

## Primary Music Progression Map

This progress map takes the subject content from the National Curriculum and builds on each area, making expected outcomes for pupils clear and more prescriptive for both the specialist and non-specialist music educator. Within the progress map, each National Curriculum (NC) objective is cross referenced so schools can see exactly where the progress map area is based.

### Subject content – Key stage 1

Pupils should be taught to:

- 1.1** use their voices expressively and creatively by singing songs and speaking chants and
- 1.2** rhymes
- 1.2** play tuned and untuned instruments musically
- 1.3** listen with concentration and understanding to a range of high-quality live and recorded music
- 1.4** experiment with, create, select and combine sounds using the inter-related dimensions of music.

KS1	Pulse	Rhythm	Melody & Notation	Active Listening	Improvising & Composing	Performing	Singing
<b>Year One</b>	Keep a steady pulse in a group and be able to pick out two steady tempos in music <a href="#">NC1.3/ NC1.4</a>	Repeat short basic rhythms to a given pulse and perform rhythmic ostinatos <a href="#">NC1.2/ NC1.4</a>	Sing back short melodies that use 2 pitched notes; develop the concept of pattern work using rhythm grids <a href="#">NC1.1/ NC1.2/ NC1.4</a>	Identify musical features in a range of high-quality live and recorded music; replicate basic rhythms heard <a href="#">NC1.3/ NC1.4</a>	Improvise simple rhythms based on given stimuli (e.g. rhythm grids) <a href="#">NC1.4</a>	Perform together following instructions; Play simple rhythms on untuned percussion instruments and using body percussion <a href="#">NC1.2</a>	Sing simple tunes confidently in unison, both acapella and accompanied <a href="#">NC1.1</a>
<b>Year Two</b>	Keep a steady pulse in a group and solo with musical accompaniment; demonstrate in 2 different time signatures ( 3 /4 and 4 /4) <a href="#">NC1.3/NC1.4</a>	Repeat longer basic rhythms using symbols/ notation (e.g. crotchets, quavers and minims). <a href="#">NC1.2/ NC2.1/ NC2.3</a>	Sing back short melodies that use around 3 pitched notes; Perform from rhythmic notation including crotchets and minims <a href="#">NC1.1/ NC1.2/ NC1.4</a>	Identify where elements change (e.g. music gets faster or louder); replicate these changes in a performance <a href="#">NC1.3/ NC1.4</a>	Repeat back longer basic rhythms from memory (at least 2 bars) and add imitations of the rhythms <a href="#">NC1.4</a>	Perform with awareness of different parts, playing longer phrases on tuned percussion instruments and body percussion <a href="#">NC1.2/ NC1.4</a>	Sing simple songs confidently in rounds acapella and accompanied, with increasing accuracy and control of pitch <a href="#">NC1.1</a>

## Subject content – Key stage 2

Pupils should be taught to:

- 2.1** play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- 2.2** improvise and compose music for a range of purposes using the inter-related dimensions of music
- 2.3** listen with attention to detail and recall sounds with increasing aural memory
- 2.4** use and understand staff and other musical notations
- 2.5** appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- 2.6** develop an understanding of the history of music.

KS2	Pulse	Rhythm	Melody & Notation	Active Listening	Improvising & Composing	Performing	Singing
<b>Year Three</b>	Keep a steady pulse in a group and solo; demonstrate 2/4, 3/4 and 4/4 using at least 3 different tempos <a href="#">NC2.1/ NC2.3</a>	Perform rhythms that are longer than 2 bars using crotchets, quavers, minims and their rests <a href="#">NC2.1/ NC2.4</a>	Perform and compose using at least 3 pitched notes and simple rhythms (crotchets, quavers, minims and rests) <a href="#">NC2.1/ NC2.2/ NC2.3/ NC2.4</a>	Identify and describe musical features in pieces from different traditions; sing or play back simple melodies that are heard <a href="#">NC2.3/ NC2.5/ NC2.6</a>	Create basic 3 note tunes and simple rhythms using crotchets, quavers, minims and their rests <a href="#">NC2.2</a>	Use tuned percussion/ melodic instruments as well as the voice to perform 3+ note melodies and simple rhythms <a href="#">NC2.1</a>	Sing 2 part songs confidently in tune using a wider vocal range. <a href="#">NC2.1</a>
<b>Year Four</b>	On a tuned instrument, keep a steady pulse in: 2/4, 3/4 and 4/4 time signatures and using different tempos <a href="#">NC2.1/ NC2.3</a>	Perform pieces with at least 2 rhythms happening together; recognise and clap back rhythms using single quaver rests <a href="#">NC2.1/ NC2.3</a>	Perform from and compose using 5 pitched notes (or 4 chords) <a href="#">NC2.1/ NC2.2/ NC2.3/ NC2.4</a>	Compare pieces of music in different traditions; perform music heard aurally that contains 2+ different parts at the same time <a href="#">NC2.1/ NC2.3/ NC2.5/ NC2.6</a>	Improvise and compose tunes using 5 notes. Create developed rhythmic patterns (around 4 bars) <a href="#">NC2.2</a>	Perform 5+ note melodies (or 4+ chords) and more complex rhythms on tuned instruments <a href="#">NC2.1</a>	Sing songs in two parts that have contrasting melodies and counter-melodies <a href="#">NC2.1</a>
<b>Year Five</b>	On a tuned instrument, regularly and accurately perform pieces using at least 3 contrasting tempos and time signatures <a href="#">NC2.1</a>	Perform pieces which use off-beat and dotted rhythms and single quaver rests <a href="#">NC2.1</a>	Perform from and compose using 5-8 pitched notes; capture the work in different formats so it can be recreated <a href="#">NC2.1/ NC2.2/ NC2.3/ NC2.4</a>	Whilst listening, pick out and perform syncopated and off-beat rhythms; <a href="#">NC2.2/ NC2.5/ NC2.6</a>	Create four bar melodies (in different tempos and time signatures that can be performed and include some off-beat rhythms) <a href="#">NC2.2/ NC2.5/ NC2.6</a>	Perform 5-8 note melodies or developed chord progressions (e.g. 2+ chords per bar) and more complex rhythms <a href="#">NC2.1</a>	Sing with increasing control of breathing, tone & projection with a range of at least 8 notes and pieces with at least 2 different parts <a href="#">NC2.1</a>
<b>Year Six</b>	When performing solo and in an ensemble, follow direction to change tempo accurately within pieces of music <a href="#">NC2.1/ NC2.3</a>	Perform pieces which use off-beat and syncopated rhythms in: 3 different time signatures and tempos <a href="#">NC2.1</a>	Perform and compose using 8 pitched notes; Capture the work in different formats including staff notation so it can be recreated <a href="#">NC2.4</a>	Talk about the key features of music including: Tempo, Metre Instrumentation, Melody <a href="#">NC2.1/ NC2.3 NC2.5</a>	Improvise and compose extended pieces of music using up to 8 notes and a variety of rhythms, tempos and time signatures <a href="#">NC2.2/ NC2.5/ NC2.6</a>	Perform confidently and accurately individually and as part of a group <a href="#">NC2.1/ NC2.4</a>	Sing expressively & musically, responding to the performance directions of the piece e.g. phrasing dynamics; sing more extended harmony parts <a href="#">NC2.1/ NC2.4</a>