



## Lyon Park Primary School - Music Progression Map

<b>Performing</b>							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>P1:</b> Can they use their voice to speak and chant?	<b>P1:</b> Can they use their voice to speak and chant?	<b>P1:</b> Can they use their voice to speak/chant & sing?	<b>P1:</b> Do they sing and follow the melody (tune)?	<b>P1:</b> Do they sing in tune with expression?	<b>P1:</b> Can they perform a simple part rhythmically	<b>P1:</b> Do they breathe in the correct place when singing/playing?	<b>P1:</b> Can they sing/play a harmony part confidently and accurately?
<b>P2:</b> Do they join in with singing & performing?	<b>P2:</b> Do they join in with singing & performing?	<b>P2:</b> Do they have an awareness of a melody shape? <i>(change in pitch)</i>	<b>P2:</b> Do they sing accurately at a given pitch?	<b>P2:</b> Do they control their voice when singing?	<b>P2:</b> Can they sing songs from memory with accurate pitch?	<b>P2:</b> Can they use understanding and meaning to add expression when they sing/play?	<b>P2:</b> Can they perform parts from memory?
<b>P3:</b> Can they use instruments to perform? Can they stop & start when directed?	<b>P3:</b> Can they use instruments to perform? Can they stop & start when directed?	<b>P3:</b> Can they use instruments with care & begin to explore ways to use them, knowing when to start/end?	<b>P3:</b> Can they perform simple patterns and accompaniments keeping a steady pulse?	<b>P3:</b> Can they play clear notes on instruments?	<b>P3:</b> Can they improvise using repeated patterns	<b>P3:</b> Can they maintain their part whilst others are performing their part?	<b>P3:</b> Can they perform using notations?
<b>P4:</b> Do they play with a sense of enjoyment?	<b>P4:</b> Do they play with a sense of enjoyment?	<b>P4:</b> Do they look at their audience when they perform?	<b>P4:</b> Can they perform with others?	<b>P4:</b> Can they maintain their part in group performances?		<b>P4:</b> Can they perform 'by ear' and from simple notations?	<b>P4:</b> Can they take on a solo part?
<b>P5:</b> Copy actions to go with a song	<b>P5:</b> Can they clap/ make simple rhythms? <i>(Crochet/ Quaver)</i>	<b>P5:</b> Can they clap/ make short rhythmic patterns? <i>(Crochet/ Quaver &amp; rests) (phrases from a story)</i>	<b>P5:</b> Can they play simple rhythmic patterns on an instrument?	<b>P5:</b> Can they play rhythmic patterns on an instrument?		<b>P5:</b> Can they improvise within a group using melodic and rhythmic phrases	<b>P5:</b> Can they provide rhythmic support?
<b>P6:</b> Can they play a simple accompaniment?	<b>P6:</b> Copy actions to go with a song	<b>P6:</b> Copy actions to go with a song with some suggestions of their own.	<b>P6:</b> Can they sing/clap a pulse increasing or decreasing in tempo?			<b>P6:</b> Can they recognise and use basic structural forms e.g. rounds, variations, rondo form?	

	<b>P7:</b> Can they play a simple accompaniment?	<b>P7:</b> Can they copy sounds with their voice and percussive instruments?					
<b>Performing - Challenge</b>							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>PC1:</b> Can they make loud and quiet sounds?	<b>PC1:</b> Can they make loud and quiet sounds?	<b>PC1:</b> Can they demonstrate how to be quiet/loud, slow/fast, high/low when performing?	<b>PC1:</b> Can they sing/play rhythmic patterns in contrasting tempo; keeping to the pulse?	<b>PC1:</b> Do they understand meter in 2 and 3 beats; then 4 and 5 beats?	<b>PC1:</b> Can they use selected pitches simultaneously to produce simple harmony	<b>PC1:</b> Can they use pitches simultaneously to produce harmony by building up simple chords?	<b>PC1:</b> Can they perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the parts will fit together?
		<b>PC2:</b> Do they know that the chorus keeps being repeated?	<b>PC2:</b> Do they know that phrases are where we breathe in a song?		<b>PC2:</b> Can they show how they can use dynamics to provide contrast? <i>(performing &amp; composing)</i>	<b>PC2:</b> Can they devise and play a repeated sequence of pitches on a tuned instrument to accompany a song?	

