



| | EYFS | | Year 1 | | Year 2 | | Year 3 | |
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| | WTS | EXS | WTS | EXS | WTS | EXS | WTS | EXS |
| Unit 1 Pulse | <p>I am beginning to keep a steady pulse with some accuracy (eg clapping, marching, tapping)</p> <p>I am beginning to imitate movements in response to music</p> <p>With support, I can explore, respond and identify long and short sounds.</p> <p>With support, I can create a piece of music using long and short sounds</p> <p>With support, I can comment on my own and</p> | <p>I can keep a steady pulse with some accuracy (eg clapping, marching, tapping)</p> <p>I can imitate movements in response to music</p> <p>I can explore, respond and identify long and short sounds.</p> <p>I can create a piece of music using long and short sounds</p> <p>I can comment on my own and other people's performances.</p> | <p>I can keep a steady pulse with some accuracy (eg clapping, marching, tapping)</p> <p>I can imitate movements in response to music</p> <p>I can explore, respond and identify long and short sounds.</p> <p>I can create a piece of music using long and short sounds</p> <p>I can comment on my own and other people's performances.</p> | <p>I can keep a steady pulse and perform simple rhythms with some accuracy</p> <p>I can create, explore, respond and identify long and short sounds.</p> <p>I can create a group performance using instruments to keep the pulse or play a rhythm</p> <p>I can comment on my own and other people's performances using Year 1 vocabulary learnt</p> | <p>I can I can keep a steady pulse and perform simple rhythms with some accuracy</p> <p>I can create, explore, respond and identify long and short sounds.</p> <p>I can create a group performance using instruments to keep the pulse or play a rhythm</p> <p>I can comment on my own and other people's performances using Year 1 vocabulary learnt</p> | <p>I can play/chant with a good sense of pulse</p> <p>I can respond to visual and aural cues</p> <p>I can perform using graphic notation</p> <p>I can read and compose using stick notation to represent crotchets, paired quavers and crotchet rests</p> <p>I can perform my composition as part of a group in time to the pulse</p> <p>I can comment on my own and other people's performances</p> | <p>I can play/chant with a good sense of pulse</p> <p>I can respond to visual and aural cues</p> <p>I can perform using graphic notation</p> <p>I can read and compose using stick notation to represent crotchets, paired quavers and crotchet rests</p> <p>I can perform my composition as part of a group in time to the pulse</p> <p>I can comment on my own and other people's</p> | <p>Scheme specific</p> <p>I can sing and play confidently, maintaining a steady pulse.</p> <p>I can maintain a part in a piece and respond to visual and aural cues.</p> <p>I can apply word chants to rhythms and link each syllable to a musical note</p> <p>I can use standard notation to compose my own rhythms, using crotchets, paired quavers and crotchet rests</p> <p>I can suggest ways to improve my own and</p> |



