



St Felix RC Primary School



St Felix Music Progression Map

Improvise and compose EYFS	Explore making sound with voices and percussion instruments; new words and actions, to create different feelings and moods. Explore storytelling elements in the music and create a class story inspired by the piece. Make up a simple accompaniment using percussion instruments.							
Y1	Create a dramatic group performance using kitchen-themed props.	Compose music to march to using tuned and untuned percussion.	Experiment with timbre to create aquarium inspired music and draw the sounds using graphic symbols.	Compose musical sound effects and short sequences of sounds in response to a stimulus.	Compose word patterns and melodies using mi-re-do (E-D-C)	Improvise question-and-answer conversations using percussion instruments.	Attempt to record compositions with stick and other notations.	Invent and perform actions for new verses.
Y2	Improvise rhythms along to a backing track using the note C or G.	Select instruments and compose music to reflect an animal's character	Invent simple patterns using voices, body percussion, and then instruments. Follow signals given by a conductor/leader. Structure compositional ideas into a bigger piece. Improvise solos using instruments.		Compose 4-beat patterns.	Create action patterns in 2- and 3-time.	Begin to understand duration and rhythm notation. Structure musical ideas into a whole-class composition.	Compose rhythm patterns to accompany the song
Y3	Compose a pentatonic ostinato.		Create clapping patterns using the durations crotchet, crotchet rest, pair of quavers.			Compose a 4-beat rhythm pattern to play during instrumental sections.		
Y4	Improvise using the voice and instruments on the notes of the pentatonic scale.		Improvise ('doodle') on-the-spot phrases using A minor and C major triads			Improvise ('doodle') with voices and instruments over the chords in a song.		
Y5			Compose a medieval drone and a fanfare. Write using musical notation.		Compose groove-based pieces demonstrating an understanding of drum grooves and bass lines, and how these fit together to create memorable and catchy riffs.		Compose a kecak piece as part of a group.	
Y6	Compose a syncopated melody using the		Create a rhythmic piece for drums and			Create fragments of songs that can develop		

	notes of the C major scale.		percussion instruments.			into fully fledged songs.	
Sing and Play EYFS	Sing with a sense of pitch, following the shape of the melody with voices. Play a steady beat on percussion instruments Perform actions to music. Adapt to the changing speed of a song, marking the beat with actions. Play a rhythmic accompaniment on percussion instruments. Sing in call-and-response Sing in a group or on their own, increasingly matching the pitch and following the melody						
Y1	Sing a cumulative song from memory, remembering the order of the verses and play classroom instruments to mark the beat.	Copy a leader, show pitch shape with actions and sing using me-re-do.	Sing a unison song rhythmically and in tune Play percussion instruments expressively representing the character of their composition..	Create, interpret and perform simple graphic scores.	Play a simple ostinato on untuned percussion. Chant together rhythmically, marking rests accurately.	Sing an echo song while tapping the beat, and clap the rhythm understanding there is one beat for each syllable. Sing a simple singing game and play a partner clapping game while singing a song.	Sing and chant songs and rhymes expressively. Play untuned percussion instruments, and use movement, to mark the beat and recognise a change in metre.
Y2	Play the song's melody on a tuned percussion instrument. Sing with good diction to emphasise word play. Sing a unison song rhythmically and in tune.	Play percussion instruments expressively representing the character of their composition	Chant rhythmically and perform both unison and in a round. Chant and play rhythms (using the durations of 'walk' (crotchet), 'jogging' (quavers) and 'shh' (crotchet rests) from stick notation.	Mark the beat by tapping, clapping, and swinging to the music. Sing and chant songs and rhymes expressively.	Learn a simple rhythm pattern and perform it with tempo and volume changes. Learn about the musical terms <i>crescendo</i> , <i>diminuendo</i> , <i>accelerando</i> , <i>ritenuto</i> . Follow signals from a conductor.	Play an introduction on tuned percussion. Play an accompaniment on tuned percussion	
Y3	Sing a call-and-response song in groups, holding long notes confidently.				Play melodic and rhythmic accompaniments to a song. Sing by improvising simple melodies and rhythms		
Y4	Sing in a gospel style with expression and dynamics. Play rhythm patterns along with This little light of mine.		Create rhythmic accompaniments based around arpeggios and crotchet, quaver durations. Sing a syncopated melody confidently and with a sense of style.			Sing swung rhythms lightly and accurately. Learn an instrumental part and play as part of a whole-class performance	
Y5	Sing a sea shanty expressively, with accurate pitch and a strong beat.	Play bass notes, chords, or rhythms			Play drum patterns, basslines and riffs on a variety of instruments as part of a group.		Chant a part within a kecak performance

