



St James' First School

Music Aspect Progression Map

Reviewed November 2022

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	EYFS	Year 1	Year 2	Year 3	Year 4
Understanding Music	<ul style="list-style-type: none"> - To know that we can move with the pulse of the music. - To know that the words of songs can tell stories and paint pictures. - Find the pulse by copying - Copy basic rhythm patterns of single words, building to short phrases from the song/s - Explore high and low using voices and sounds of characters in the songs - Invent a pattern using one pitched note, keep the pulse throughout with a single note and begin to create simple 2-note patterns 	<ul style="list-style-type: none"> - Use body percussion, instruments and voices. - In the key centres of: C major, F major, G major and A minor. - Find and keep a steady beat together. - Understand the difference between creating a rhythm pattern and a pitch pattern. - Copy back simple rhythmic patterns using long and short. - Copy back simple melodic patterns using high and low. - Complete vocal warm-ups with a copy back option to use Solfa. 	<ul style="list-style-type: none"> - Use body percussion, instruments and voices. - In the key centres of: C major, G major and A minor. - Find and keep a steady beat. - Copy back simple rhythmic patterns using long and short. - Copy back simple melodic patterns using high and low. - Complete vocal warm-ups with a copy back option to use Solfa. - Sing short phrases independently 	<ul style="list-style-type: none"> - Use body percussion, instruments and voices. - In the key centres of: C major, F major, G major and A minor. - In the time signatures of: 2/4, 3/4 and 4/4. - Find and keep a steady beat. - Copy back and improvise simple rhythmic patterns using minims, crotchets, quavers and their rests. - Copy back and improvise simple melodic patterns using the notes: C, D, E / G, A, B / F, G, A / A, B, C 	<ul style="list-style-type: none"> - Use body percussion, instruments and voices. - In the key centres of: C major, F major, G major and A minor. - In the time signatures of: 2/4, 3/4 and 4/4. - Find and keep a steady beat. - Listen and copy rhythmic patterns made of semibreves, minims, dotted crotchets, crotchets, quavers, semiquavers and their rests, by ear or from notation. - Copy back melodic patterns using the notes: C, D, E / C, D, E, G, A / G, A, B / G, A, B, D, E / F, G, A / A, B, C, D, E, F, G



	EYFS	Year 1	Year 2	Year 3	Year 4
Listening	<ul style="list-style-type: none"> - To know some nursery rhymes off by heart. - To know the stories of some of the nursery rhymes. - To learn that music can touch your feelings. - To enjoy moving to music (e.g. by dancing, marching, being animals) 	<ul style="list-style-type: none"> - Move and dance with the music. - Find the steady beat. - Talk about feelings created by the music. - Recognise some band and orchestral instruments. - Describe tempo as fast or slow. - Describe dynamics as loud and quiet. - Join in sections of the song, eg chorus. - Begin to understand where the music fits in the world. - Begin to understand about different styles of music. 	<ul style="list-style-type: none"> - Mark the beat of a listening piece (eg Boléro by Ravel) by tapping or clapping and recognising tempo, as well as changes in tempo. - Walk in time to the beat of a piece of music. - Identify the beat groupings in the music you sing and listen, eg 2-time, 3-time etc. - Move and dance with the music confidently. - Talk about how the music makes you feel. - Find different steady beats. - Describe tempo as fast or slow. - Describe dynamics as loud or quiet. - Join in sections of the song, eg call and response. - Start to talk about the style of a piece of music. - Recognise some band and orchestral instruments. - Start to talk about where music might fit into the world. 	<ul style="list-style-type: none"> - Share your thoughts and feelings about the music together. - Find the beat or groove of the music. - Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. - Invent different actions to move in time with the music. - Talk about what the song or piece of music means. - Identify some instruments you can hear playing. - Identify if it's a male or female voice singing the song. - Talk about the style of the music 	<ul style="list-style-type: none"> - Talk about the words of a song. - Think about why the song or piece of music was written. - Find and demonstrate the steady beat. - Identify 2/4, 3/4, and 4/4 metre. - Identify the tempo as fast, slow or steady. - Recognise the style of music you are listening to. - Discuss the structures of songs. • Identify: Call and response, a solo vocal or instrumental line and the rest of the ensemble. a change in texture, articulation on certain words, programme music - Explain what a main theme is and identify when it is repeated. - Know and understand what a musical introduction is and its purpose. - Recall by ear memorable phrases heard in the music. - Identify major and minor tonality. - Recognise the sound and notes of the pentatonic scale by ear and from notation. - Describe legato and staccato. - Recognise the following styles and any important musical features that distinguish the style: 20th and 21st Century Orchestral, Reggae, Soul, R&B, Pop, Folk, Jazz, Disco, Musicals, Classical, Rock, Gospel, Romantic, Choral, Funk and Electronic Dance Music.



