

The Bramble Academy Music Progression Map

Music Progression	Singing songs with control and using the voice expressively	Listening, memory and movement	Controlling pulse and rhythm	Exploring sounds, melody and accompaniment	Control of instruments	Composition	Reading and writing notation	Performance skills, evaluating and appraising
Foundation Stage Emerging	To find a singing voice and use their voice confidently.	Remember short songs and sounds	Understand fast and slow.	To explore different sound sources.	Show an awareness of how instruments are played.	To explore different sound sources.	Use long and short sounds	Perform in front of others.
Foundation Stage Expected/Year 1 Emerging	Sing with an awareness of other performers	Repeat patterns of sounds	Accompany a chant or song.	Make sounds using classroom instruments.	Play untuned instruments.	Make sounds using classroom instruments.	Create long and short sounds	Perform while showing an awareness of others.
Foundation Stage Exceeding/Year 1 Expected	Sing a melody accurately at their own pitch.	Responds physically when performing music.	Accompany a chant song by clapping the rhythm	Identify and name classroom instruments.	Play untuned instruments with control.	Contribute to the creation of a class contribution.	Create long and short sounds using classroom instruments.	Perform and be part of a audience.
Year 1 Exceeding/Year 2 Emerging	Sing with a sense of awareness of pulse and control of rhythm.	Identify different sound sources.	Identify the pulse and join in getting faster and slower together.	Identify how different sounds can give a message.	Play instruments in different ways.	Identify how different sounds can give a message.	Perform long and short sounds in response to symbols	Follow instructions that combine the musical element.
Year 2 Expected	Recognise phrase length and know when to breathe.	Respond physically when composing music.	Identify long and short sounds in music.	Create and choose sounds in response to a given stimulus.	Create sound effects.	Create and choose sounds in response to a given stimulus.	Play and sing a notated phrase.	Recognise the need for performance and audiences.
Year 2 Exceeding/End of Key Stage	Follow pitch movements with their hands and use high low and middle voices.	Respond physically when appraising music, identify well-defined musical features.	Accompanying a chant or song by clapping the pulse.	Change sounds to reflect different stimuli.	Identify different groups of instruments.	Change sounds to reflect different stimuli.	Play and sing a phrase from dot notation.	Perform together and follow instructions that combine the musical element.
Year 3 Emerging	Begin to sing with control of pitch.	Create sequences of movements in response to sounds.	Recognise rhythmic patterns.	Identify ways of sounds are used to accompany a song.	Select appropriate instruments.	Create textures by combining sounds in different ways	Record their own ideas	Perform in different ways and in different situations.
Year 3 Expected/Year 4 Emerging	Sing with awareness of pulse and rhythm.	Explore and choose different	Perform a repeated pattern to use a steady pulse.	Explore and perform different	Select instruments to describe visual images.	Create music that describes	Make their own symbols for notation	Explore the way that performers

		movements to describe.		types of accompaniment.		contrasting moods/emotions.		are a musical resource.
Year 3 exceeding/Year 4 Expected	Understand how mouth shapes can affect voice sounds	Demonstrate the ability to recognise the use of structure and expressive elements through dance.	Identify and recall rhythmic and melodic patterns.	Explore different melodic patterns	Identify melodic phrases.	Create an accompaniment to a known song.	Make their own symbols for notation as part of a class score.	Recognise how music can reflect different intentions
Year 4 Exceeding/Year 5 Emerging	Sing expressively with awareness and control at the expressive elements i.e. timbre, tempo and dynamics.	Identify phrases that could be used as an introduction, interlude and ending.	Identify repeated patterns used in a variety of music(ostinato)	Analyse how sounds are used to create different moods.	Play accompaniments with control and accuracy.	Create descriptive music in pairs or small groups.	Perform using a notation as a support.	Perform with an awareness of different parts.
Year 5 Expected/Year 6 Emerging	Sing songs with increasing control of breathing, posture and sound projection.	Internalise short melodies and play these on pitched percussion (by ear).	Improvise rhythm patterns.	Comment on how sounds are used to create different moods.	Identify melodic phrases and play them by ear.	Identify different starting points for composing music.	Sing songs using notation of their own.	Present performances effectively.
Year 5 Exceeding/ Year 6 Expected	Sing a round two parts and identify the melodic phrases and how they fit together.	Listen to longer pieces of music and identify features.	Perform an independent part keeping to a steady beat	Select different melodic patterns.	Create different effects using combinations of pitched sounds.	Explore, select and combine a variety of different sounds to compose a soundscape	Sing songs using staff notation.	Show an awareness of audiences, venue and occasion.
Year 6 Exceeding End of KS2	Begin to have an awareness of improvisation with the voice.	Identify different moods and textures.	Subdivide the pulse while keeping to a steady beat.	Recognise and explore different combinations of pitch sounds.	Use ICT to change and manipulate sounds.	Use a range of stimuli and develop musical ideas into a completed composition.	Sing and perform using instruments using staff notations as support.	Improve their work through analysis evaluation and comparison. Choose and link actions to create an expressive dance phase which shows some sensitivity to accompaniment. Plan and perform a movement sequence

								showing contrasts in speed/level and direction, Apply basic compositional ideas to create dance phrases with a partner and in a small group.
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