



St Helens Primary School  
Music KS1 & KS2 progression map.

	<b>Year 1 and 2</b>	<b>Year 3 and 4</b>	<b>Year 5 and 6</b>
<b>Singing songs with control and using the voice expressively.</b>	<ul style="list-style-type: none"><li>• To find their singing voice and use their voices confidently.</li><li>• Sing a melody accurately at their own pitch.</li><li>• Sing with a sense of awareness of pulse and control of rhythm.</li><li>• Recognise phrase lengths and know when to breathe.</li><li>• Sing songs expressively.</li><li>• Follow pitch movements with their hands and use high, low and middle voices.</li><li>• Begin to sing with control of pitch (e.g. following the shape of the melody).</li><li>• Sing with an awareness of other performers.</li></ul>	<ul style="list-style-type: none"><li>• Sing with confidence using a wider vocal range.</li><li>• Sing in tune.</li><li>• Sing with awareness of pulse and control of rhythm.<ul style="list-style-type: none"><li>• Recognise simple structures. (Phrases).</li></ul></li><li>• Sing expressively with awareness and control at the expressive elements. E.g. timbre, tempo, dynamics.</li><li>• Sing songs and create different vocal effects.</li><li>• Understand how mouth shapes can affect voice sounds.</li><li>• Internalise sounds by singing parts of a song 'in their heads.'</li></ul>	<ul style="list-style-type: none"><li>• Sing songs with increasing control of breathing, posture and sound projection.</li><li>• Sing songs in tune and with an awareness of other parts.</li><li>• Identify phrases through breathing in appropriate places.</li><li>• Sing with expression and rehearse with others.<ul style="list-style-type: none"><li>• Sing a round in two parts and identify the melodic phrases and how they fit together.</li></ul></li><li>• Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice.</li></ul>
<b>Listening, Memory and Movement.</b>	<ul style="list-style-type: none"><li>• Recall and remember short songs and sequences and patterns of sounds.</li><li>• Respond physically when performing, composing and appraising music.</li><li>• Identify different sound sources.</li><li>• Identify well-defined musical features.</li></ul>	<ul style="list-style-type: none"><li>• Identify melodic phrases and play them by ear.</li><li>• Create sequences of movements in response to sounds.</li><li>• Explore and chose different movements to describe animals.</li><li>• Demonstrate the ability to recognise the use of structure and expressive elements through dance.</li></ul>	<ul style="list-style-type: none"><li>• Internalise short melodies and play these on pitched percussion (play by ear).</li><li>• Create dances that reflect musical features.</li><li>• Identify different moods and textures.</li><li>• Identify how a mood is created by music and lyrics.</li></ul>

		<ul style="list-style-type: none"> <li>• Identify phrases that could be used as an introduction, interlude and ending.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to longer pieces of music and identify features.</li> </ul>
<b>Controlling pulse and rhythm</b>	<ul style="list-style-type: none"> <li>• Identify the pulse in different pieces of music.</li> <li>• Identify the pulse and join in getting faster and slower together.</li> <li>• Identify long and short sounds in music.</li> <li>• Perform a rhythm to a given pulse.</li> <li>• Begin to internalise and create rhythmic patterns.</li> <li>• Accompany a chant or song by clapping or playing the pulse or rhythm.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise rhythmic patterns.</li> <li>• Perform a repeated pattern to a steady pulse.</li> <li>• Identify and recall rhythmic and melodic patterns.</li> <li>• Identify repeated patterns used in a variety of music. (Ostinato).</li> </ul>	<ul style="list-style-type: none"> <li>• Identify different speeds of pulse (tempo) by clapping and moving.</li> <li>• Improvise rhythm patterns.</li> <li>• Perform an independent part keeping to a steady beat.</li> <li>• Identify the metre of different songs through recognising the pattern of strong and weak beats.</li> <li>• Subdivide the pulse while keeping to a steady beat.</li> </ul>
<b>Exploring sounds, melody and accompaniment.</b>	<ul style="list-style-type: none"> <li>• To explore different sound sources.</li> <li>• Make sounds and recognise how they can give a message.</li> <li>• Identify and name classroom instruments.</li> <li>• Create and chose sounds in response to a given stimulus. <ul style="list-style-type: none"> <li>• Identify how sounds can be changed.</li> </ul> </li> <li>• Change sounds to reflect different stimuli.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify ways sounds are used to accompany a song.</li> <li>• Analyse and comment on how sounds are used to create different moods.</li> <li>• Explore and perform different types of accompaniment.</li> <li>• Explore and select different melodic patterns.</li> <li>• Recognise and explore different combinations of pitch sounds.</li> </ul>	<ul style="list-style-type: none"> <li>• Skills development for this element are to be found within 'Control of instruments' and 'Composition'.</li> </ul>
<b>Control of instruments</b>	<ul style="list-style-type: none"> <li>• Play instruments in different ways and create sound effects.</li> <li>• Handle and play instruments with control.</li> <li>• Identify different groups of instruments.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify melodic phrases and play them by ear.</li> <li>• Select instruments to describe visual images.</li> <li>• Choose instruments on the basis of internalised sounds.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and control different ways percussion instruments make sounds.</li> <li>• Play accompaniments with control and accuracy.</li> <li>• Create different effects using</li> </ul>

			combinations of pitched sounds. • Use ICT to change and manipulate sounds.
<b>Composition</b>	• Contribute to the creation of a class composition. • Basic skills developments for composition in KS1 are to be found within 'Exploring sounds'.	• Create textures by combining sounds in different ways. • Create music that describes contrasting moods/emotions. • Improvise simple tunes based on the pentatonic scale. • Compose music in pairs and make improvements to their own work. • Create an accompaniment to a known song. • Create descriptive music in pairs or small groups.	• Identify different starting points or composing music. • Explore, select combine and exploit a range of different sounds to compose a soundscape. • Write lyrics to a known song. • Compose a short song to own lyrics based on everyday phrases. • Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition.
<b>Reading and writing notation</b>	• Perform long and short sounds in response to symbols. • Create long and short sounds on instruments. • Play and sing phrase from dot notation. • Record their own ideas. • Make their own symbols as part of a class score.		• Perform using notation as a support. • Sing songs with staff notation as support.
<b>Performance skills</b>	• Perform together and follow instructions that combine the musical elements.	• Perform in different ways, exploring the way the performers are a musical resource. • Perform with awareness of different parts.	• Present performances effectively with awareness of audience, venue and occasion.
<b>Evaluating and appraising</b>	• Choose sounds and instruments carefully and make improvements to their own and others' work.	• Recognise how music can reflect different intentions.	• Improve their work through analysis, evaluation and comparison.