

Music Progression Map

[illegible]

Music Progression Map

Explore and express ideas and feelings about music	To talk about how music makes you feel or want to move. E.g. it makes me want	To respond to different moods in music and explain thinking about	Analyse and compare sounds Explore and	To explore and comment on the ways sounds can be used expressively.	To recognise and explore the ways sounds can be combined and used	To describe, compare and evaluate different types of music beginning to use musical words.	To describe, compare and evaluate different types of music using a range of musical
using movement, dance and expressive and musical language.	to jump/sleep/shout etc.	changes in sound.	explain ideas and feelings about music using movement, dance and expressive and musical language.		expressively and comment on this effect.		vocabulary including the inter-related dimensions of music*.
To make improvements to my own work	To think about and make simple suggestions about what could make their own work better. E.g: play faster or louder.	To identify what improvements could be made to own work and make these changes, including altering use of voice, playing of and choice of instruments.	To reflect on and improve own and others work in relation to its intended effect	To comment on the effectiveness of own work, identifying and making improvements.	To comment on the effectiveness of won work, identifying and making improvements based on its intended outcome.	To comment on the success of own and others work, suggesting improvements based on intended outcomes.	To evaluate the success of own and others work, suggesting specific improvements based on intended outcomes and comment on how this could be achieved.
Listening and applying knowledge and understanding							
To listen with concentration and recall sounds within increasing aural memory.	To begin to identify simple repeated patterns and follow basic musical instructions.	To identify and recognise repeated patterns and follow a wider range of musical instructions	To listen with attention to detail and to internalise and recall sounds.	To listen with attention and begin to recall sounds.	To listen to and recall patterns of sounds with increasing accuracy.	To listen to and recall a range of sounds and patterns of sounds confidently.	To listen to, internalise and recall sounds and patterns of sounds with accuracy and confidence.

Music Progression Map

To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures.	To begin to understand that musical elements can be used to create different moods and effects.	To understand how musical elements create different moods and effects.	To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures and used to communicate different moods and effects.	To begin to understand how different musical elements are combined and used to create an effect.	To understand how different musical elements are combined and used expressively.	To begin to identify the relationship between sounds and how music can reflect different meanings.	To identify and explore the relationship between sounds and how music can reflect different meanings.
To understand that sounds can be made in different ways and described using given and invented signs and symbols.	To begin to represent sounds with simple sounds including shapes and marks.	To confidently represent sounds with a range of symbols, shapes or marks.	To know that music is produced in different ways and described through relevant established and invented notations.	To begin to recognise simple notations to represent music, including pitch and volume.	To understand and begin to use established and invented musical notations to represent music.	To recognise and use a range of musical notations including staff notation.	To use and apply a range of musical notations including staff notation, to plan, revise and refine musical material.
To know how music is used for particular purposes	To listen to short, simple pieces of music and talk about when and why they may hear it. E.g: a lullaby or Wedding march.	To listen to pieces of music and discuss where and when they may be heard explaining why using simple musical vocabulary. E.g. It's quiet and smooth so it would be good for a lullaby.	To understand how time and place can influence the way music is created.	To listen to and begin to respond to music drawn from different traditions and great composers and musicians.	To listen to, understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians.	To listen to a range of high quality, live and recorded music from different traditions, composers and musicians and begin to discuss their differences and how music may have changed over time.	To develop an understanding of the history of music from different, cultures, traditions, composers and musicians evaluating how venue, occasion and purpose effects the way that music is created and performed.

Music Progression Map

	Development Matters 3 & 4-year-olds will be learning to:	Development Matters Children in Reception will be learning to:	Statutory Framework Early Learning Goals
Expressive arts and design	<ul style="list-style-type: none"> Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs, or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas. 	<ul style="list-style-type: none"> Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups. 	Being Imaginative and Expressive <ul style="list-style-type: none"> Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.
Physical	Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.		
Com & Lang	<ul style="list-style-type: none"> Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. 	<ul style="list-style-type: none"> Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. 	

Transition from Reception to Y1

Relevant Early Learning Goals	KS1 National Curriculum Objectives
Being Imaginative and Expressive <ul style="list-style-type: none"> Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music. 	<p>Music</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the interrelated dimensions of music