

Primary Music Progress Map (by year)

Developing a sense of pulse and rhythm

Adding melody to pulse and rhythm

Developing as a musician

| | | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---------------------|---------------------------|--|---|---|---|--|---|
| Building Blocks | Pulse | Keep a steady pulse in a group and be able to pick out two different tempos in music NC1.3/ NC1.4 | Keep a steady pulse in a group and solo with musical accompaniment; demonstrate at least 2 different time signatures (3/4 and 4/4) NC1.3/ NC1.4 | Keep a steady pulse in a group and solo without musical accompaniment; demonstrate 2/4, 3/4 and 4/4 in at least 3 different tempos NC2.1/ NC2.3 | On a tuned instrument, keep a steady pulse in: 2/4, 3/4 and 4/4 time signatures and in different tempos with other pupils playing another ostinato to accompany NC2.1/ NC2.3 | On a tuned instrument, regularly and accurately perform pieces in at least 3 contrasting tempos and time signatures NC2.1 | When performing solo and in an ensemble, follow direction to change tempo accurately within pieces of music NC2.1/ NC2.3 |
| | Rhythm | Repeat back short basic rhythms and perform rhythmic ostinatos NC1.2/ NC1.4 | Repeat back longer basic rhythms from memory (at least 2 bars); performing from very basic notation e.g. crotchets, quavers and minims NC1.2/ NC2.1/ NC2.3 | Perform more extended rhythms that use crotchets, quavers, minims and their rests NC2.1/ NC2.4 | Perform pieces with at least 2 rhythms happening together; recognise and clap back rhythms using single quaver rests NC2.1/ NC2.3 | Perform pieces which use off-beat and dotted rhythms and single quaver rests NC2.1 | Perform pieces which use off-beat and syncopated rhythms in: 3 different time signatures 3 different tempos NC2.1 |
| | Melody (and notation) | Sing back short melodies that use 1-2 different pitches and develop the concept of pattern work in music using rhythm grids NC1.1/ NC1.2/ NC1.4 | Sing back short melodies that use around 2-3 notes; Perform from rhythmic notation including crotchets and minims NC1.1/ NC1.2/ NC1.4 | Perform from and compose using 3 pitched notes and simple rhythms (crotchets, quavers, minims and rests) NC2.1/ NC2.2/ NC2.3/ NC2.4 | Perform from and compose using 5 pitched notes (or 4 chords) NC2.1/ NC2.2/ NC2.3/ NC2.4 | Perform from and compose with 5-8 different notes; capture the work in different formats so it can be recreated NC2.1/ NC2.2/ NC2.3/ NC2.4 | Perform from and compose with 8 different notes; Capture the work in different formats including staff notation so it can be recreated NC2.4 |
| Strands of Learning | Active listening | Identify musical features in a range of high-quality live and recorded music; replicate basic rhythms heard NC1.3/ NC1.4 | Identify where elements change (e.g. music gets faster or louder;) replicate these changes in a simple performance NC1.3/ NC1.4 | Identify and describe musical features in pieces from different traditions; sing or play back simple melodies that are heard NC2.3/ NC2.5/ NC2.6 | Compare pieces of music in different traditions; perform music heard aurally that contains 2+ different parts at the same time NC2.1/ NC2.3/ NC2.5/ NC2.6 | Whilst listening, pick out and perform syncopated and off-beat rhythms; be able to explain why that music uses those types of rhythms NC2.2/ NC2.5/ NC2.6 | Talk about the key features of music including: <ul style="list-style-type: none"> • Tempo • Metre • Instrumentation • Melody Understand the key features of at least four different types/ genres of music NC2.1/ NC2.3/ NC2.5/ NC2.6 |
| | Composing and improvising | Improvise simple rhythms based on a given stimuli (e.g. rhythm grids) NC1.4 | Repeat back longer basic rhythms from memory (at least 2 bars) and add imitations of the rhythms as improvisation NC1.4 | Create basic 3 note tunes and simple rhythms using crotchets, quavers, minims and their rests NC2.2 | Improvise and compose tunes using 5 notes based on basic note values; create more developed rhythmic patterns (around 4 bars) NC2.2 | Create four bar melodies in different tempos and time signatures that can be performed and include some off-beat rhythms NC2.2/ NC2.5/ NC2.6 | Improvise and compose extended pieces of music using up to 8 notes and a variety of rhythms, tempos and time signatures NC2.2/ NC2.5/ NC2.6 |
| | Performing | Play basic rhythms on untuned percussion instruments and using body percussion NC1.2 | Play longer phrases on untuned percussion instruments and body percussion NC1.2 | Use tuned percussion/ melodic instruments as well as the voice to perform 3+ note melodies and simple rhythms NC2.1 | Perform 5+ note melodies (or 4+ chords) and more complex rhythms on tuned instruments NC2.1 | Perform 8 note melodies or developed chord progressions (e.g. 2+ chords per bar) and more complex rhythms NC2.1 | Perform confidently and accurately individually and as part of a group NC2.1/ NC2.4 |
| | Singing | Sing simple folk tunes in unison both with and without accompaniment or backing tracks NC1.1 | Sing simple songs and folk songs in rounds NC1.1 | Sing songs and folk rounds whilst accompanied by ostinatos from the group NC2.1 | Sing pieces in two parts that have melodies and counter-melodies NC2.1 | Sing pieces, including those from a classical tradition, with a range of at least 8 notes and pieces with at least 2 different parts NC2.1 | Sing musically responding to the performance directions of the piece e.g. phrasing; sing more extended harmony parts NC2.1/ NC2.4 |

To achieve these outcomes, pupils should be able to perform with increasing accuracy.

