



Greenfield Primary School Progression Map – Music

At Greenfield Primary School, we follow the Kapow scheme of learning for music. Kapow have identified 5 individual skills: Listening and evaluating, Creating sound, Notation, Improvising and composing, and Performing. Opportunities to recognise and apply the inter-related dimensions of music run throughout each of these strands.

Skill: Listening and Evaluating				
	Listening and responding to music	Analysing	Evaluating	Cultural and historical awareness of music
Reception	<ul style="list-style-type: none"> - Listening appropriately to someone leading a short musical phrase, song or rhyme. - Exploring spontaneous movement with different parts of their body in response to music. - Expressing different spontaneous emotional reactions to music (smiling, movement, body language). - Using artwork or creative play as a way of expressing feelings and responses to music. 	<ul style="list-style-type: none"> - Identifying and imitating sounds from a variety of music. - Considering whether background music and sound effects can enhance storytelling. - To recognise and name at least two instruments from Groups A and B. 	<ul style="list-style-type: none"> - Showing preferences for certain music or sounds. 	<ul style="list-style-type: none"> - Listening to music from a wide variety of cultures and historical periods.
<p style="text-align: center;"><i>Development Matters</i></p> <p style="text-align: center;"><i>Children in reception will be learning to:</i></p> <p style="text-align: center;"><i>- Listen attentively, move to and talk about music, expressing their feelings and responses.</i></p>				
	Listening and responding to music	Analysing	Evaluating	Cultural and historical awareness of music
Year 1	<ul style="list-style-type: none"> - Listening with concentration to short pieces of music or excerpts from longer pieces of music. - Engaging with and responding to longer pieces of music. - Coordinating the speed of their movements to match the speed of the music (not the beat). - Beginning to move in time with the beat of the music. - Beginning to articulate how a piece of music affects them (e.g. it makes 	<ul style="list-style-type: none"> - Identifying some common instruments when listening to music. - Relating sounds in music to real-world experiences (e.g. it sounds like squelching mud). - Recognising simple patterns and repetition in rhythm (e.g. where a pattern of beats is repeated). - Recognising simple patterns and repetition in pitch (e.g. do re mi). - Talking about the tempo of music using the vocabulary of fast and slow. 	<ul style="list-style-type: none"> - Stating what they enjoyed about their peers' performances. - Giving positive feedback relating to the tempo of practices and performances using the vocabulary of fast and slow. - Giving positive feedback related to the dynamics of practices and performances, using the vocabulary of loud, quiet and silent. - To know that sections of music can be described as fast or slow and the meaning of these terms. 	<ul style="list-style-type: none"> - Appreciating music from a wide variety of cultures and historical periods.

	them feel sleepy, it makes them want to dance, it makes them happy).	<ul style="list-style-type: none"> - To recognise and name up to three instruments from Group A and B. - Talking about the dynamics of the music, using the vocabulary of loud, quiet and silent. - Talking about the pitch of music, using the vocabulary of high and low. 	<ul style="list-style-type: none"> - To know that sections of music can be described as loud, quiet or silent and the meaning of these terms. - To know that sounds within music can be described as high or low sounds and the meaning of these terms. 	
	Listening and responding to music	Analysing	Evaluating	Cultural and historical awareness of music
Year 2	<ul style="list-style-type: none"> - Listening with concentration to short pieces of music or excerpts from longer pieces of music. - Engaging with and responding to longer pieces of music - Confidently moving in time with the beat of the music when modelled. - Beginning to keep movements to the beat of different speeds of music. - Beginning to explain why the music has a certain effect on them, which could be related to the music or a personal experience. 	<ul style="list-style-type: none"> - Identifying some common instruments when listening to music. - Relating sounds in music to real-world experiences (e.g. it sounds like squelching mud). - Recognising simple patterns and repetition in rhythm (e.g. where a pattern of beats is repeated). - Recognising simple patterns and repetition in pitch (e.g. do re mi). - Talking about the tempo of music using the vocabulary of fast and slow. - Talking about the dynamics of the music, using the vocabulary of loud, quiet and silent. - Talking about the pitch of music, using the vocabulary of high and low. - To recognise and name up to three instruments from Group A and B. 	<ul style="list-style-type: none"> - Stating what they enjoyed about their peers' performances. - Giving positive feedback relating to the tempo of practices and performances using the vocabulary of fast and slow. - Giving positive feedback related to the dynamics of practices and performances, using the vocabulary of loud, quiet and silent. - To know that sections of music can be described as fast or slow and the meaning of these terms. - To know that sections of music can be described as loud, quiet or silent and the meaning of these terms. - To know that sounds within music can be described as high or low sounds and the meaning of these terms. 	<ul style="list-style-type: none"> - Appreciating music from a wide variety of cultures and historical periods.
	<p><i>National Curriculum: End of Key Stage 1</i></p> <p><i>Pupils should be taught to:</i></p> <p><i>- Listen with concentration and understanding to a range of high-quality live and recorded music.</i></p>			
	Listening and responding to music	Analysing	Evaluating	Cultural and historical awareness of music
Year 3	<ul style="list-style-type: none"> - Explaining their preferences for a piece of music using musical vocabulary. 	<ul style="list-style-type: none"> - Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz). - Understanding that music from different parts of the world has different features. - Recognising and explaining the changes within a piece of music using musical vocabulary. 	<ul style="list-style-type: none"> - Beginning to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work. 	<ul style="list-style-type: none"> - Understanding that music from different times has different features.