	EYFS	Year 1	Year 2	Year 3	Year 4
Singing	<ul style="list-style-type: none"> - To sing or rap nursery rhymes and simple songs from memory. - Songs have sections. - To sing along with a pre-recorded song and add actions. - To sing along with the backing track. 	<ul style="list-style-type: none"> - Sing, rap, rhyme, chant and use spoken word. - Demonstrate good singing posture. - Sing songs from memory. - Copy back intervals of an octave and fifth (high, low). - Sing in unison. 	<ul style="list-style-type: none"> - Sing as part of a choir. - Demonstrate good singing posture. - Sing songs from memory and/or from notation. - Sing to communicate the meaning of the words. - Sing in unison and sometimes in parts, and with more pitching accuracy. - Understand and follow the leader or conductor. - Add actions to a song. - Move confidently to a steady beat. - Talk about feelings created by the music/song. - Recognise some band and orchestral instruments. - Describe tempo as fast or slow. - Join in sections of the song, eg chorus. - Begin to understand where the music fits in the world. - Begin to talk about and understand the style of the music. - Know the meaning of dynamics (loud/quiet) and tempo (fast/slow), and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (eg crescendo, decrescendo, pause) 	<ul style="list-style-type: none"> - Sing as part of a choir. - Sing a widening range of unison songs, of varying styles and structures. - Demonstrate good singing posture. - Perform actions confidently and in time to a range of action songs. - Sing songs from memory and/or from notation. - Sing with awareness of following the beat. - Sing with attention to clear diction. - Sing expressively, with attention to the meaning of the words. - Sing in unison. - Understand and follow the leader or conductor. - Copy back simple melodic phrases using the voice. 	<ul style="list-style-type: none"> - Rehearse and learn songs from memory and/or with notation. - Sing in different time signatures: 2/4, 3/4 and 4/4. - Sing as part of a choir with awareness of size: the larger, the thicker and richer the musical texture. - Demonstrate good singing posture. - Demonstrate vowel sounds, blended sounds and consonants. - Sing 'on pitch' and 'in time'. - Sing expressively, with attention to breathing and phrasing. - Sing expressively, with attention to staccato and legato. - Talk about the different styles of singing used for different styles of song. - Talk about how the songs and their styles connect to the world.



	EYFS	Year 1	Year 2	Year 3	Year 4
Notation	-	<ul style="list-style-type: none"> - Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. - If appropriate: explore standard notation, using crotchets, quavers and minims, and simple combinations of: - C, D, E, F, G / F, G, A / G, B, D / D, E, F#, G, A / D, A, C 	<ul style="list-style-type: none"> - Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. - Explore standard notation, using crotchets, quavers, minims and semibreves, and simple combinations of: - C, D, E, F, G, A, B / G, A, B, C, D, E, F# / F, G, A, Bb, C, D, E / A, B, C, D, E - Identify hand signals as notation, and recognise music notation on a staff of five lines. 	<ul style="list-style-type: none"> - Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. - Explore standard notation, using minims, semibreves, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of: - C, D, E, F, G, A, B / F, G, A, Bb, C / G, A, B, C, D, E / E, F#, G#, A, B - Read and respond to semibreves, minims, crotchets and paired quavers. - Identify: Staff; Treble clef; Time signature; Lines and spaces on the staff - Identify and understand the differences between crotchets and paired quavers. - Apply spoken word to rhythms, understanding how to link each syllable to one musical note. 	<ul style="list-style-type: none"> - Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. - Explore standard notation, using semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of: - C, D, E, F, G, A, B / F, G, A, Bb, C / G, A, B, C, D, E, F# / D, E, F#, G, A, B, C - Read and respond to semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers. - Identify: Staff; Treble clef; Time signature - Identify and understand the differences between minims, crotchets, paired quavers and rests. - Read and perform pitch notation within a range. - Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.
Playing Instruments	<ul style="list-style-type: none"> - Perform any nursery rhymes or songs adding a simple instrumental part. 	<ul style="list-style-type: none"> - Rehearse and learn to play a simple melodic instrumental part by ear or from simple notation, in C major, F major, D major and D minor. 	<ul style="list-style-type: none"> - Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major and G major. 	<ul style="list-style-type: none"> - Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major and E major. - Develop facility in playing tuned percussion or a melodic instrument, such as a violin or recorder. 	<ul style="list-style-type: none"> - Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major and D major.



