



## Primary Music Progress Map

2020-2021

YEAR 1	Pulse	Rhythm	Melody (and notation)	Active Listening	Composing and Improvising	Performing	Singing
Emerging	Shows an awareness of a pulse by beginning to clap along to a beat (e.g. during a song or whilst the teacher claps a beat).	Is able to repeat back short basic rhythms (simple crotchets and quavers)	Shows an awareness of high and low pitch (stands tall for a high note and sits for low notes)	Recognises loud, quiet, high and low etc. noises (e.g. children to show wide arms when teacher makes a 'loud' noise)	Improvises a short, simple rhythm (e.g. claps four crotchets) and writes it down using their own form of notation	Experiments with the sounds made with untuned percussion instruments and body percussion	Begins to sing back a short repetitive phrase
Developing	Keeps a steady pulse in a group and is beginning to pick out two different tempos in music.	Is able to repeat back short basic rhythms (crotchets, quavers, semi-quavers and some dotted rhythms)	Recognises high and low pitch and can sing back different notes. Begins to recognise patterns in music using rhythm grids.	Begins to identify features (loud, quiet, high, low etc.) in a high-quality live and recorded music	Improvises a short simple rhythm and writes it down using a form of notation (e.g. rhythm grid)	Plays basic rhythms on untuned percussion instruments and using body percussion	Sings a simple folk tune with accompaniment
Secure	Confidently keeps a steady pulse in a group and can identify two different tempos in music.	Is able to repeat back short basic rhythms (crotchets, quavers, semi-quavers and dotted rhythms) and performs rhythmic ostinatos	Sings back short melodies that use 1-2 different pitches. Recognises patterns in music using rhythm grids	Identifies musical features (loud, quiet, high, low etc.) in a range of high-quality live and recorded music; replicates basic rhythms heard	Improvises a range of simple rhythms based on a given stimuli (e.g. rhythm grids)	Plays basic rhythms with or without accompaniment or backing tracks on untuned percussion instruments and using body percussion	Sings simple folk tunes in unison both with and without accompaniment or backing tracks



## Primary Music Progress Map

2020-2021

YEAR 2

Pulse	Rhythm	Melody (and notation)	Active Listening	Composing and Improvising	Performing	Singing
-------	--------	-----------------------	------------------	---------------------------	------------	---------

Emerging	Keeps a steady pulse in a group with musical accompaniment	Is beginning to repeat back at least two bars of basic rhythms from memory; recognises basic rhythmic notation	Sings back a range of single notes at the correct pitch; recognises basic rhythmic notation	Begins to identify where elements change (e.g. child's arms slowly become wider for music that becomes louder)	Repeats back 2 bars of simple rhythms from memory (e.g. crotchets)	Plays rhythmic phrases (2 bars) using body percussion	Says a simple verse in rounds unmelodically but with a pulse
Developing	Keeps a steady pulse in a group with musical accompaniment and recognises different time signatures	Repeats back longer basic rhythms from memory; can name crotchets, quavers and minims and beginning to understand their value	Beginning to sing back short melodies that use around 2-3 notes; can name crotchets, quavers and minims from rhythmic notation and beginning to show their value	Identifies where elements change (e.g. with eyes shut, stands up when they hear the music get faster, or walk / jog on the spot as it gets faster)	Repeats back 2+ bars of simple rhythms from memory; including crotchets, quavers and minims	Accurately plays longer phrases using body percussion and attempts to play the phrase on tuned percussion	Sings a simple verse in rounds (with one other group)
Secure	Keeps a steady pulse in a group and solo with musical accompaniment; demonstrates at least 2 different time signatures (3/4 and 4/4)	Repeats back longer basic rhythms from memory (at least 2 bars); performs from very basic notation e.g. crotchets, quavers and minims	Sings back short melodies that uses around 2-3 notes; performs from rhythmic notation including crotchets and minims	Identifies where elements change (e.g. music gets faster or louder;) replicates these changes in a simple performance	Repeats back longer basic rhythms from memory and adds imitations of the rhythms as improvisation	Plays longer phrases on untuned percussion instruments and body percussion	Sings simple songs and folk songs in rounds



