



Lawn  
Primary  
School

# Subject Progression Map

## Music

Subject lead: Mrs Sally Levesley

## Music

### EYFS

ELG: Being Imaginative and Expressive

Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; - 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.

# Progression Of Knowledge and Skills Years 1 - 6

## Musicianship: Understanding Music

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### Year 1

Using body percussion, instruments and voices

In the key centres of: C major, F major, G major, 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

### Year 4

Using body percussion, instruments and voices

In the key centres of: C major, F major, G major, A minor

In the time signatures of: 2/4, 3/4, 4/4

Find and keep a steady beat

Listen and copy rhythmic patterns made of semibreves, minims, dotted crotchets, crotchets, quavers and their rests by ear or from notation

Copy back melodic patterns using the notes CDE, CDEGA, GAB, GABDE, FGA, ABC

### Year 2

Using body percussion, instruments and voices

In the key centres of: C major, G major, 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

### Year 5

Using body percussion, instruments and voices

In the key centres of: C major, D major, F major, A minor

In the time signatures of: 2/4, 3/4, 4/4, 5/4, 6/8

Find and keep a steady beat

Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests by ear or from notation

Copy back melodic patterns using the notes CDE, DEF#GA, DEF#GABC#, ABCDEFG#, FGAB b CDE

### Year 3

Using body percussion, instruments and voices

In the key centres of: C major, F major, G major, A minor

In the time signatures of: 2/4, 3/4, 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 CDE, GAB, FGA, ABC

### Year 6

Using body percussion, instruments and voices

In the key centres of: C major, F major, G major, D major, A minor, D minor

In the time signatures of: 2/4, 3/4, 4/4, 5/4 and 6/8

Find and keep a steady beat

Listen and copy rhythmic patterns made of minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers, and their rests by ear or from notation

Copy back melodic patterns using the notes DEFGA, CDEFGAB, FGAB b CDE, GABCDE#F, DEF#GABC#, ABCDEFG

# Listening

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## Year 1

Move and dance with the music

Find the steady beat

Talk about feelings created by the music/song

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

## Year 2

Move and dance with the music confidently

Talk about how the song makes you feel

Find different steady beats

Describe tempo as fast or slow

Describe dynamics as loud and quiet

Join in sections of the song eg. call and response

Start to talk about the style of a song

Recognise some band and orchestral instruments

Start to talk about where music might fit into the world

## Year 3

Share your thoughts and feelings about the music together

Find the beat or groove of the music

Invent different actions to move in time with the music

Talk about what the song means

Identify some instruments you can hear playing

Identify if it's a male or female voice

Talk about the style of the songs

# Listening

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## Year 4

Talk about the words of a song

Think about why the song 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: Disco, Funk, Hip Hop, Calypso, Folk, Mariachi, Gospel, Klezmer, Pop, Rock, Sea Shanty, Salsa, Reggae

## Year 5

Talk about feelings created by the song

Justify a personal opinion with reference to musical concepts

Find and demonstrate the steady beat

Identify 2/4, 3/4, 6/8 and 5/4 metre

Identify the musical style of a song

Identify instruments by ear and through a range of media

Discuss the structure of the music with reference to verse, chorus, bridge, call and response, repeat signs, chorus and final chorus, improvisation, call and response, and AB

Explain a bridge passage and its position in a song

Recall by ear memorable phrases heard in the music

Identify major and minor tonality

Recognise the sound and notes of the pentatonic and blues scales by ear and from notation

Explain the role of a main theme in musical structure

Know and understand what a musical introduction is and its purpose

Explain rapping

Recognise the following styles and any key musical features that distinguish the style: Folk, Pop, Gospel, Klezmer, Sea Shanty, Funk and Musicals

## Year 6

Talk about feelings created by the song

Justify a personal opinion with reference to musical concepts

Identify 2/4, 4/4, 3/4, 6/8 and 5/4

Identify the musical style of a song using some musical vocabulary to discuss its musical concepts