Y6	Sing a syncopated melody accurately and in tune.. Sing accurately in two parts, with dynamic contrast and expression.			Sing with expression and accuracy of rhythm and pitch. Play chords to accompany the song		Sing and play their own arrangement of a song together in time		
Listen and Appraise EYFS	Identify and describe contrasts in tempo and dynamics. Begin to use musical terms (louder/ quieter, faster/slower, higher/lower). Respond to music in a range of ways e.g. movement, mark making, writing. Enjoy moving freely and expressively to music. Use appropriate hand actions to mark a changing pitch. Develop listening skills, identifying dynamics across a range of different musical styles. Listen attentively, move to and talk about music, expressing their feelings and responses.							
Y1	Listen and move in time to the song. Respond to musical characteristics through movement.	Describe the features of a march using music vocabulary and recognise instruments in a marching band.	Listen to ‘Aquarium’, reflecting the character of the music through movement.	Create a musical movement picture.	Recognise the difference between a pattern with notes (pitched) and without (unpitched). Listen actively by responding to musical signals and musical themes using movement.	Move and rock to music to develop a sense of beat. Recognise how graphic symbols can represent sound. Copy short rhythm patterns by ear.	Respond to musical signals and musical themes using movement.	Listen to a jig and move in time to the music. Listen and copy patterns on voices and instruments.
Y2	Listen to, recognise, and play echoing phrases by ear Listen and respond to music verbally or physically..	Identify different qualities of sound (timbre) i.e. smooth, scratchy, clicking, ringing, and how they are made. Recognise and respond to changes of speed (tempo), volume (dynamics), and pitch (high/ low) using music vocabulary, or movement.		Listen to a variety of music and show the following durations with actions ‘walk’ (crotchet) and ‘jogging’ (quavers). Listen with attention to detail and recall sounds and patterns.		Listen and move, stepping a variety of rhythm patterns. Understand how beats can be grouped into patterns and identify them in familiar songs.	Listen to and analyse four pieces of music inspired by travel/vehicles.	Notice how a change of pitch is used to create an effect. Listen and copy vocal and rhythm patterns accurately, in tune, and in time with a steady beat.
Y3	Listen and identify where notes in the melody of the song go down and up. Begin to develop an understanding and appreciation of music from different musical traditions			Identify how the pitch and melody of a song has been developed using symmetry		Listen to music from Cuba and describe features of the music using music vocabulary.		
Y4	Listen and move in time to songs in a gospel style. Recognise elements of the music that establishes the mood and character e.g. the rhythm			Listen and copy back stepwise phrases using mi-re-do. Recognise different arrangements of m-r-d from dot notation Recognise and copy rhythms and pitches C-D-E.		Listen and identify similarities and differences between acoustic guitar styles.		
Y5	Talk about the purpose of sea shanties and describe some of the features using music vocabulary.	Recognise monophonic homophonic and polyphonic		Listen to drum patterns and riffs and copy them on voices, instruments, and clapping rhythms. Develop listening skills and understanding of how different instrumental parts interact (texture) by responding to each part through movement		Develop knowledge and understanding of the Balinese gamelan forms of beleganjur and kecak.		

Y6	<p>Listen to historical recordings of big band swing and describe features of the music using music vocabulary.</p> <p>Explore the influences on an artist by comparing pieces of music from different genres</p>	<p>Develop knowledge and understanding of a variety of musical styles from India and talk about them using music vocabulary.</p> <p>Show the beat by dancing to bhangra music.</p>	<p>Understand techniques for creating a song and develop a greater understanding of the songwriting process.</p>
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