		<ul style="list-style-type: none"> - Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. - Beginning to show an awareness of metre. 		
	Listening and responding to music	Analysing	Evaluating	Cultural and historical awareness of music
Year 5	<ul style="list-style-type: none"> - Understanding the impact music has on them and starting to articulate the reasons for this effect using musical vocabulary. 	<ul style="list-style-type: none"> - Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. (South African, West African, Musical, Theatre, Blues, Dance Remix.). - Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. 	<ul style="list-style-type: none"> - Comparing, discussing and evaluating music using detailed musical vocabulary. - Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work. 	<ul style="list-style-type: none"> - Confidently discussing the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time.
	Listening and responding to music	Analysing	Evaluating	Cultural and historical awareness of music
Year 6	<ul style="list-style-type: none"> - Understanding the impact music has on them and starting to articulate the reasons for this effect using musical vocabulary. 	<ul style="list-style-type: none"> - Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. - Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts (Pop art, Film music). - Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. - Identifying the way that features of a song can complement one another to create a coherent overall effect. 	<ul style="list-style-type: none"> - Use musical vocabulary correctly when describing and evaluating the features of a piece of music. - Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. - Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work. 	<ul style="list-style-type: none"> - Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.
<p><u>National Curriculum: End of Key Stage 2</u></p> <p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> - Listen with attention to detail and recall sounds with increasing aural memory. <p>- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>				

Skill: Creating Sound

	Singing repertoire	Singing technique	Instruments	Posture
Reception	<ul style="list-style-type: none"> - Singing short, rhythmic rhymes and songs. 	<ul style="list-style-type: none"> - Using both speaking and singing voices. - Unconsciously beginning to sing to the pulse of a song. - Exploring vowel sounds through call and response activities. 	<ul style="list-style-type: none"> - Exploring different ways of making sound with everyday objects and instruments. (Groups A, B and C) - Exploring different ways of holding a range of instruments. (Groups A, B and C) - Starting to show a preference for a dominant hand when playing instruments. (Groups A, B and C) - Using instruments expressively to music. (Group B) - Using instruments to begin to follow a beat, with guidance. (Group A) 	<ul style="list-style-type: none"> - Finding a comfortable static position when playing instruments or singing.
	<p><u>Development Matters</u></p> <p><i>Children in reception will be learning to:</i></p> <ul style="list-style-type: none"> - Sing in a group or on their own, increasingly matching the pitch and following the melody. - Explore and engage in music making and dance, performing solo or in groups. 			
	Singing repertoire	Singing technique	Instruments	Posture
Year 1	<ul style="list-style-type: none"> - Singing simple songs, chants and rhymes from memory. - Practising singing songs with a wider pitch range (e.g. pentatonic melodies) which is gradually getting higher or lower. - Competently singing songs with a very small pitch range (two notes that are different but close together). 	<ul style="list-style-type: none"> - Breathing at appropriate times when singing. - Exploring changing their singing voice in different ways. - Singing a range of call and response chants, attempting to match the pitch and tempo they hear. 	<ul style="list-style-type: none"> - Developing an awareness of how sound is affected by the way an instrument is held. (Groups A, B and C.) - Developing an awareness of how dynamics are affected by the force with which an instrument is played. (Groups A, B and C.) - Learning to use instruments to follow the beat by first observing and then mimicking the teacher's modelling. (Group A.) - Using instruments imaginatively to create soundscapes which convey a sense of place. (Group B.) - Using bilateral and hand-eye co-ordination to play/hold instruments using both hands. (Group A.) - Starting to understand how to produce different sounds on pitched instruments. (Group C.) 	<ul style="list-style-type: none"> - Maintaining a comfortable position when sitting or standing to sing and play instruments.

