

Units	Bottesford C of E Primary School Curriculum: Progression of skills Map						
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
PULSE	<ul style="list-style-type: none"> Keep a steady pulse with some accuracy (Unit 1 + 3) Imitate movements in response to music. Explore, respond and identify long and short sounds. 	<ul style="list-style-type: none"> Keep a steady pulse with some accuracy (e.g. clapping, marching, tapping and playing instruments) Follow simple musical directions for faster, slower, stopping and starting (Unit 1 + 2) Create, explore, respond and identify long and short sounds. 	<ul style="list-style-type: none"> Sing or play with good sense of pulse (Unit 1 + 3) Demonstrate an understanding of the differences between pulse and rhythm through physical movement, playing or singing (unit 1 + 3) Begin to recognise rhythmic patterns found in speech, e.g. saying, chanting names, syllables in names etc. Respond to visual and aural cues 	<ul style="list-style-type: none"> Follow and lead simple performance directions, demonstrating my understanding of pulse. Maintain a part in a piece / rhythm game consisting of two or more parts. Sing and play confidently and fluently, maintaining a steady pulse (Unit 1 + 2 + 4). Offer comments about own and others' work and ways to improve, using appropriate musical vocabulary. Including discussing structure (unit 5). Accept feedback and suggestions from others. 	<ul style="list-style-type: none"> Follow and lead simple performance directions. (e.g. call and response patterns). Maintain an independent part in a small group when playing or singing (e.g. a drone, ostinato, rhythm). Sing and play confidently + fluently, maintaining an appropriate pulse. Offer comments about own and others' work and ways to improve, using appropriate musical vocabulary including discussing structure (unit 5 only) and be willing to justify these. 	<ul style="list-style-type: none"> Maintain a strong sense of pulse throughout pieces with and without syncopation. Create simple rhythmic pieces which demonstrate understanding of rhythm / melodies / accompaniments. Maintain an independent part in a group when singing or playing (Unit 1 + 2 + 3) Accept feedback and suggestions from others (Unit 1 + 3 + 6) Offer comments about own and others' work and ways to improve, using appropriate musical vocabulary including discussing structure (unit 5 only) and justifying these (Unit 1 + 3 + 5 + 6). 	<ul style="list-style-type: none"> Maintain a strong sense of pulse and recognise when going out of time. Create simple rhythmic pieces which demonstrate understanding of rhythm or melodies or accompaniments. Listen to and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately (Unit 1 + 4 + 5 + 6) Maintain an independent part in a group when singing or playing with an awareness of other parts / performers (smaller groups / more parts). Share opinions about own and others' music and be willing to justify these using musical vocabulary, including discussing structure (unit 5 only) (Unit 1 + 3 + 4 + 5 + 6).
VOICE	<ul style="list-style-type: none"> Sing songs, which contain a small range of notes Take turns when singing and be a good listener. Perform actions to accompany songs. 	<ul style="list-style-type: none"> Follow simple musical directions for faster, slower, stopping and starting (Unit 1 + 2) Sing and perform songs, which contain a small range of notes (3 - 5 notes), with growing confidence (Unit 2 + 4) Recognise and represent higher and lower sounds using graphic notation 	<ul style="list-style-type: none"> Sing, with accuracy, within a range of notes (Unit 2 + 4) Follow and use performance instructions. including, starting, stopping, dynamics and tempo Recognise and demonstrate the link between pitch and shape using graphic notation (Unit 2 + 4) 	<ul style="list-style-type: none"> Create, use and lead a group with performance instructions. (tempo, dynamics, start, stop,). Hear a melody and create a graphic score represent it. 	<ul style="list-style-type: none"> Sing with an awareness of my breathing and pronunciation (Unit 2 + 4) Sing fluently with confidence. Use standard or graphic notation to create a melody. 	<ul style="list-style-type: none"> Experiment and perform sounds made by my voice. Follow and perform a vocal piece using a graphic or notated score. Maintain an independent part in a group when singing or playing (Unit 1 + 2 + 3) 	<ul style="list-style-type: none"> Experiment with and refine sounds with my voice. Maintain a part in a performance with my voice. Create and perform a vocal piece by following a graphic / notated score.
RHYTHM	<ul style="list-style-type: none"> Keep a steady pulse with some accuracy (Unit 1+3) Explore rhythm through play Create rhythms and suggest symbols to represent rhythms Recognise and control changes in tempo Listen to ideas from others, taking turns 	<ul style="list-style-type: none"> I can begin to play rhythmic patterns found in speech I can confidently copy given rhythms I can begin to understand the differences between pulse and rhythm through physical movement, playing and singing I can use graphic notation to record rhythms I can listen to ideas from others and use them to help improve my work 	<ul style="list-style-type: none"> I am beginning to recognise rhythmic patterns found in speech I can demonstrate I understand the differences between pulse and rhythm through physical movement, playing and singing I can perform with a good sense of pulse and rhythm I can use graphic notation to record rhythms I can offer comments about others' work and accept suggestions from others 	<ul style="list-style-type: none"> I can listen and copy rhythmic patterns I can play rhythms confidently 	<ul style="list-style-type: none"> I can create simple rhythmic patterns I can confidently maintain an independent part when playing an instrument in a small group I can play confidently and fluently maintaining an appropriate pulse I can aurally identify, recognize, respond to and use musically basic symbols including Western notation I can offer comments about my own and others work and ways to improve, and I can accept feedback and suggestions from others 	<ul style="list-style-type: none"> I can use a variety of timbres and techniques when creating and playing Music I can confidently maintain an independent part when playing an instrument in a small group I can respond to and use musically basic Symbols including Western notation I can critique my own and others' work and justify the comments 	<ul style="list-style-type: none"> Follow staff and other notations while playing short passages of music. Maintain an independent part in a group when singing or playing with an awareness of other parts / performers (smaller groups / more parts). Share opinions about own and others' music and be willing to justify these using musical vocabulary, including discussing structure (unit 5 only) (Unit 1 + 3 + 4 + 5 + 6). Use a variety of musical devices, timbres, textures, techniques when creating and playing music (Unit 3 + 4 + 5 + 6).