## Primary Music Progress Map

2020-2021

YEAR 3

Pulse	Rhythm	Melody (and notation)	Active Listening	Composing and Improvising	Performing	Singing
-------	--------	-----------------------	------------------	---------------------------	------------	---------

Emerging	Keeps a steady pulse in a group with musical accompaniment; demonstrates 2/4 and 4/4	Performs simple rhythms from notation (e.g. clapping crotchets, quavers and minims)	Performs from notation with simple rhythms and one pitched note (crotchets and minims)	Listens to pieces from different traditions and attempts to describe them	Creates a one pitched note composition with simple rhythms (crotchets and minims)	Experiments with the notes on melodic instruments and the voice (e.g. which notes make a nice melody?)	Says a simple verse unmelodically whilst accompanied by one simple ostinato
Developing	Keeps a steady pulse in a group with or without musical accompaniment; demonstrate 2/4, 3/4 and 4/4; attempts different tempos; keeps a steady pulse solo with musical accompaniment.	Performs rhythms from notation (e.g. clapping crotchets, quavers and minims) and begins to identify rests	Performs from notation with simple rhythms and 2-3 pitched notes (crotchets, minims and rests)	Listens to pieces from different traditions and describes some of the musical features (e.g. instruments they hear or dynamics). Sings back simple melodies that are heard	Creates 2-3 note composition with simple rhythms (crotchets, minims and rests)	Begins to use melodic instruments to play short melodies and performs simple rhythms on tuned percussion	Sings a simple verse whilst accompanied by one or two ostinatos from the group
Secure	Keeps a steady pulse in a group and solo without musical accompaniment; demonstrate 2/4, 3/4 and 4/4 in at least 3 different tempos	Performs more extended rhythms that use crotchets, quavers, minims and their rests	Performs from and composes using 3 pitched notes and simple rhythms (crotchets, quavers, minims and rests)	Identifies and describes musical features in pieces from different traditions; sings or plays back simple melodies that are heard	Creates basic 3 note tunes and simple rhythms using crotchets, quavers, minims and their rests	Uses tuned percussion / melodic instruments as well as the voice to perform 3+ note melodies and simple rhythms	Sing songs and folk rounds whilst accompanied by ostinatos from the group



## Primary Music Progress Map

2020-2021

YEAR 4

Pulse	Rhythm	Melody (and notation)	Active Listening	Composing and Improvising	Performing	Singing
-------	--------	-----------------------	------------------	---------------------------	------------	---------

Emerging	On a tuned instrument, keeps a steady pulse in 2/4 3/4 and 4/4 time signatures	Begins to play 2 rhythms happening together (eg. tap 4 crotchets in left hand, 2 minims in right hand)	Identifies 5 pitched notes and begins to perform them	Listens to and talks about pieces of music from different traditions	Creates 3 note tunes and repetitive rhythmic patterns	Begins to perform 2 rhythms happening together (e.g. taps 4 crotchets in left hand, 2 minims in right hand)	Sings a short phrase with two simple parts
Developing	On a tuned instrument, keep a steady pulse in 2/4, 3/4 and 4/4 time signature and in different tempos	Play 2 rhythms happening together; recognises single quaver rests and their value	Performs with 5 pitched notes	Begins to compare pieces of music from different traditions; performs music heard aurally	Composes 2 rhythms happening together and 3-5 note tunes with basic note values	Performs 2 rhythms happening together; performs 3-5 note melodies on tuned instruments	Sings a piece with two simple parts
Secure	On a tuned instrument, keeps a steady pulse in 2/4, 3/4 and 4/4 time signatures and in different tempos with other pupils playing another ostinato to accompany	Performs pieces with at least 2 rhythms happening together; recognises and claps back rhythms using single quaver rests	Performs from and composes using 5 pitched notes (or 4 chords)	Compares pieces of music in different traditions; performs music heard aurally that contains 2+ different parts at the same time	Improvises and composes tunes using 5 notes based on basic note values; creates more developed rhythmic patterns (around 4 bars)	Performs 5+ note melodies (or 4+ chords) and more complex rhythms on tuned instruments	Sings pieces in two parts that have melodies and counter-melodies