Identify the following instruments by ear and through a range of media: bass, electric guitar, percussion, sections of the orchestra such as brass, woodwind and strings, steel pans, congas, pianos, synthesizers and vocal techniques such as cackles

Discuss the structure of the music with reference to verse, chorus, bridge and an instrumental break

Explain a bridge passage and its position in a song

Recall by ear memorable phrases heard in the music

Identify major and minor tonality, triads I, IV and V, and intervals within a major scale

Explain the role of a main theme in musical structure

Know and understand what a musical introduction and outro is and its purpose

Identify the sound of a Gospel choir and soloist, Rock band, symphony orchestra and a cappella groups

# Singing

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## Year 1

Demonstrate good singing posture

Sing songs from memory

Copy back intervals of an octave and fifth (high, low)

Sing in unison

## Year 2

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

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

## Year 3

Sing as part of a choir

Demonstrate good singing posture

Sing unit 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

#### **Year 4**

Rehearse and learn songs from memory and/or with notation

Sing in 2/4, 3/4, 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, 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

#### **Year 5**

Rehearse and learn songs from memory and/or with notation

Sing in 2/4, 3/4, 4/4 and 6/8 time

Sing in unison and as part of a smaller group

Sing 'on pitch' and 'in time'

Sing a second part in a song

Self-correct if lost or out of time

Sing expressively, with attention to breathing and phrasing

Sing expressively, with attention to dynamics and articulation

Develop confidence as a soloist

Talk about the different styles of singing used for different styles of song

Talk confidently about how connected you feel to the music and how it connects in the world

Respond to a leader or conductor

#### **Year 6**

Rehearse and learn Year 6 Unit songs from memory and/or with notation

Sing in 2/4, 4/4, 3/4, 5/4 and 6/8

Sing with and without an accompaniment

Sing syncopated melodic patterns

Demonstrate and maintain good posture and breath control whilst singing

Sing expressively, with attention to breathing and phrasing

Sing expressively, with attention to dynamics and articulation

Lead a singing rehearsal

Talk about the different styles of singing used for the different styles of songs sung in this year

Discuss with others how connected you are to the music and songs, and how the songs and styles are connected to the world

# Notation

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## Year 1

Explore ways of representing high and low sounds, long and short sounds, symbols, and any appropriate means of notation

Standard notation using crotchets, quavers and minims, and simple combinations of:

C D E F G

F G A

D E F# G A

## Year 2

Explore ways of representing high and low sounds, long and short sounds, symbols, and any appropriate means of notation

Standard notation using crotchets, quavers, minims and semibreves, and simple combinations of:

C D E F G A B

G A B D E F#

F G A B b C D E

Identify hand signals as notation and recognise music notation on a stave of five lines

## Year 3

Explore ways of representing high and low sounds, long and short sounds, symbols, and any appropriate means of notation

Standard notation using dotted crotchets, crotchets, semiquavers, quavers, minims and semibreves, and simple combinations of:

C D E F G A B

F G A B b C

G A B C D E

E F# G# A B

Reading and responding to minims, crotchets, and quavers

Identifying:

Stave

Treble clef

Time signature



#### Year 4

Explore ways of representing high and low sounds, long and short sounds, symbols, and any appropriate means of notation

Standard notation using dotted crotchets, crotchets, semiquavers, quavers and minims, and simple combinations of:

C D E F G A B

F G A B  $\flat$  C

G A B C D E F $\sharp$

D E F $\sharp$  G A B C

Reading and responding to minims, crotchets, and quavers

Identifying:

Stave

Treble clef

Time signature

#### Year 5

Explore ways of representing high and low sounds, long and short sounds, symbols, and any appropriate means of notation

Standard notation using dotted crotchets, crotchets, semiquavers, quavers and minims, and simple combinations of:

