

Music Progression Map

Inter-related dimensions of music - Building blocks

	Foundation Stage	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Pulse & Rhythm	<p>Begin to keep a steady pulse within a group.</p> <p>Repeat back short basic rhythms.</p>	<p>Identify and keep a steady pulse in a group and solo with musical accompaniment; demonstrate at least 2 different time signatures (3/4 and 4/4).</p> <p>Repeat back longer basic rhythms from memory.</p> <p>Know the difference between pulse and rhythm.</p>	<p>On a tuned instrument, keep a steady pulse in: 2/4, 3/4 and 4/4 time signatures with other pupils playing another ostinato to accompany.</p> <p>Recognise and perform extended rhythmic patterns and pieces that have at least two rhythms happening together.</p> <p>Know the pulse stays the same but the rhythm changes in a piece of music.</p>	<p>On a tuned instrument, regularly and accurately perform pieces in at least 3 contrasting time signatures.</p> <p>Perform pieces that use off-beat and syncopated rhythms with dotted rhythms and quaver rests.</p> <p>Know how pulse, rhythm and pitch fit together.</p>
Pitch	<p>Identify high and low sounds.</p> <p>Sing back melodies with two pitches.</p>	<p>Recognise the changes in pitch.</p> <p>Sing back short melodies that use 3 notes.</p>	<p>Begin to show the changes in pitch within music - using hand signals to help and begin with notation.</p> <p>Perform using 5 pitched notes.</p>	<p>Use notation to show how pitch progresses and changes throughout a piece of music.</p> <p>Perform using 8 pitched notes.</p>
Dynamics	<p>Identify loud and quiet sounds.</p>	<p>Recognise the changes in dynamics.</p>	<p>Begin to explain and explore gradual changes in dynamics.</p>	<p>Understand how the changes in dynamics explain the story of the music and use correct terminology to explain this - crescendo/diminuendo.</p>

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Tempo	Exploring fast and slow sounds.	Recognise the changes in tempo and begin to perform in different tempos.	On a tuned instrument play in different tempos with other pupils playing another ostinato to accompany.	When performing solo and in an ensemble, follow direction to change tempo within pieces of music.
Structure	Follow the simple structure of a song knowing which part to join in with.	Understand how songs are structured with a verse/chorus.	Begin to identify the structure of a piece of music being either verse/chorus or call and response.	Understand how the structure of music helps to create the mood. Build upon knowledge of different structures of music.
Timbre	Exploring that different sounds made by the voice, hands, found objects and conventional instruments (timbre).	Recognise changes in timbre (sound quality- smooth, crisp, scratchy, rattling, tinkling etc.).	Identify orchestral family timbres.	Identify different timbres from the same instrument and begin to understand how they're made.
Texture	Explore creating textured sounds.	Identify texture being one sound or several sounds.	Listen to several layers of sound (texture) and talk about the effect on mood and feelings.	Understand why composers use different textures throughout their compositions and begin to do so within solo or group work.
Notation	Begin to understand picture representations of notation - frog and tadpole.	Perform long and short sounds in response to symbols. Continue to use picture representations to understand notation - caterpillar, butterfly Make their own symbols as part of a class score.	Begin to perform using musical notation. Begin to understand musical notation using crotchet, quaver and minims with crotchet rests. Make their own symbols as part of an individual score.	Perform using musical notation. Understand basic music notation and begin to understand dotted notes and quaver rests. Create a graphic score to use to perform as a solo or group.
Duration	Exploring long and short sounds.	Recognise long and short sounds.	Explore how using a range of long and short notes creates more exciting music.	Understand how using dotted notes within compositions adds to the music.

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Musical vocabulary	Use musical language to describe music - high, low, fast, slow, loud and quiet.	Use the interrelated dimensions of to describe music - pulse, pitch, tempo, timbre, duration, dynamics, texture, structure and rhythm.	Use more musical dimensions vocabulary to describe music- duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony.	Use a range of words to describe music - duration, timbre, pitch, dynamics, tempo, texture, structure, beat, rhythm, metre, silence, riff, ostinato, melody, harmony, chord, flat, sharp, dotted rhythm, staccato, legato, crescendo, diminuendo.
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