Glen Hills Primary School Progression Map - Music EYFS-Year3



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| | other people's performances. | | | | | using Year 2 vocabulary learnt | performances using Year 2 vocabulary learnt | others' work using Y3 musical vocabulary String specific I have knowledge of how to get instruments in and out. I know names of the strings and playing and rest positions. I know what instruments, make up a string family. I am able to play using Pizzicato I can name the parts of the violin/cello. I can use aural skills in basic call and response clapping and vocally. I am able to play basic rhythms |
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| | | | | | | | | <p>with a steady pulse.</p> <p>I have knowledge of the names of the parts of the bow and have an understanding of a basic bow hold.</p> <p>I am able to read basic notes on the stave and recognise treble and bass clefs and D's and A's</p> <p>I am able to play using the 1st Finger</p> <p>I have a good understanding of minim, crotchet and quaver beats.</p> <p>I am able to play and hold a part in a duet.</p> <p>I can perform to a class audience and suggest</p> |
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| | | | | | | | | ways to improve the performance. |
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| Unit 2 Voice | <p>I am learning to sing songs, which contain a small range of notes (2 or 3 notes for example).</p> <p>With support, I can take turns when singing and be a good listener.</p> <p>I am learning to perform actions to accompany songs.</p> | <p>I can sing songs, which contain a small range of notes (2 or 3 notes for example).</p> <p>I can take turns when singing and be a good listener.</p> <p>I can perform actions to accompany songs.</p> | <p>I can sing songs, which contain a small range of notes (2 or 3 notes for example).</p> <p>I can take turns when singing and be a good listener.</p> <p>I can perform actions to accompany songs.</p> | <p>I can sing and perform songs, which contain a small range of notes with growing confidence.</p> <p>I can follow performance instructions including starting and stopping with accuracy.</p> <p>I can recognise when the pitch of a song gets higher or lower</p> <p>I can use actions and dynamics to enhance my performance</p> <p>I can comment on my own performance using yr 1</p> | <p>I can sing and perform songs, which contain a small range of notes with growing confidence.</p> <p>I can follow performance instructions including starting and stopping with accuracy.</p> <p>I can recognise when the pitch of a song gets higher or lower</p> <p>I can use actions and dynamics to enhance my performance</p> <p>I can comment on my own performance using yr 1</p> | <p>I can sing, with accuracy, within a range of notes.</p> <p>I can follow and use performance instructions (including starting, stopping, dynamics and tempo).</p> <p>I can recognise and demonstrate the link between pitch and shape using graphic notation.</p> <p>I can comment on my own performance using Yr 2 vocabulary learnt</p> | <p>I can sing, with accuracy, within a range of notes.</p> <p>I can follow and use performance instructions (including starting, stopping, dynamics and tempo).</p> <p>I can recognise and demonstrate the link between pitch and shape using graphic notation.</p> <p>I can comment on my own performance using Yr 2 vocabulary learnt</p> | <p>Scheme specific</p> <p>I can sing fluently in unison and pitch match accurately.</p> <p>I can maintain my own part when singing a song with more than one part, following performance directions</p> <p>I can use expression, dynamics and actions to enhance my vocal performance</p> <p>I can comment on my own and other people's performances using Yr 3</p> |



Glen Hills Primary School Progression Map - Music EYFS-Year3



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| | | | | vocabulary learnt | vocabulary learnt | | | <p>vocabulary learnt</p> <p>Strings Autumn term</p> <p>I have knowledge of how to get instruments in and out.</p> <p>I know the names of the strings and playing and rest positions.</p> <p>I know what instruments, make up a string family.</p> <p>I am able to play using Pizzicato</p> <p>I can name the parts of the violin/cello.</p> <p>I can use aural skills in basic call and response clapping and vocally.</p> |
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Glen Hills Primary School Progression Map - Music EYFS-Year3



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| | | | | | | | | <p>I am able to play basic rhythms with a steady pulse.</p> <p>I have knowledge of the names of the parts of the bow and to have an understanding of a basic bow hold.</p> <p>I am able to read basic notes on the stave and recognise treble and bass clefs and D's and A's</p> <p>I am able to play using the 1st Finger</p> <p>I have a good understanding of minim, crotchet and quaver beats.</p> <p>I am able to play and hold a part in a duet.</p> |
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| | | | | | | | | I am able to perform to a class audience and suggest ways to improve the performance. |
| Unit 3 Rhythm | <p>I am beginning to keep a steady pulse with some accuracy while playing</p> <p>I am learning to recognise changes in tempo With support, I can explore rhythm through play</p> <p>With support, I can begin to use pictures and images to represent sounds</p> <p>I am learning to listen to ideas</p> | <p>I can keep a steady pulse with some accuracy while playing</p> <p>I can begin to recognise changes in tempo</p> <p>I can explore rhythm through play</p> <p>I can begin to use pictures and images to represent sounds</p> <p>I can listen to ideas from</p> | <p>I can keep a steady pulse with some accuracy while playing</p> <p>I can begin to recognise changes in tempo</p> <p>I can explore rhythm through play</p> <p>I can begin to use pictures and images to represent sounds</p> <p>I can listen to ideas from</p> | <p>I can demonstrate and explain the difference between pulse and rhythm</p> <p>I can confidently copy given rhythms</p> <p>I can play along to a pulse and maintain a steady tempo</p> <p>I can record rhythms and perform them using a graphic score</p> <p>I can perform as part of a group</p> | <p>I can demonstrate and explain the difference between pulse and rhythm</p> <p>I can confidently copy given rhythms</p> <p>I can play along to a pulse and maintain a steady tempo</p> <p>I can record rhythms and perform them using a graphic score</p> <p>I can perform as part of a group</p> | <p>I am beginning to recognise rhythmic patterns found in speech</p> <p>I can demonstrate I understand the difference between pulse and rhythm through physical movement, playing and singing</p> <p>I can perform with a good sense of pulse and rhythm</p> | <p>I am beginning to recognise rhythmic patterns found in speech</p> <p>I can demonstrate I understand the difference between pulse and rhythm through physical movement, playing and singing</p> <p>I can perform with a good sense of pulse and rhythm</p> | <p>Scheme specific</p> <p>I can play rhythms confidently while maintaining a consistent pulse</p> <p>I can demonstrate I understand the difference between pulse and rhythm whilst performing songs and playing instruments.</p> <p>I can play rhythms from graphic notation or simple</p> |