C D E F G A B

F G A B  $\flat$  C D E

G A B C D E F $\sharp$

A  $\flat$  B  $\flat$  C D  $\flat$  E  $\flat$  F G

G G $\sharp$  A B  $\flat$  C

D E F G A B C

Identifying:

Stave

Treble clef

Time signature

Reading and responding to minims, crotchets, quavers, dotted quavers, and semiquavers

Recognising how notes are grouped when notated

Identifying the stave and symbols on the stave such as the treble clef, the name of the notes on lines and in spaces, bar lines, a flat sign and a sharp sign

#### Year 6

Explore ways of representing high and low sounds, long and short sounds, symbols, and any appropriate means of notation

Standard notation using dotted crotchets, crotchets, semiquavers, quavers, dotted minims, minims and semibreves, and simple combinations of:

C D E F G A B

F G A B  $\flat$  C D E

F G A  $\flat$  B  $\flat$  C D E  $\flat$

G A B  $\flat$  C D E F

G A B C D E F $\sharp$

D E F G A

D E F $\sharp$  A B C $\sharp$

E F $\sharp$  G G $\sharp$  A B C C $\sharp$

E  $\flat$  F G A  $\flat$  B  $\flat$  C D

Identifying:

Stave

Treble clef

Time signature

Reading and responding to minims, crotchets, quavers, dotted quavers, and semiquavers

Recognising how notes are grouped when notated

Identifying the stave and symbols on the stave such as the treble clef, the name of the notes on lines and in spaces, bar lines, a flat sign and a sharp sign

# Playing Instruments

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## Year 1

Rehearse and learn to play a simple melodic instrumental part by ear or from simple notation in C major, F major and D major

## Year 4

Rehearse and learn to play a simple melodic instrumental part by ear or from notation in C major, F major, G major, D major

## Year 2

Rehearse and learn to play a simple melodic instrumental part by ear or from notation in C major, F major and G major

## Year 5

Rehearse and learn to play a simple melodic instrumental part by ear or from notation in C major, F major, G major, A  $\flat$  major, D minor

## Year 3

Rehearse and learn to play a simple melodic instrumental part by ear or from notation in C major, F major, G major, E major

## Year 6

Rehearse and learn to play one of four differentiated instrumental parts in the tonal centres of C major, F major, G major, D major, E major, A major, E  $\flat$  major, D minor, F minor by ear or from notation

# Creating: Improvising

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## Year 1

Explore improvisation within a major scale using the notes:

C D E  
F G A

## Year 2

Explore improvisation within a major scale using the notes:

C D E  
C G A  
G A B  
F G A

## Year 3

Explore improvisation within a major scale using the notes:

C D E  
C D E G A  
G A B  
G A B D E  
F G A

## Year 4

Explore improvisation within a major scale using the notes:

C D E  
C D E G A  
C D E F G  
D E F# A B  
D E F G A

## Year 5

Explore improvisation within a major scale using the notes:

C D E b F G  
C D E F G  
C D E G A  
F G A B b C  
D E F G A

## Year 6

Explore improvisation within a major scale using the notes:

C D E F G  
G A B b C D  
G A B C D  
F G A C D

# Creating: Composing

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## Year 1

Create a simple melody using crotchets and minims:

C D  
C D E  
C D E F  
C D E F G

Start and ending on the note C

F G  
F G A  
F G A C  
F G A C D

Start and ending on the note F

## Year 2

Create a simple melody using crotchets and minims:

C D  
C D E  
C D E F  
C D E F G

Start and ending on the note C (C major)

G A  
G A B  
G A B D  
G A B D E

Start and ending on the note G (Pentatonic on G)

F G  
F G A  
F G A C  
F G A C D

Start and ending on the note F (Pentatonic on F)

## Year 3

Create a simple melody using crotchets and minims:

C D  
C D E  
C D E G  
C D E G A

Start and ending on the note C (Pentatonic on C)

C D  
C D E  
C D E F  
C D E F G

Start and ending on the note C (C major)

F G  
F G A  
F G A B ♭  
F G A B ♭ C

Start and ending on the note F (F major)