	Singing repertoire	Singing technique	Instruments	Posture
Year 2	<ul style="list-style-type: none"> - Singing simple songs, chants and rhymes from memory. - Practising singing songs with a wider pitch range (e.g. pentatonic melodies) which is gradually getting higher or lower. - Competently singing songs or short phrases with a small pitch range (up to five notes that are different but close together). 	<ul style="list-style-type: none"> - Breathing at appropriate times when singing. - Adapting their singing voice to be loud or soft at the direction of a leader. - Singing a range of call and response songs, matching the pitch and tempo they hear with accuracy. - Singing part of a given song in their head (using their 'thinking voice'). 	<ul style="list-style-type: none"> - Developing an awareness of how sound is affected by the way an instrument is held. (Groups A, B and C.) - Developing an awareness of how dynamics are affected by the force with which an instrument is played. (Groups A, B and C.) - Learning to use instruments to follow the beat by first observing and then mimicking the teacher's modelling. (Group A.) - Using instruments imaginatively to create soundscapes which convey a sense of place. (Group B.) - Using bilateral and hand-eye co-ordination to play/hold instruments using both hands. (Group A.) - Starting to understand how to produce different sounds on pitched instruments. (Group C.) 	<ul style="list-style-type: none"> - Maintaining a comfortable position when sitting or standing to sing and play instruments.
	<p><i>National Curriculum: End of Key Stage 1</i></p> <p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> - Use their voices expressively and creatively by singing songs and speaking chants and rhymes. - Play tuned and untuned instruments musically. 			

Creating sound is a new strand being introduced to the Kapow music curriculum, the statements for Key Stage 2 are not currently included. We are gradually integrating this strand to ensure that pupils have established a solid foundation of the necessary technical knowledge before they advance to the Year 3 content.

Skill: Notation

	Understanding notation	Representing pitch and rhythm
Reception	n/a	<ul style="list-style-type: none"> - Developing an awareness of high and low through pictorial representations of sound. - Developing an awareness of how simple marks or objects can show single beats and single beat rests.
	<p><i>Development Matters</i></p> <p><i>Development Matters has no statements related to notation of music.</i></p>	
	Understanding notation	Representing pitch and rhythm
Year 1	<ul style="list-style-type: none"> - Reading different types of notation by moving eyes from left to right as sound occurs. - To know that notation is read from left to right. 	<ul style="list-style-type: none"> - To know that in all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds. - Recognising pitch patterns using dots. - Using pictorial representations to stay in time with the pulse when singing or playing. - Confidently reading simple rhythmic patterns comprising of one beat sounds (crotchets) and one beat rests (crotchet rests). - Beginning to read simple rhythmic patterns which include two half beats (quavers). - To know that pictorial representations of rhythm show sounds and rests.
	Understanding notation	Representing pitch and rhythm
Year 2	<ul style="list-style-type: none"> - Reading different types of notation by moving eyes from left to right as sound occurs. - To know that notation is read from left to right. 	<ul style="list-style-type: none"> - To know that in all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds. - Using a simplified version of a staff (only three lines) to notate known musical phrases (of two pitches). - Using pictorial representations to stay in time with the pulse when singing or playing. - Confidently reading simple rhythmic patterns comprising of one beat sounds (crotchets) and one beat rests (crotchet rests). - Beginning to read simple rhythmic patterns which include two half beats (quavers). - To know that pictorial representations of rhythm show sounds and rests.
<p><i>National Curriculum: End of Key Stage 1</i></p> <p>The National Curriculum attainment targets for Key Stage 1 do not refer to music notation.</p>		
	Understanding notation	Representing pitch and rhythm
Year 3	<ul style="list-style-type: none"> - To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play. 	<ul style="list-style-type: none"> - Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. - Performing from basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology.

	Understanding notation	Representing pitch and rhythm
Year 5	<ul style="list-style-type: none"> - To know that simple pictures can be used to represent the structure (organisation) of music. - To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note. 	<ul style="list-style-type: none"> - Using staff notation to record rhythms and melodies.
	Understanding notation	Representing pitch and rhythm
Year 6	<ul style="list-style-type: none"> - To know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'. - To know that chord progressions are represented in music by Roman numerals. 	<ul style="list-style-type: none"> - Recording own composition using appropriate forms of notation and/or technology and incorporating the inter-related dimensions of music. - Performing with accuracy and fluency from graphic and staff notation and from their own notation.
<p><i><u>National Curriculum: End of Key Stage 2</u></i></p> <p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> - Use and understand staff and other musical notations. 		