PITCH	<ul style="list-style-type: none"> Recognise and broadly control changes in timbre, tempo, pitch and dynamics when playing instruments and vocally Sing broadly in tune with a limited pitch range Create music, and suggest symbols to represent sounds (Unit 4 + 5) Comment on and respond to recordings of own voice, other classroom sounds and musical instruments (Unit 4 + 5) 	<ul style="list-style-type: none"> Sing and perform songs, which contain a small range of notes (3 - 5 notes), with growing confidence (Unit 2 + 4) Listen to ideas from others and use them to help improve my work Recognise and broadly control changes in timbre, tempo, pitch and dynamics when playing instruments and vocally 	<ul style="list-style-type: none"> Use technology to create and change sounds. Demonstrate an understanding of musical structure Comment and respond to recordings of own and other's compositions 	<ul style="list-style-type: none"> Begin to create simple rhythmic patterns, melodies and accompaniments Begin to aurally identify, recognise, respond to and use musically graphic notation to represent basic changes in pitch within a limited range 	<ul style="list-style-type: none"> Listen and evaluate a range of live+ recorded music from different traditions, genres, styles and times, responding appropriately. Share opinions about own and others' music and be willing to justify these. Sing with an awareness of my breathing and pronunciation (Unit 2 + 4) 	<ul style="list-style-type: none"> Begin to use a variety of musical devices, timbres, textures, techniques etc when creating and making music (Unit 3 + 4 + 6) Begin to demonstrate increasing confidence, expression, skill and level of musicality through taking different roles in performance and rehearsal Create music which demonstrates understanding of basic structure and discuss the choices made Listen and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately. Share opinions about own and others' music and be willing to justify these (Unit 4 + 6) 	<ul style="list-style-type: none"> Demonstrate increasing confidence, expression, skill and level of musicality through taking different roles in performance and rehearsal. Create music which demonstrates understanding of structure and discuss the choices made (unit 4 + 5) Share opinions about own and others' music and be willing to justify these using musical vocabulary, including discussing structure (unit 5 only) (Unit 1 + 3 + 4 + 5 + 6) Use a variety of musical devices, timbres, textures, techniques when creating and playing music (Unit 3 + 4 + 5 + 6) Listen to and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately (Unit 1 + 4 + 5 + 6)
Music Technology	<ul style="list-style-type: none"> Explore and change sounds and music through play and technology. Comment and respond to recordings of own voice, other classroom sounds (Unit 4 + 5) Begin to demonstrate an understanding of musical structure 	<ul style="list-style-type: none"> Use technology to create and change sounds. Demonstrate an understanding of musical structure Comment and respond to recordings of own and other's compositions 	<ul style="list-style-type: none"> Offer comments about others' work and accept suggestions from others, including discussing musical structure (Unit 3 + 5) Listen with increased concentration, responding appropriately to a variety of live and recorded music, making observations about the music (Unit 4 + 5 + 6) Experiment changing and combining sounds, through technology. 	<ul style="list-style-type: none"> Use technology to create, change and combine sounds. Recognise and use basic musical structure. 	<ul style="list-style-type: none"> Use voice, sounds, technology and instruments in creative ways. Recognise, respond and use basic musical structure. Offer comments about own and others' work and ways to improve, using appropriate musical vocabulary including discussing structure (unit 5 only) and be willing to justify these. 	<ul style="list-style-type: none"> Use voice sounds, technology and instruments in creative ways. Use and identify key features of basic musical structure. 	<ul style="list-style-type: none"> Use a variety of musical devices, timbres, textures, techniques when creating and playing music (Unit 3 + 4 + 5 + 6). Listen to and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately (Unit 1 + 4 + 5 + 6)

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">20th Century Music</p>	<ul style="list-style-type: none"> • Comment and respond to recorded music from different traditions, genres, styles and times. 	<ul style="list-style-type: none"> • Listen to recorded music, and use one element, from different traditions, genres, styles and times. 	<ul style="list-style-type: none"> • Listen with increased concentration, responding appropriately to a variety of live and recorded music, making observations about the music (Unit 4 + 5 + 6) 	<ul style="list-style-type: none"> • Listen to and use features of recorded music from different traditions, genres, styles and times. 	<ul style="list-style-type: none"> • Listen to and use features of recorded music from different traditions, genres, styles and times. • Demonstrate quality of key musical skills and elements 	<ul style="list-style-type: none"> • Begin to use a variety of musical devices, timbres, textures, techniques etc when creating and making music (Unit 3 + 4 + 6) • Listen and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately. Share opinions about own and others' music and be willing to justify these • (Unit 4 + 6) • To experiment with voice, sounds, technology and instruments in creative ways to explore new techniques. 	<ul style="list-style-type: none"> • Experiment with voice, sounds, technology and instruments in creative ways to explore new techniques • Share opinions about own and others' music and be willing to justify these using musical vocabulary, including discussing structure (unit 5 only) (Unit 1 + 3 + 4 + 5 + 6). • Use a variety of musical devices, timbres, textures, techniques when creating and playing music (Unit 3 + 4 + 5 + 6). • Listen to and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately (Unit 1 + 4 + 5 + 6)
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