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| | <p>from others and take turns sensibly</p> <p>With support, I can talk about my own and other children's performances.</p> | <p>others and take turns sensibly</p> <p>I can talk about my own and other children's performances.</p> | <p>others and take turns sensibly</p> <p>I can talk about my own and other children's performances.</p> | <p>and play rhythms in time.</p> <p>I can listen to ideas from others and use them to help improve my work</p> | <p>and play rhythms in time.</p> <p>I can listen to ideas from others and use them to help improve my work</p> | <p>I can use stick notation to record rhythms</p> <p>I can comment on my own and other people's work using year 2 vocabulary taught</p> | <p>I can use stick notation to record rhythms</p> <p>I can comment on my own and other people's work using year 2 vocabulary taught</p> | <p>standard notation</p> <p>I can take part in a performance, follow musical signals and maintain a strong sense of pulse</p> <p>I can comment on my own and other people's performances using Yr 3 vocabulary learnt</p> <p>Strings Spring term</p> <p>I know how to hold an instrument and bow</p> <p>I understand basic notation.</p> <p>I know the difference between pulse and rhythm</p> <p>I understand rhythm grids.</p> |
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| | | | | | | | | | <p>To be able to play a part in a duet.</p> <p>I have knowledge of graphic and western notation.</p> <p>I am able to sustain basic rhythms as an ostinato.</p> <p>I understand the role of a conductor/ director</p> <p>I can create own rhythms.</p> <p>I can read basic western notation.</p> <p>I have an extended knowledge of instrument specific notation.</p> |
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| | | | | | | | | | <p>I am able to play confidently using three fingers.</p> <p>I can compose my own copycat rhythms.</p> <p>I have knowledge of graphic and western notation.</p> <p>I am able to compose on I pads using keyboards and different settings.</p> <p>I understand the role of a conductor.</p> <p>I can create own rhythms.</p> <p>I can confidently play using 1st and 2nd fingers</p> |
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| | | | | | | | | I am able to evaluate and discuss music with my peers. |
| Unit 4 Pitch | <p>I am beginning to recognise and broadly control changes in pitch using voice (2 different pitches) and movement</p> <p>I am learning to sing 2 pitches in tune</p> <p>I am beginning to use my voice to show different emotions through pitch</p> <p>I am learning to follow a graphic score to music, with different pitches.</p> <p>With support, I can comment on and respond to recordings of</p> | <p>I can recognise and broadly control changes in pitch using voice (2 different pitches) and movement</p> <p>I can sing 2 pitches in tune</p> <p>I can use my voice to show different emotions through pitch</p> <p>I can follow a graphic score to music, with different pitches.</p> <p>I can comment on and respond to recordings of my own voice and changes in pitch.</p> | <p>I can recognise and broadly control changes in pitch using voice (2 different pitches) and movement</p> <p>I can sing 2 pitches in tune</p> <p>I can use my voice to show different emotions through pitch</p> <p>I can follow a graphic score to music, with different pitches.</p> <p>I can comment on and respond to recordings of my own voice and changes in pitch.</p> | <p>I can identify and explain the difference between high and low pitched sounds</p> <p>I can recognise changes in pitch when singing and listening to musical sounds</p> <p>I can use pitch and timbre to create my own composition</p> <p>I can represent a sound using graphic notation</p> <p>I can comment on my own and other people's performances using Yr 1 Vocabulary learnt</p> | <p>I can identify and explain the difference between high and low pitched sounds</p> <p>I can recognise changes in pitch when singing and listening to musical sounds</p> <p>I can use pitch and timbre to create my own composition</p> <p>I can represent a sound using graphic notation</p> <p>I can comment on my own and other people's performances using Yr 1 Vocabulary learnt</p> | <p>I can demonstrate increased understanding of basic musical features such as pitch, rhythm and dynamics through performance</p> <p>I can respond to the musical stimulus, considering appropriate pitch choices for composition.</p> <p>I can demonstrate awareness of a link between shape, pitch and rhythm using graphic notation.</p> <p>I can comment on my own and other people's</p> | <p>I can demonstrate increased understanding of basic musical features such as pitch, rhythm and dynamics through performance</p> <p>I can respond to the musical stimulus, considering appropriate pitch choices for composition.</p> <p>I can demonstrate awareness of a link between shape, pitch and rhythm using graphic notation.</p> <p>I can comment on my own and other people's</p> | <p>Year 3 scheme</p> <p>I can show good awareness of pitch matching when singing</p> <p>I can create simple rhythmic patterns, melodies and accompaniments</p> <p>I can aurally identify, recognise, and use graphic notation to represent basic changes in pitch within a limited range</p> <p>I can comment on my own and other people's performances using Yr 3 vocabulary learnt</p> |