Skill: Improvising and Composing

	Stimulus and purpose	Improvising	Creating and selecting sounds	Sequencing
Reception	- Exploring and imitating sounds from their environment and in response to events in stories.	- Exploring and imitating sounds.	- Experimenting with creating sound in different ways using instruments, body percussion and voices. - Selecting classroom objects to use as instruments. - Selecting sounds that make them feel a certain way or remind them of something.	- Playing sounds at the relevant point in a storytelling.
	<p><u>Development Matters</u> Children in reception will be learning to:</p> <ul style="list-style-type: none"> - Explore, use and refine a variety of artistic effects to express their ideas and feelings. - Explore and engage in music making and dance, performing solo or in groups. 			
	Stimulus and purpose	Improvising	Creating and selecting sounds	Sequencing
Year 1	- Creating sound responses to a variety of physical stimuli such as, nature, artwork and stories.	- Improvising simple question and answer phrases, using untuned percussion or voices.	- Experimenting with creating different sounds using a single instrument. - Experimenting with creating loud, soft, high and low sounds. - Selecting objects and/or instruments to create sounds to represent a given idea or character.	- Playing and combining sounds under the direction of a leader (the teacher).
	Stimulus and purpose	Improvising	Creating and selecting sounds	Sequencing
Year 2	- Creating sound responses to a variety of physical stimuli such as, nature, artwork and stories.	- Improvising simple question and answer phrases, using untuned percussion or voices.	- Experimenting with adapting rhythmic patterns by changing either the dynamics, tempo or instrument. - Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.	- Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time.
	<p><u>National Curriculum: End of Key Stage 1</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> - Experiment with, create, select and combine sounds using the interrelated dimensions of music. 			
	Stimulus and purpose	Improvising	Creating and selecting sounds	Sequencing
Year 3	- Composing a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing).	- Beginning to improvise musically within a given style using their voice.	- Suggesting and implementing improvements to their own work, using musical vocabulary.	- Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).

	Stimulus and purpose	Improvising	Creating and selecting sounds	Sequencing
Year 5	- Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama).	- Improvising coherently within a given style.	- Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. - Suggesting and demonstrating improvements to own and others' work.	- Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.
Year 6	- Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments.	- Improvising coherently and creatively within a given style, incorporating given features.	- Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. - Constructively critique their own and others' work, using musical vocabulary.	- Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure.
<p><u>National Curriculum: End of Key Stage 2</u> Pupils should be taught to:</p> <p>- Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. - Improvise and compose music for a range of purposes using the interrelated dimensions</p>				

Skill: Performing

	Understanding and evaluating performance	Awareness of music	Awareness of self and others
Reception	- Beginning to say what they liked about others' performances.	n/a	<ul style="list-style-type: none"> - Facing the audience when performing. - Spontaneously expressing feelings around performing. - Performing actively as part of a group. - Demonstrating being a good audience member, by looking, listening and maintaining attention.
	<p><u>Development Matters</u> <i>Children in reception will be learning to:</i></p> <ul style="list-style-type: none"> - Watch and talk about dance and performance art, expressing their feelings and responses. - Sing in a group or on their own, increasingly matching the pitch and following the melody. 		
	Understanding and evaluating performance	Awareness of music	Awareness of self and others
Year 1	- Offering positive feedback on others' performances.	- Starting to maintain a steady beat throughout short singing performances.	<ul style="list-style-type: none"> - Keeping head raised when singing. - Keeping instruments still until their part in the performance. - Performing actively as part of a group; keeping in time with the beat. - Showing awareness of leader particularly when starting or ending a piece.
	Understanding and evaluating performance	Awareness of music	Awareness of self and others
Year 2	- Offering positive feedback on others' performances.	- Starting to maintain a steady beat throughout short singing performances.	<ul style="list-style-type: none"> - Standing or sitting appropriately when performing or waiting to perform. - Beginning to acknowledge their own feelings around performance. - Performing actively as a group, clearly keeping in time with the beat. - Following a leader to start and end a piece appropriately.
	<p><u>National Curriculum: End of Key Stage 1</u> <i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> - Use their voices expressively and creatively by singing songs and speaking chants and rhymes. - Play tuned and untuned instruments musically. 		

	Understanding and evaluating performance	Awareness of music	Awareness of self and others
Year 3	- Offering constructive feedback on others' performances.	- Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.	- Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.
	Understanding and evaluating performance	Awareness of music	Awareness of self and others
Year 5	- Using musical vocabulary to offer constructive and precise feedback on others' performances.	- Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. - Playing a simple chord progression with accuracy and fluency.	- Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.
	Understanding and evaluating performance	Awareness of music	Awareness of self and others
Year 6	- Using musical vocabulary to offer constructive and precise feedback on others' performances.	- Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. - Performing by following a conductor's cues and directions.	- Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group. - Performing a solo or taking a leadership role within a performance.
<p><u>National Curriculum: End of Key Stage 2</u> Pupils should be taught to: - Sing and play musically with increasing confidence and control.</p>			
<p>Play and perform in solo and ensemble contexts, using their voices and laying musical instruments with increasing accuracy, fluency, control and expression.</p>			