Music – KS2 Progression Map

**Play**

* Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

**Compose**

* Improvise and compose music for a range of purposes using the inter-related dimensions of music

**Listen**

* Listen with attention to detail and recall sounds with increasing aural memory
* Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
* Develop an understanding of the history of music.

**Theory**

* Use and understand staff and other musical notations
* Develop an understanding of the history of music.

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| **Strand** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Play** | Learn to sing a variety of songs at an appropriate level with live accompaniment. Sing partner songs in 2 parts.Create opportunities for solo and small group singing.  | Learn to sing a variety of songs at an appropriate level with live accompaniment.Introduce 2 and 3 part rounds and more complex partner songs.Create opportunities for solo singing, small group singing and student leadership of parts. | Learn to sing a variety of songs at an appropriate level with live accompaniment.Sing partner songs up to 4 parts and more complex rounds.Create opportunities for solo singing, 1 per part singing and student leadership of parts.Apply learnt inter-related dimensions to singing – dynamics, tempo and articulation. | Learn to sing a variety of songs at an appropriate level with live accompaniment.Introduce basic harmony singing in 2 parts such as imitation parts and splitting on ends of phrases. |
| **Compose** | Compose 4-bar rhythmic patterns within a given structure. Improvise rhythms during clapping game (ie don’t clap this one back)Small group composition within a set structure and using the learnt rhythms& pitches (see theory). | Compose 8 bar rhythmic patterns with stepwise melody within an octave.Improvise a 2 bar melody within a pentatonic scale.Small group composition including beat instrument and melody instrument. Using learnt rhythms, pitches & knowledge. | Compose rhythm and melody within a AABA structure.Improvise 4 bar melody and rhythm within given notes and rhythms. Small group composition using known rhythms, pitches and theoretical knowledge. | Compose 16 bar melody with rhythm to fit the words that are given, within a major scale and set structure.Improvise melody to go with an accompaniment.Class song writing project. On an agreed theme, come up with lyrics and a melody for a song using a verse/chorus/bridge & 4 chord structure. |
| **Listen** | Listen and watch inspirational performances on studied instrument. Listen and analyse a variety of musical excerpts to discuss character, tempo and dynamics. | Listen and watch inspirational performances on studied instrument.Listen and analyse a variety of musical excerpts to discuss story telling, major and minor tonality. Also link discussions to beat and rhythm. | Listen and watch inspirational performances on studied instrument.Listen and analyse a variety of acapella music. Identify voices and how the relate to instrumental sounds.Study orchestral families and instruments. | Listen and watch inspirational performances on studied instrument.Listen and analyse how traditional songs have developed and changed through eras. |
| **Theory** | Learn, use and notate crotchet, crotchet rest, minim and quaver pairsSing & pitch pentatonic scale (using solfa) stepwiseUnderstand and discuss dynamics and tempo. Understand how to notate on a score.  | Learn, use and notate dotted minim, dotted crotchet-quaverSing & pitch diatonic major scale stepwise and rising 3rds Understand and discuss time signatures, beat and rhythm. Discuss major and minor tonality. | Learn, use and notate individual quavers, quaver rests, minim rests and groups of 4 quavers.Using diatonic major scale, sing and pitch falling 3rds and rising 4ths and 5ths.Understand the difference between major and minor scales including tone/semitone patterns and how this creates keys. Discover keys leading from C major. | Learn, use and notate semibreves, ties and semi-quavers.Using diatonic major scale, sing and pitch falling 4ths, 5ths, and rising & falling 8ves.Verse/chorus/bridge structure. Intervals based on diatonic major scale using solfege. Introducing the terms major, minor and perfect in relation to intervals. |
| **Inter-related dimensions** | Pitch, Duration, Dynamics, Tempo, Notation, Structure, Timbre | Pitch, Duration, Dynamics, Tempo, Notation, Structure, Timbre | Pitch, Duration, Dynamics, Tempo, Notation, Structure, Timbre, Texture | Pitch, Duration, Dynamics, Tempo, Notation, Structure, Timbre, Texture |