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| | my own voice and changes in pitch. | | | | | performances using Yr 2 vocabulary learnt | performances using Yr 2 vocabulary learnt | Strings Spring term I know how to hold an instrument and bow I understand basic notation. I know the difference between pulse and rhythm I understand rhythm grids. To be able to play a part in a duet. I have knowledge of graphic and western notation. I am able to sustain basic rhythms as an ostinato. |
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| | | | | | | | | <p>I understand the role of a conductor/ director</p> <p>I can create own rhythms.</p> <p>I can read basic western notation.</p> <p>I have an extended knowledge of instrument specific notation.</p> <p>I am able to play confidently using three fingers.</p> <p>I can compose my own copycat rhythms.</p> <p>I have knowledge of graphic and western notation.</p> |
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| | | | | | | | | <p>I am able to compose on I pads using keyboards and different settings.</p> <p>I understand the role of a conductor.</p> <p>I can create own rhythms.</p> <p>I can confidently play using 1st and 2nd fingers</p> <p>I am able to evaluate and discuss music with my peers.</p> |
| <p>Unit 5 Music technology, structure and form</p> | <p>With support, I can record sounds using technology and use the sounds in songs.</p> <p>I am learning to comment and respond to recordings of my own voice</p> | <p>I can record sounds using technology and use the sounds in songs.</p> <p>I can comment and respond to recordings of my own voice and other</p> | <p>I can record sounds using technology and use the sounds in songs.</p> <p>I can comment and respond to recordings of my own voice and other</p> | <p>I can use technology to create and change sounds</p> <p>I can demonstrate an understanding of simple musical structure</p> | <p>I can use technology to create and change sounds</p> <p>I can demonstrate an understanding of simple musical structure</p> | <p>I can experiment changing and combining sounds through technology</p> <p>I can create and perform simple rhythms following a given structure</p> | <p>I can experiment changing and combining sounds through technology</p> <p>I can create and perform simple rhythms following a given structure</p> | <p>Year 3 scheme</p> <p>I can use technology to create, change and combine sounds.</p> <p>I can compose following the basic sections of song structure</p> |