	EYFS	Year 1	Year 2	Year 3	Year 4
Improvising	<ul style="list-style-type: none"> - Knowing that improvisation is about making up your own tunes on the spot. - Invent a pattern using one pitched note, keep the pulse throughout with a single note and begin to create simple 2-note patterns to accompany the song. - Adding a 2-note melody to the rhythm of the words. - Playing with two pitched notes to invent musical patterns. 	<ul style="list-style-type: none"> - Explore improvisation within a major and minor scale using the notes: C, D, E / D, E, A / F, G, A / D, F, G - Improvise simple vocal patterns using 'Question and Answer' phrases. - Understand the difference between creating a rhythm pattern and a pitch pattern. 	<ul style="list-style-type: none"> - Explore improvisation within a major scale using the notes: <ul style="list-style-type: none"> - C, D, E / C, G, A / G, A, B / F, G, A - Work with a partner and in the class to improvise simple 'Question and Answer' phrases, to be sung and played on untuned percussion, creating a musical conversation. 	<ul style="list-style-type: none"> - Explore improvisation within a major scale using the notes: <ul style="list-style-type: none"> - C, D, E / C, D, E, F, G / C, D, E, G, A / G, A, B / G, A, B, D, E / G, A, B, C, D / F, G, A / F, G, A, C, D - Become more skilled in improvising (using voices, tuned and untuned percussion, and instruments played in wholeclass/group/individual/instrumental teaching), inventing short 'on-the-spot' responses using a limited note-range. - Compose over a simple groove. - Compose over a drone. - Structure musical ideas (eg using echo or 'Question and Answer' phrases) to create music that has a beginning, middle and end. 	<ul style="list-style-type: none"> - Explore improvisation within a major scale using the notes: <ul style="list-style-type: none"> - C, D, E / C, D, E, G, A / C, D, E, F, G / D, E, F, A, B / D, E, F, G, A - Improvise on a limited range of pitches on the instrument you are now learning, making use of musical features, including smooth (legato) and detached (staccato) articulation. - Improvise over a simple chord progression. - Improvise over a groove.