G A  
G A B  
G A B C  
G A B C D

Start and ending on the note G (G major)

#### Year 4

Create a simple melody using crotchets and minims:

C D  
C D E  
C D E G  
C D E G A

Start and ending on the note C  
(Pentatonic on C)

C D  
C D E  
C D E F  
C D E F G

Start and ending on the note C (C major)

D E  
D E F  
D E F G  
D E F G A

Start and ending on the note D (D minor)

G A  
G A B  
G A B D  
G A B D E

Start and ending on the note G (G major)

#### Year 5

Create a simple melody using crotchets and minims:

C D  
C D E  
C D E G  
C D E G A

Start and ending on the note C (Pentatonic  
on C)

F G  
F G A  
F G A B ♭  
F G A B ♭ C

Start and ending on the note F (Pentatonic  
on F)

G A  
G A B  
G A B C  
G A B C D

Start and ending on the note G (G major)

G A  
G A B  
G A B D  
G A B D E

Start and ending on the note G (Pentatonic  
on G)

D E  
D E F  
D E F G  
D E F G A

Start and ending on the note D (D minor)

#### Year 6

Create a simple melody using crotchets and minims:

C D  
C D E  
C D E F  
C D E F G

Start and ending on the note C (C major)

G A  
G A B  
G A B D  
G A B D E

Start and ending on the note G (Pentatonic  
on G)

D E  
D E F  
D E F G  
D E F G A

Start and ending on the note D (D minor)

F G  
F G A  
F G A C  
F G A C D

Start and ending on the note F (Pentatonic  
on F)

F G  
F G A ♭  
F G A ♭ B ♭  
F G A ♭ B ♭ C

Start and ending on the note F (F minor)

## Performing

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### Year 1

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

### Year 2

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

### Year 3

Practise, rehearse and share a song that has been learned in the lesson, from memory, or with notation and with confidence

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

### Year 4

Rehearse and enjoy the opportunity to share what has been learned in the lessons

Perform, with confidence, a song from memory or using notation

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 the 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

### Year 5

Create, rehearse and present a holistic performance for a specific purpose, for a friendly but unknown audience

Perform from memory or with notation, with confidence and accuracy

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 the cultural context of the song

A student leads part of the rehearsal and part of the performance

Record the performance and compare it to a previous performance. Explain how well the performance communicated the mood of each piece

Discuss and talk musically about the strengths and weaknesses of a performance

Collect feedback from the audience and reflect how future performances might be different

### Year 6

Create, rehearse and present a holistic performance for a specific event, for an unknown audience

Create, rehearse, and present a holistic performance with detailed understanding of the musical, cultural and historical contexts

Perform from memory or with notation

Understand the value of choreographing any aspect of a performance

A student or a group of students rehearse and lead parts of the performance

Understand the importance of the performing space and how to use it

Record the performance and compare it to a previous performance

Collect feedback from the audience and reflect how the audience believed in the performance

Discuss how the performance might change if it was repeated in a larger/smaller performance space

## Music Vocabulary Progression

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
loud, quiet, tap, bang, scrape, shake, tambourine, maraca, triangle, scraper, beater, chant, feelings, pulse “i like/don’t like it because it makes me feel...”	breathing, pitch, high, low, orchestra (names of the common orchestral instruments), rhythm, crotchet, quavers, rest, structure	expression, clarity, melody, improvise, compose, minims, semibreves, mood, tempo, dynamics, pitch, xylophone, woodwind, brass, strings, percussion	style, ensemble, ostinato, notation, graphic score, ternary, theme and variations, rondo, motif, genre, renaissance, baroque, classical, romantic, 20th century	composer, conductor, instrumentation, timbre, score, lyrics, musician, crescendo, diminuendo, effect	accompaniment, harmony, warm-up, lungs, throat, rib cage, posture, audience, chords, scales, tab, clef, venue, occasion, purpose, impact