

**Friars Primary Foundation School Music Progression map**

*This progression map relates directly to the Southwark Music Hub curriculum which we have adopted as our music curriculum*

Skill Family	Nursery	Reception	Year One	Year Two	Year Three	Year Four	Year Five	Year 6
<b>VOICE</b>	<p>I can join in with a variety of action songs.</p> <p>I can sing individually in a call / response song.</p> <p>I can distinguish talking, whispering and singing voice.</p>	<p>I can pitch match (sing in tune) phrases with 3 different pitches (me, soh, lah)</p> <p>I can sing a complete verse either alone or with a partner of a known song.</p> <p>I have used thinking voice (silent) to count or feel the pulse, or silently sing, with accuracy and control</p>	<p>I can sing with good posture and breathing using the gentle 'Angel Voice'.</p> <p>I can sing cumulative songs and memorise the words.</p> <p>I can repeat back phrases sung on soh and mi, and fill in the gaps when the teacher missed out the notes.</p>	<p>I have sung soh/me phrases following teacher's hand signs.</p> <p>I have performed a song in a small group in two ways, e.g. loud&amp;soft, fast&amp;slow, high&amp;low</p>	<p>I have sung soh/me/lah phrases following teacher's hand signs.</p> <p>I can sing songs in two and four part rounds.</p> <p>I can sing</p>	<p>I can sing a pentatonic song with good intonation alone or with a partner</p> <p>I have sung simple me/soh and do/re/mi phrases from sol-fa notation</p> <p>I have adapted and performed a playground song in a small group.</p>	<p>I can improvise vocally using dr sml phrases</p> <p>I have held a steady rhythmic part in a 3 or 4 part class piece</p> <p>I can sing a two-part song in a small group of 4-6 people</p> <p>I have composed, notated and performed a rap with a partner or alone, including the use of Italian and English musical terms.</p>	As Y5

<p style="text-align: center;"><b>INSTRUMENTAL</b></p>	<p>I can recognise opposites (faster/slower, louder/quieter, higher/lower)</p> <p>I can play a percussion instrument softly and loudly, fast and slow and follow the conductor.</p>	<p>I can tap and play a percussion instrument to the pulse of a known song.</p> <p>I can successfully play a two-part percussion piece, taking turns with the other section, and playing different parts at the same time.</p> <p>I can tap the pulse with sticks in a song with the speed changing</p>	<p>I have played a rhythmic line of a song on sticks accurately</p> <p>I have played instruments and used the voice in different ways as part of a class piece based on a story</p> <p>I have played a short sound sequence with a partner using short and long sounds</p>	<p>I have followed symbols to play percussion instruments loud/soft, fast/slow, high/low</p>	<p>I have created and performed a descriptive piece of music in a group.</p> <p>I have held my own part in a class ostinato building piece using instruments.</p>	<p>I have made up and performed a sound picture in a small group.</p>	<p>I have composed, notated and performed a song with a partner.</p> <p>I can play a tuned instrument as part of an instrumental class performance of a known song.</p> <p>I can play a simple piece of music composed by myself and a partner.</p>	<p>I have composed a song in the children's tradition and performed it in a group</p> <p>I have played a known song of up to 5 notes on the keyboard with correct fingering</p> <p>I have composed sections for and performed in a class piece made up of riffs (ostinatos)</p>
	<p style="text-align: center;"><b>PITCH RHYTHM NOTATION</b></p>	<p>I can move my hand high or low according to the pitch being played on the chime bars.</p>	<p>I use large gestures to show changes of pitch (higher/lower)</p>	<p>I can distinguish pulse and rhythm</p>	<p>I have played 4 beat rhythms using quavers and crotchets accurately in a group</p> <p>I can read /clap rhythm notation cards which use crotchets, quavers, minims, semiquavers and one beat rests.</p>	<p>I can play the pulse using sticks to known songs of different tempi including some in compound time.</p> <p>I have joined in discussions and performance of a class arrangement of a song.</p>	<p>I can improvise four phrase rhythms (clapping) with 3 other children in structure ABAC</p>	<p>I can write notes on the staff of the treble clef, sufficiently to notate simple songs and short pieces of music, written by myself or other people.</p>

					I can find the melody of known songs with limited number of pitches (3-6) on the chime bars.			
<b>LISTENING, CRITICISM AND UNDERSTANDING OF RECORDED MUSIC</b>	<p>I can move or play rhythmically to the pulse of the music</p> <p>I can dance to music and say if it is loud or quiet, fast or slow.</p>	<p>I can follow instructions when listening to an action song.</p> <p>I can listen to a piece of music and recognises sudden changes in speed or volume. I can tell if a piece of music is happy or sad sounding.</p>	<p>I can move appropriately to music with long flowing movements or short sharp movements</p> <p>I can change the speed of my dancing according to the music.</p> <p>I can talk about how music makes me feel and what it reminds me of.</p> <p>I can sit still and listen calmly to music.</p>	<p>I can move as requested to recorded music reflecting changes from lower to higher instruments.</p> <p>I can accurately discern some of the instruments being played.</p>	<p>I have worked out and written in rhythm notation the rhythm of one line of a known song,</p>	<p>I understand the concept of time signatures and can differentiate between 3 and 4 beats in a bar. I can recognise different genres of music.</p> <p>I can group some different instruments into their orchestral families.</p>	<p>I can recognise further genres of music and can tell if a piece of music is in a minor or major key.</p>	<p>When listening to music I can identify and articulate musical elements and their function within the piece</p> <p>I have recognised the association of Western Classical Music with historic periods</p>
<b>MUSICAL TERMS AND VOCABULARY</b>	Fast slow, quiet/soft, loud, high, low	piano, forte, getting faster/slowing down; getting louder/getting quieter	mezzo forte, mezzo piano.	Fortissimo, Pianissimo,	Crescendo, diminuendo	ritardando and accelerando	time signature, duple time, triple time, staccato, legato, bass clef.	Compound, riff, ostinato, genre, staff notation