	EYFS	Year 1	Year 2	Year 3	Year 4
Composing	<ul style="list-style-type: none"> - To know that the words of songs can tell stories and paint pictures. - To know that everyone can compose. - Invent a pattern using one pitched note, keep the pulse throughout with a single note and begin to create simple 2-note patterns to accompany the song. - Adding a 2-note melody to the rhythm of the words. - Playing with two pitched notes to invent musical patterns. 	<ul style="list-style-type: none"> - Explore and create graphic scores. - Create musical sound effects and short sequences of sounds in response to music and video stimulus. - Create a story, choosing and playing classroom instruments and/or sound-makers. - Recognise how graphic notation can represent created sounds. - Explore and invent your own symbols. - Use music technology, if available, to capture, change and combine sounds. - Use simple notation if appropriate. - Create a simple melody using crotchets and minims, using the notes: <ul style="list-style-type: none"> - Start and end on the note C: C, D, E, F, G - Start and end on the note F: F, G, A, C, D - Start and end on the note D: D, F, G, A, C 	<ul style="list-style-type: none"> - Explore and create graphic scores. - Create musical sound effects and short sequences of sounds in response to music and video stimulus. - Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces. - Create a story, choosing and playing classroom instruments. - Create and perform your own rhythm patterns with stick notation, including crotchets, quavers and minims. - Use music technology, if available, to capture, change and combine sounds. - Use notation if appropriate. - Create a simple melody using crotchets and minims, using the notes: <ul style="list-style-type: none"> - Start and end on the note C (C major): C, D, E, F, G - Start and end on the note G (Pentatonic on G): G, A, B, D, E - Start and end on the note F (Pentatonic on F): F, G, A, C, D 	<ul style="list-style-type: none"> - Create music and/or sound effects in response to music and video stimulus. - Use music technology, if available, to capture, change and combine sounds. - Compose over a simple chord progression. - Compose over a simple groove. - Compose over a drone. - Start to use simple structures within compositions, eg introduction, verse, chorus or AB form. - Use simple dynamics. - Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values. - Create a simple melody using crotchets, minims and perhaps paired quavers: <ul style="list-style-type: none"> - Start and end on the note C (Pentatonic on C): C, D, E, G, A - Start and end on the note C (C major): C, D, E, F, G - Start and end on the note F (F major): F, G, A, B\flat, C - Start and end on the note G (Pentatonic on G): G, A, B, D, E 	<ul style="list-style-type: none"> - Combine known rhythmic notation with letter names, to create short, pentatonic phrases using a limited range of five pitches, suitable for the instruments being learnt. - Compose over a simple chord progression. - Compose over a groove. - Create music in response to music and video stimulus. - Use music technology, if available, to capture, change and combine sounds. - Start to use simple structures within compositions, eg introduction, verse, chorus or AB form. - Use simple dynamics. - Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values. - Use a pentatonic scale. - Create a melody using crotchets, minims, quavers and their rests: <ul style="list-style-type: none"> - Start and end on the note C (Pentatonic on C): C, D, E, G, A - Start and end on the note C (C major): C, D, E, F, G - Start and end on the note A (A minor): A, B, C, D, E - Start and end on the note D (D minor): D, E, F, G, A - Start and end on the note G (Pentatonic on G): G, A, B, D, E



	EYFS	Year 1	Year 2	Year 3	Year 4
Performing	<ul style="list-style-type: none"> - Know that a performance is sharing music. - To learn that music can touch your feelings. - To sing along with a pre-recorded song and add actions. - To sing along with the backing track. - Perform any of the nursery rhymes by singing and adding actions or dance. - Perform any nursery rhymes or songs adding a simple instrumental part. - Record the performance to talk about 	<ul style="list-style-type: none"> - Enjoy and have fun performing. - Choose a song/songs to perform to a well-known audience. - Prepare a song to perform. - Communicate the meaning of the song. - Add actions to the song. - Play some simple instrumental parts. 	<ul style="list-style-type: none"> - Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence. - Decide on any actions, instrumental parts/improvisatory ideas/composed passages to be practised and included in the performance. - Talk about what the song means and why it was chosen to share. - Talk about the difference between rehearsing a song and performing it. 	<ul style="list-style-type: none"> - Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence. - Play and perform melodies following staff notation, using a small range, as a whole class or in small groups. - Include any actions, instrumental parts/improvisatory ideas/composed passages within the rehearsal and in the performance. - Talk about what the song means and why it was chosen to share. - Reflect on feelings about sharing and performing, eg excitement, nerves, enjoyment. 	<ul style="list-style-type: none"> - Rehearse and enjoy the opportunity to share what has been learned in the lessons. - Perform, with confidence, a song from memory or using notation. - Play and perform melodies following staff notation, using a small range, as a whole class or in small groups. - Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance. - Explain why the song was chosen, including its composer and the historical and cultural context of the song. - Communicate the meaning of the words and articulate them clearly. - Use the structure of the song to communicate its mood and meaning in the performance. - Talk about what the rehearsal and performance has taught the student. - Understand how the individual fits within the larger group ensemble. - Reflect on the performance and how well it suited the occasion. - Discuss and respond to any feedback; consider how future performances might be different.