**Compose Music (including notation)**

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>C1:</b> Can they make sounds with their voice?	<b>C1:</b> Can they make different sounds with their voice?	<b>C1:</b> Can they make different sounds with their voice?	<b>C1:</b> Can they order sounds to create a beginning, middle and end?	<b>C1:</b> Can they use different elements in their composition?	<b>C1:</b> Can they use notations to record sequences of pitches?	<b>C1:</b> Can they change sounds or organise them differently to change the effect?	<b>C1:</b> Can they use a variety of different musical devices in their composition? <i>(including melody, rhythms and chords)</i>
<b>C2:</b> Can they copy sounds with instruments?	<b>C2:</b> Can they copy sounds with instruments? <i>(shake, scrape, rattle, tap)</i>	<b>C2:</b> Can they make different sounds with instruments for a story effect? <i>(shake, scrape, rattle, tap)</i>	<b>C2:</b> Can they create music in response to different starting points?	<b>C2:</b> Can they use some standard notation to record their work?	<b>C2:</b> Can they use standard notation?	<b>C2:</b> Can they compose music which meets specific criteria?	<b>C2:</b> Do they recognise that different forms of notation serve different purposes
	<b>C3:</b> Can they identify changes in sounds? <i>(high/low, slow/fast)</i>	<b>C3:</b> Can they identify & make changes to sounds? <i>(high/low, slow/fast, soft/loud, long/short)</i>	<b>C3:</b> Can they choose sounds which create an effect?	<b>C3:</b> Can they compose melodies and songs?	<b>C3:</b> Can they use notations to record compositions in a small group or on their own?	<b>C3:</b> Can they use their notations to record groups of pitches (chords)?	<b>C3:</b> Can they use different forms of notation
	<b>C4:</b> Can they change the sound? <i>(high/low, slow/fast)</i>	<b>C4:</b> Can they change the sound? <i>(high/low, slow/fast, soft/loud, long/short)</i>	<b>C4:</b> Can they use symbols to represent sounds?	<b>C4:</b> Can they create accompaniments for tunes?	<b>C4:</b> Can they use their notation in a performance?	<b>C4:</b> Can they use a music diary to record aspects of the composition process?	<b>C4:</b> Can they combine groups of beats?
	<b>C5:</b> Can they make shake, rattle, scrape and tapping sounds?	<b>C5:</b> Can they repeat short rhythmic and melodic patterns?	<b>C5:</b> Can they make connections between notations and musical sounds	<b>C5:</b> Can they combine different sounds to create a specific mood or feeling?		<b>C5:</b> Can they choose the most appropriate tempo for a piece of music?	<b>C5:</b> Can they create and edit lyrics?
		<b>C6:</b> Can they create sounds based on a picture?					

**Compose Music (including notation) - Challenge**

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>CC1:</b> Can they make a sound in response to a picture	<b>CC1:</b> Can they make a sound in response to a picture	<b>CC1:</b> Can they give a reason for choosing an instrument?	<b>CC1:</b> Can they use simple structures in a piece of music	<b>CC1:</b> Can they work with a partner to create a piece of music	<b>CC1:</b> Do they understand the relation between pulse and	<b>CC1:</b> Can they explore and use sets of pitches, e.g. 4 or 5 note scales	<b>CC1:</b> Can they show how a small change of tempo can make a piece

				using more than one instrument?	syncopated patterns?		of music more effective
	<b>CC2:</b> Can they tell the difference between long/short, high/low sounds?	<b>CC2:</b> Can they choose sounds which create an effect? <i>(story sound effects)</i>				<b>CC2:</b> Can they identify (and use) how patterns of repetitions, contrasts and variations can be organised to give structure to a melody, rhythm, dynamic and timbre?	<b>CC2:</b> Do they use the full range of chromatic pitches to build up chords, melodic lines and bass lines?

