

# 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, ¾ 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"> <li>• Tempo</li> <li>• Metre</li> <li>• Instrumentation</li> <li>• Melody</li> </ul> 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"> <li>Tempo</li> <li>Metre</li> <li>Instrumentation</li> <li>Melody</li> </ul> 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

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