



St James' First School

Music Key Concepts Progression Map

Reviewed November 2022

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	EYFS	Year 1	Year 2	Year 3	Year 4
Pulse, Beat, Metre	<ul style="list-style-type: none"> - Watch, follow, feel and move to a steady beat with others. - Find and enjoy moving to music in different ways. - Respond to the pulse in recorded/live music through movement and dance. 	<ul style="list-style-type: none"> - Watch, follow, feel and move to a steady beat with others. - Find and enjoy moving to music in different ways. - Respond to the pulse in recorded/live music through movement and dance. 	<ul style="list-style-type: none"> - follow a steady beat. - Find a steady beat. - Recognise the time signature 4/4 by ear and notation. - Understand that the speed of the beat can change, creating a faster or slower pace (tempo) 	<ul style="list-style-type: none"> - Recognise and move in time with the beat. - Play the steady beat on percussion instruments. - Recognise the 'strong' beat. - Play in time with a steady beat in 2/4, 4/4 and 3/4. 	<ul style="list-style-type: none"> - Recognise and move in time with a steady beat. - Play in time with a steady beat and identify the metres 2/4, 4/4 and 3/4. - Respond to the 'offbeat' or 'backbeat'.
Rhythm	<ul style="list-style-type: none"> - Recognise and clap long sounds and short sounds, and simple combinations. - Perform short, copycat rhythm patterns, led by the teacher. 	<ul style="list-style-type: none"> - Recognise and clap long sounds and short sounds, and simple combinations. - Perform short, copycat rhythm patterns accurately, led by the teacher. - Perform short, repeating rhythm patterns (ostinati and riffs) while keeping in time with a steady beat. - Perform word-pattern chants; create, retain and perform your own rhythm patterns. 	<ul style="list-style-type: none"> - Recognise long sounds and short sounds, and match them to syllables and movement. - Play copy back rhythms, copying a leader, and invent rhythms for others to copy on untuned and tuned percussion. - Create rhythms using word phrases as a starting point. 	<ul style="list-style-type: none"> - Recognise by ear and notation: minims, crotchets, quavers and their rests. - Copy simple rhythm patterns created from minims, crotchets, quavers and their rests. - Create simple rhythm patterns by ear and using simple notation from minims, crotchets, quavers and their rests. - Alternate between a steady beat and rhythm. 	<ul style="list-style-type: none"> - Recognise by ear and notation: Semibreves, minims, crotchets, quavers and semiquavers - Dotted minims and dotted crotchets - Copy simple rhythm patterns created from semibreves, minims, crotchets, quavers and rests. - Create rhythm patterns by ear and using simple notation, that use semibreves, minims, crotchets and quavers. - Understand and explain the difference between beat and rhythm. - Recall the most memorable rhythms in a song or piece of music.



	EYFS	Year 1	Year 2	Year 3	Year 4
Pitch	<ul style="list-style-type: none"> - Recognise and sing high and low-pitched notes. 	<ul style="list-style-type: none"> - Recognise, sing and play high and low-pitched notes. - Explore singing and playing C, D, E from the C major scale. - Explore singing and playing F, G, A from the F major scale. 	<ul style="list-style-type: none"> - Identify the high notes and low notes in a melody. - Join in part of a melody. - Rehearse and play a simple instrumental melody as a part to go with a song. - Identify the names of the notes on a glockenspiel: C, D, E, F, G, A, B, C. - Use body percussion and untuned and tuned percussion instruments with a song, and listen to - how the sounds blend together. - Identify and play by ear or notation notes in the tonality of C major. 	<ul style="list-style-type: none"> - Show the shape of a melody as rising and falling in pitch. - Learn to sing a melody by ear or from notation. - Learn to rehearse and play a melodic instrumental part by ear or from notation. - Identify the names of the pitched notes on a staff: C, D, E, F, F#, G, A, B, Bb, C. - Identify the scales of: C major, G major, F major - Identify if a scale is major or minor. - Copy simple melodies by ear or from reading notation. - Create melodies by ear and notate them. - Explore and play by ear or from notation: <ul style="list-style-type: none"> - 5-note scale - Pentatonic scale 	<ul style="list-style-type: none"> - Identify and explain what a melody is. - Learn to sing and follow a melody by ear and from notation. - Understand melodic movement up and down as pitch. - Learn to play one or more of four differentiated melodic instrumental parts, by ear and from notation. - Identify the names of the pitched notes on a staff: C, D, E, Eb, F#, G, A, B, Bb, C, C#, D - Identify the following scales by ear or from notation: C major, F major, G major, A minor - Copy simple melodies by ear or from reading notation. - Create melodies by ear and notate them. - Identify and talk about the way vocals are used in a song. - Identify and explain: <ul style="list-style-type: none"> - Harmony: two or more notes heard at the same time - Second part: a second musical part, usually a melodic line, that creates harmony - Explore chords I, IV and V in instrumental accompaniments. - Explore intervals of 3rd, 5th and octaves. - Identify the following tonal centres by ear or from notation: C major, F major, G major, A minor - Identify and demonstrate a major and minor scale.