<b>Appraising</b>							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>A1:</b> Can they listen to sounds and respond physically with movement and dance?	<b>A1:</b> Can they listen to sounds and respond physically with movement and dance?	<b>A1:</b> Can they respond to different moods in music?	<b>A1:</b> Can they improve their own work	<b>A1:</b> Can they improve their work; explaining how it has improved	<b>A1:</b> Can they explain the place of silence and say what effect it has?	<b>A1:</b> Can they describe, compare and evaluate music using musical vocabulary?	<b>A1:</b> Can they refine and improve their work?
<b>A2:</b> Can they respond to different moods in music using scarves?	<b>A2:</b> Can they respond to different moods in music using scarves?	<b>A2:</b> Can they say how a piece of music makes them feel?	<b>A2:</b> Can they listen out for particular things when listening to music?	<b>A2:</b> Can they use musical words ( <i>the elements of music</i> ) to describe a piece of music and compositions?	<b>A2:</b> Can they start to identify the character of a piece of music?	<b>A2:</b> Can they explain why they think their music is successful or unsuccessful?	<b>A2:</b> Can they evaluate how the venue, occasion and purpose affects the way a piece of music is created?
<b>A3:</b> Can they begin to recognise the sounds of class percussion instruments and name them?	<b>A3:</b> Can they begin to recognise the sounds of class percussion instruments and name them?	<b>A3:</b> Can they choose sounds to represent different things?		<b>A3:</b> Can they use musical words to describe what they like and dislike?	<b>A3:</b> Can they describe and identify the different purposes of music?	<b>A3:</b> Can they suggest improvements to their own or others' work	<b>A3:</b> Can they analyse features within different pieces of music?
<b>A4:</b> Can they give a thumbs up/down to show if they like or dislike a piece of music?	<b>A4:</b> Can they give a thumbs up/down to show if they like or dislike a piece of music?	<b>A4:</b> Can they say whether they like or dislike a piece of music and begin to give simple reasons?		<b>A4:</b> Can they recognise the work of at least one famous composer?	<b>A4:</b> Can they begin to identify a composer's work? (E.g.: Mozart or The Beatles)	<b>A4:</b> Can they choose the most appropriate tempo for a piece of music?	<b>A4:</b> Can they compare and contrast the impact different composers from different times had people from that time?
						<b>A5:</b> Can they contrast the work of famous composers and show preferences?	
<b>Appraising – Challenging</b>							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<b>AC1:</b> Can they begin to recognize the terms: <i>(louder/quieter,</i>	<b>AC1:</b> Can they tell the difference between a fast and slow tempo	<b>AC1:</b> Do they recognize sounds that move by	<b>AC1:</b> Can they tell whether a change is gradual or sudden?	<b>AC1:</b> Can they identify how a change in timbre can change the	<b>AC1:</b> Can they explain how tempo changes	<b>AC1:</b> Can they appraise the introductions, interludes and

	<i>faster/slower, higher/lower</i>		steps and by leaps?		effect of a piece of music?	the character of music?	endings for songs and compositions they have created?
		<b>Yr 2: AC2:</b> Can they describe loud and quiet sounds using Italian music terms?	<b>AC2:</b> Can they identify repetition, contrasts and variations?	<b>AC2:</b> Can they identify repetition, contrasts and variations?	<b>AC2:</b> Can they identify where a gradual change in dynamics has helped to shape a phrase of music?		
				<b>AC3:</b> Do they understand how the use of tempo can provide contrast within a piece of music?			