Primary Music Progress Map (by area)

| | | Building Blocks | | | Strands of Learning | | | |
|--|--------|---|---|---|---|--|---|--|
| | | Pulse | Rhythm | Melody (and notation) | Active Listening | Composing & Improvising | Performing | Singing |
| Developing a sense of pulse and rhythm | Year 1 | Keep a steady pulse in a group and be able to pick out two different tempos in music NC1.3/ NC1.4 | Repeat back short basic rhythms and perform rhythmic ostinatos NC1.2/ NC1.4 | Identify musical features in a range of high-quality live and recorded music; replicate basic rhythms heard NC1.3/ NC1.4 | Improvise simple rhythms based on a given stimuli (e.g. rhythm grids) NC1.4 | Play basic rhythms on untuned percussion instruments and using body percussion NC1.2 | Sing simple folk tunes in unison both with and without accompaniment or backing tracks NC1.1 | Sing back short melodies that use 1-2 different pitches and develop the concept of pattern work in music using rhythm grids NC1.1/ NC1.2/ NC1.4 |
| | Year 2 | Keep a steady pulse in a group and solo with musical accompaniment; demonstrate at least 2 different time signatures (3/4 and 4/4) NC1.3/ NC1.4 | Repeat back longer basic rhythms from memory (at least 2 bars); performing from very basic notation e.g. crotchets, quavers and minims NC1.2/ NC2.1/ NC2.3 | Identify where elements change (e.g. music gets faster or louder;); replicate these changes in a simple performance NC1.3/ NC1.4 | Repeat back longer basic rhythms from memory (at least 2 bars) and add imitations of the rhythms as improvisation NC1.4 | Play longer phrases on untuned percussion instruments and body percussion NC1.2 | Sing simple songs and folk songs in rounds NC1.1 | Sing back short melodies that use around 2-3 notes; Perform from rhythmic notation including crotchets and minims NC1.1/ NC1.2/ NC1.4 |
| Adding melody to pulse and rhythm | Year 3 | Keep a steady pulse in a group and solo without musical accompaniment; demonstrate 2/4, 3/4 and 4/4 in at least 3 different tempos NC2.1/ NC2.3 | Perform more extended rhythms that use crotchets, quavers, minims and their rests NC2.1/ NC2.4 | Identify and describe musical features in pieces from different traditions; sing or play back simple melodies that are heard NC2.3/ NC2.5/ NC2.6 | Create basic 3 note tunes and simple rhythms using crotchets, quavers, minims and their rests NC2.2 | Use tuned percussion/ melodic instruments as well as the voice to perform 3+ note melodies and simple rhythms NC2.1 | Sing songs and folk rounds whilst accompanied by ostinatos from the group NC2.1 | Perform from and compose using 3 pitched notes and simple rhythms (crotchets, quavers, minims and rests) NC2.1/ NC2.2/ NC2.3/ NC2.4 |
| | Year 4 | On a tuned instrument, keep a steady pulse in: 2/4, 3/4 and 4/4 time signatures and in different tempos with other pupils playing another ostinato to accompany NC2.1/ NC2.3 | Perform pieces with at least 2 rhythms happening together; recognise and clap back rhythms using single quaver rests NC2.1/ NC2.3 | Compare pieces of music in different traditions; perform music heard aurally that contains 2+ different parts at the same time NC2.1/ NC2.3/ NC2.5/ NC2.6 | Improvise and compose tunes using 5 notes based on basic note values; create more developed rhythmic patterns (around 4 bars) NC2.2 | Perform 5+ note melodies (or 4+ chords) and more complex rhythms on tuned instruments NC2.1 | Sing pieces in two parts that have melodies and counter-melodies NC2.1 | Perform from and compose using 5 pitched notes (or 4 chords) NC2.1/ NC2.2/ NC2.3/ NC2.4 |
| Developing as a musician | Year 5 | On a tuned instrument, regularly and accurately perform pieces in at least 3 contrasting tempos and time signatures NC2.1 | Perform pieces which use off-beat and dotted rhythms and single quaver rests NC2.1 | Whilst listening, pick out and perform syncopated and off-beat rhythms; be able to explain why that music uses those types of rhythms NC2.2/ NC2.5/ NC2.6 | Create four bar melodies in different tempos and time signatures that can be performed and include some off-beat rhythms NC2.2/ NC2.5/ NC2.6 | Perform 8 note melodies or developed chord progressions (e.g. 2+ chords per bar) and more complex rhythms NC2.1 | Sing pieces, including those from a classical tradition, with a range of at least 8 notes and pieces with at least 2 different parts NC2.1 | Perform from and compose with 5-8 different notes; capture the work in different formats so it can be recreated NC2.1/ NC2.2/ NC2.3/ NC2.4 |
| | Year 6 | When performing solo and in an ensemble, follow direction to change tempo accurately within pieces of music NC2.1/ NC2.3 | Perform pieces which use off-beat and syncopated rhythms in: 3 different time signatures 3 different tempos NC2.1 | Talk about the key features of music including: <ul style="list-style-type: none"> Tempo Metre Instrumentation Melody Understand the key features of at least four different types/ genres of music NC2.1/ NC2.3/ NC2.5/ NC2.6 | Improvise and compose extended pieces of music using up to 8 notes and a variety of rhythms, tempos and time signatures NC2.2/ NC2.5/ NC2.6 | Perform confidently and accurately individually and as part of a group NC2.1/ NC2.4 | Sing musically responding to the performance directions of the piece e.g. phrasing; sing more extended harmony parts NC2.1/ NC2.4 | Perform from and compose with 8 different notes; Capture the work in different formats including staff notation so it can be recreated NC2.4 |