## Primary Music Progress Map

2020-2021

YEAR 5

Pulse	Rhythm	Melody (and notation)	Active Listening	Composing and Improvising	Performing	Singing
-------	--------	-----------------------	------------------	---------------------------	------------	---------

Emerging	On a tuned instrument, attempts to play a variety of pieces in two different tempos in 4/4	Repeats back off-beat, dotted rhythms	Identifies 8 pitched notes and begins to perform them	Repeats back off-beat and syncopated rhythms (e.g. after the teacher claps examples)	Creates a four-bar melody in 4/4 using 8 pitched notes	Begins to perform 8 note melodies and simple rhythms in 4/4	Sings pieces with a range of at least 4 notes in two parts
Developing	On a tuned instrument, plays pieces in at least 3 contrasting tempos in 4/4	Performs short sections of off-beat and dotted rhythms	Performs from notation with 8 pitched notes	Listens to pieces of music and picks out syncopated and off-beat rhythms; begins to perform the rhythms.	Create a four-bar melody in 2/4, 3/4 or 4/4 using 8 pitched notes; begin to use off-beat rhythms	Performs 8 note melodies and syncopated / off-beat rhythms	Sings pieces, including those from a classical tradition with a range of at least 8 notes in 2 parts
Secure	On a tuned instrument, regularly and accurately performs pieces in at least 3 contrasting tempos and time signatures	Performs pieces which use off-beat and dotted rhythms and single quaver rests	Performs from and composes with 5-8 different notes; captures the work in different formats so it can be recreated	Whilst listening, picks out and performs syncopated and off-beat rhythms; is able to explain why that music uses those types of rhythms	Creates four bar melodies in different tempos and time signatures that can be performed and include some off-beat rhythms	Performs 8 note melodies or developed chord progressions (e.g. 2+ chords per bar) and more complex rhythms	Sings pieces, including those from a classical tradition, with a range of at least 8 notes and pieces with at least 2 different parts



## Primary Music Progress Map

2020-2021

YEAR 6

Pulse	Rhythm	Melody (and notation)	Active Listening	Composing and Improvising	Performing	Singing
-------	--------	-----------------------	------------------	---------------------------	------------	---------

Emerging	In an ensemble, follows direction to change tempo within pieces of music	Performs off-beat and syncopated rhythms in 4/4 time signature	Performs from and composes with 8 different notes. Begins to identify notes on staff notation.	Is aware of the musical terms tempo, metre, instrumentation and melody. Attempts to talk about the features after listening to pieces of music	Composes a short piece of music with 8 different notes and syncopated rhythms in 4/4	Performs a short piece of music as part of a group	Identifies performance directions in a piece of music and discusses what they mean / how to perform the piece musically
Developing	When performing solo, attempts to change tempo within a piece of music	Performs off-beat and syncopated rhythms in 3/4 or 4/4 time signature	Performs from and composes with 8 different notes. Begins to identify notes on staff notation	Understands the meaning of tempo, metre, instrumentation and melody. Talks about the features after listening to pieces of music	Composes a short piece of music with 8 different notes and rhythms including some off-beat/syncopated in 3/4 or 4/4	Performs a short piece of music confidently and accurately individually and as part of a group	Begins to sing musically, attempting to respond to phrasing, dynamics, tempo etc. Sings short harmonies
Secure	When performing solo and in an ensemble, follows direction to change tempo accurately within pieces of music	Performs pieces which use off-beat and syncopated rhythms in: 3 different time signatures, 3 different tempos	Performs from and composes with 8 different notes; Captures the work in different formats including staff notation so it can be recreated	Talks about the key features of music including: <ul style="list-style-type: none"> <li>● Tempo</li> <li>● Metre</li> <li>● Instrumentation</li> <li>● Melody</li> </ul> Understands the key features of at least four different types/ genres of music	Improvises and composes extended pieces of music using up to 8 notes and a variety of rhythms, tempos and time signatures	Performs confidently and accurately individually and as part of a group	Sings musically responding to the performance directions of the piece e.g. phrasing; sings more extended harmony parts



# Primary Music Progress Map

2020-2021