	EYFS	Year 1	Year 2	Year 3	Year 4
Tempo	<ul style="list-style-type: none"> - Recognise the difference between the speed of a fast beat and a slow beat. 	<ul style="list-style-type: none"> - Recognise the difference between the speed of a steady beat, a fast beat and a slow beat. 	<ul style="list-style-type: none"> - Recognise the difference between the speed of a steady beat, a fast beat and a slow beat. - Change the speed of a steady beat, moving from fast to slow, slow to fast. - Understand that the speed of the beat can change, creating a faster or slower pace. 	<ul style="list-style-type: none"> - Recognise the difference between the speed of a steady beat, a fast beat and a slow beat. - Change the speed of a steady beat, moving from fast to slow, slow to fast. - Control the speed of a steady beat, getting faster and getting slower. 	<ul style="list-style-type: none"> - Recognise the difference between the speed of a steady beat, a fast beat and a slow beat. - Change the speed of a steady beat moving from fast to slow, slow to fast. - Control the speed of a steady beat, getting faster and getting slower. - Direct the class in controlling the speed of a steady beat in a class performance.
Dynamics	<ul style="list-style-type: none"> - Talk about loud sounds and quiet sounds. 	<ul style="list-style-type: none"> - Talk about loud sounds and quiet sounds and give some examples. 	<ul style="list-style-type: none"> - Identify loud and quiet sections of music, and discuss what makes the music loud and quiet. - Understand the meaning of loud and quiet (forte and piano). 	<ul style="list-style-type: none"> - Listen out and respond to forte (loud) sections of music. - Identify instruments playing loud dynamics when listening to the music. - Use dynamics to help communicate the meaning of a song. 	<ul style="list-style-type: none"> - Identify gradation of dynamics and use the correct vocabulary to describe crescendo and diminuendo
Timbre	<ul style="list-style-type: none"> - Identify different sounds in the environment, indoors and outside. 	<ul style="list-style-type: none"> - Identify different sounds in the environment, indoors and outside. - Identify the sounds of the instruments played in school. - Identify some of the sounds of the instruments heard when listening to music. 	<ul style="list-style-type: none"> - Know the difference between a speaking voice and a singing voice. - Identify friends from the sound of their voice. 	<ul style="list-style-type: none"> - Choose particular instruments for rehearsal and performing. - Identify the sound of different tuned and untuned percussion instruments. 	<ul style="list-style-type: none"> - Explain tone colour: the instruments or voices heard that can be recognised by their unique qualities. - Recognise the following groups of instruments: a marching band and a symphony orchestra and its separate families: woodwind, brass, percussion and strings. - Identify the following instruments by ear and through a range of media: banjo, acoustic guitar, tuned and untuned percussion, steel pans, clarinet, trombone, trumpet, piano, keyboard, bass, drums, tuba, piccolo, bass guitar, synthesizer and electric guitar. - Recognise the difference between the sound of male and female voices. - Understand the importance of the vocal warm-up and its impact on the tone of the voice.



	EYFS	Year 1	Year 2	Year 3	Year 4
Texture	<ul style="list-style-type: none">- Sing together.	<ul style="list-style-type: none">- Sing together.- Listen out for combinations of instruments together.	<ul style="list-style-type: none">- Understand that singing and playing together creates a musical texture.- Add body percussion accompaniments.	<ul style="list-style-type: none">- Understand that singing and playing together creates a musical texture.- Add body percussion accompaniments.- Listen to the accompaniment to a song.- Identify large numbers of people playing and singing.- Listen out for solo players.	<ul style="list-style-type: none">- Identify and explain texture: the number of voices or instruments playing and the richness of the sound they create.- Identify male and female solo voices and backing vocals, and talk about the different textures they create in the music.- Understand and demonstrate the effect that repeated rhythmic or melodic patterns (as riffs/ostinati) have on the texture of a piece of music.- Explain the term 'unison' and the difference between unison and solo.
Structure	<ul style="list-style-type: none">- Add movement to key sections of a song.	<ul style="list-style-type: none">- Add movement to key sections of a song.- Understand when to sing in a verse and a chorus	<ul style="list-style-type: none">- Join in with a repeated section of a song: the chorus, the response.- Join in with the main tune when it is repeated.	<ul style="list-style-type: none">- Show the different sections of a song structure or piece of music through actions.	<ul style="list-style-type: none">- Identify and explain the following structural terms: verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form within musical structures.- Identify the instrumental break and its purpose in a song.- Recognise phrases and repeated sections.- Discuss the purpose of a bridge section.