To achieve these outcomes, pupils should be able to perform with increasing accuracy.

| Term | Definition |
|--------------------|---|
| Accompaniment | A musical part or parts that support the melody |
| Active listening | Listening to music and responding by doing something e.g. clapping back rhythms |
| Allegro | Play quickly |
| Bar | A segment of time in music that is used to group together beats. In a 4/4 time signature, each bar must contain the value of 4 crotchet beats |
| Body percussion | Stamping, clapping, clicking and patsch (tapping the thighs) to create rhythms |
| Chords | A group of (usually three) notes that provide a harmony underneath a tune |
| Chord progressions | Moving from chord to chord at the correct time |
| Composition | The process of coming up with your own musical ideas that may or may not be written down |
| Counter-melody | A second tune that is usually performed at the same time as the main tune |
| Crescendo | Getting louder |
| Crotchet | A one-beat note |
| Diminuendo | Getting quieter |
| Dotted rhythm | A rhythm that alternates longer (dotted) notes with shorter notes creating a bouncy feel |
| Dynamics | Volume |
| Ensemble | Making music with other people |
| Forte | Loud |
| Harmony | Music that supports the melody, adding to the depth of the piece e.g. chords or individual melody lines |
| Imitation | Repeating a phrase of music (pitches and/ or rhythms) in response to a first hearing |
| Improvisation | Making music up on the spot. A framework may be given e.g. 4 underlying chords |
| Instrumentation | The instruments used in a piece of music |
| Largo | Play slowly |
| Melody | Tune |
| Minim | A two-beat note |
| Moderato | Play at a moderate pace |
| Musical features | Different characteristics of a piece of music e.g. tempo and dynamics |
| Notation | Ways of writing music down. This can include guitar tab, drum notation, Western classical notation and graphic score notation |
| Off-beat rhythms | Rhythms where the emphasised beats are not where the pulse lies |
| Ostinato | A pattern of rhythms or pitches that are repeated in a cycle |
| Percussion | Instruments that produce sound when shaken or hit with a hand, stick or beater |
| Performance | The act of playing or singing music to other people |
| Piano | Quiet |
| Phrasing | Shaping a tune to make it sound more musical |
| Pitch | How high or low notes are played |
| Pitched | An instrument which can play high or low notes |
| Pulse | The underlying and steady beat in a phrase or piece of music |
| Quaver | A quicker note that lasts for half a beat (half of a crotchet) |
| Repetition | The act of copying notes and/ or rhythms in a section of music |

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| Rest | A pause or break in the music |
| Round | A piece of music where two or more groups of people sing the same tune but start at different times (often after 2 or 4 bars) |
| Rhythm | The changing patterns of beats that make up a piece of music |
| Rhythm grid | A system of writing music down by putting dots or symbols in a grid |
| Score | A piece of music that is written down |
| Solo | Playing on your own or playing your own part alongside other performers |
| Staff notation | A system of writing music down using 5 horizontal lines and Western classical note values including crotchets, quavers, minims and rests |
| Syncopated | Rhythms where the emphasis is not on the main beat – common in jazz music |
| Tempo | The word used to identify or describe speed |
| Time signature | A system of two numbers at the start of a piece of music that tell the musician how many beats (and of what type) are in each bar, also called metre |
| Tune | A melody in a piece of music |
| Tuned | An instrument capable of playing different pitches e.g. a violin or a glockenspiel |
| Unison | Two or more musicians performing music of the same pitch, rhythm and melodic shape, at the same time |
| Untuned | An instrument such as a snare drum that does not play different pitches |