> <p>Can use their notations to record groups of pitches (chords).</p> <p>Can use a music diary to record aspects of the</p>	<p>Can use a variety of different musical devices in their composition (incl melody, rhythms and chords).</p> <p>Recognise that different forms of notation serve different purposes.</p> <p>Can use different forms of notation.</p> <p>Can combine groups of beats.</p>



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Appraising	<p>Can make a sequence of sounds,</p> <p>Can show sounds by using pictures.</p>		<p>tunes.</p> <p>Can combine different sounds to create a specific mood or feeling.</p>	<p>a performance.</p>	<p>composition process.</p> <p>Can they choose the most appropriate tempo for a piece of music.</p>	
	<p>Can respond to moods in music.</p> <p>Can say how a piece of music makes them feel.</p> <p>Can say whether they like or dislike a piece of music.</p> <p>Can choose sounds to represent different things.</p> <p>Can recognise repeated patterns.</p> <p>Can follow instructions about when to play or sing.</p>	<p>Can improve their own work.</p> <p>Can they listen out for particular things when listening to music.</p>	<p>Can improve their work; explaining how it has improved.</p> <p>Can use musical words (the elements of music) to describe a piece of music and compositions.</p> <p>Can use musical words to describe what they like and dislike.</p> <p>Can recognise the work of at least one famous composer.</p>	<p>Can explain the place of silence and say what effect it has.</p> <p>Can start to identify the character of a piece of music.</p> <p>Can describe and identify the different purposes of music.</p> <p>Can begin to identify with the style of work of Beethoven, Mozart and Elgar.</p>	<p>Can describe, compare and evaluate music using musical vocabulary.</p> <p>Can explain why they think their music is successful or unsuccessful.</p> <p>Can suggest improvements to their own or others' work.</p> <p>Can choose the most appropriate tempo for a piece of music.</p> <p>Can contrast the work of famous composers and show preferences.</p>	<p>Can refine and improve their work.</p> <p>Can evaluate how the venue, occasion and purpose affects the way a piece of music is created.</p> <p>Can analyse features within different pieces of music.</p> <p>Can compare and contrast the impact that different composers from different times will have had on the people of the time.</p>