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| | <p>and other classroom sounds.</p> <p>I am beginning to use graphic symbols to help me remember sections of songs.</p> <p>With support, I am beginning to make comments about my own and other's performances.</p> | <p>classroom sounds.</p> <p>I can use graphic symbols to help me remember sections of songs.</p> <p>I can begin to make comments about my own and other's performances.</p> | <p>classroom sounds.</p> <p>I can use graphic symbols to help me remember sections of songs.</p> <p>I can begin to make comments about my own and other's performances.</p> | <p>I can comment on my own and other people's performances using Yr 1 Vocabulary learnt</p> | <p>I can comment on my own and other people's performances using Yr 1 Vocabulary learnt</p> | <p>I can listen to, and make observations about a variety of live and recorded music</p> <p>I can comment on my own and other people's performances using Yr 2 vocabulary learnt</p> | <p>I can listen to, and make observations about a variety of live and recorded music</p> <p>I can comment on my own and other people's performances using Yr 2 vocabulary learnt</p> | <p>I can listen to and use features of music from other traditions, genres and times</p> <p>I can comment on my own and other people's performances using Yr 3 vocabulary learnt</p> <p>Strings Summer term</p> <p>I know how to hold the bow and play long full bows on each of the open strings</p> <p>I can maintain a pulse while playing more complex rhythms.</p> <p>I am becoming more confident using left-hand fingers</p> |
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| | | | | | | | | <p>I can follow a leader and maintain a steady pulse.</p> <p>I can perform all pieces learned so far from memory and perform to an audience.</p> <p>I can compose on tuned percussion.</p> <p>I can follow a leader and identify a steady pulse and suggest ways to improve the performance</p> <p>I can give feedback on the work of others</p> |
| Unit 6 20 th Century Music | With support, I can identify and perform features of country music. | I can identify and perform features of country music. | I can identify and perform features of country music. | I can identify and perform features of contemporary folk music. | I can identify and perform features of contemporary folk music. | I can identify and perform features of Film music. | I can identify and perform features of Film music. | <p>Year 3 scheme</p> <p>I can identify and perform features of House music.</p> |



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| | <p>With support, I can identify and perform features of big band music.</p> <p>With support, I can identify and perform features of beatboxing.</p> <p>With support, I can create and practice a piece of music using features of different genres (using EYFS key skills and knowledge).</p> <p>With support, I can comment on my own and other people's performances.</p> | <p>I can identify and perform features of big band music.</p> <p>I can identify and perform features of beatboxing.</p> <p>I can create and practice a piece of music using features of different genres (using EYFS key skills and knowledge).</p> <p>I can comment on my own and other people's performances.</p> | <p>I can identify and perform features of big band music.</p> <p>I can identify and perform features of beatboxing.</p> <p>I can create and practice a piece of music using features of different genres (using EYFS key skills and knowledge).</p> <p>I can comment on my own and other people's performances.</p> | <p>I can identify and perform features of experimental music.</p> <p>I can identify and perform features of disco music.</p> <p>I can create and practice a piece of music using features of different genres (using Yr 1 key skills and knowledge).</p> <p>I can comment on my own and other people's performances using Yr 1 vocabulary learnt</p> | <p>I can identify and perform features of experimental music.</p> <p>I can identify and perform features of disco music.</p> <p>I can create and practice a piece of music using features of different genres (using Yr 1 key skills and knowledge).</p> <p>I can comment on my own and other people's performances using Yr 1 vocabulary learnt</p> | <p>I can identify and perform features of The Beatles' music.</p> <p>I can identify and perform features of Modern Bhangra music.</p> <p>I can create and practise a piece of music using features of different genres (using Yr 2 key skills and knowledge).</p> <p>I can comment on my own and other people's performances using Yr 2 vocabulary learnt</p> | <p>I can identify and perform features of The Beatles' music.</p> <p>I can identify and perform features of Modern Bhangra music.</p> <p>I can create and practise a piece of music using features of different genres (using Yr 2 key skills and knowledge).</p> <p>I can comment on my own and other people's performances using Yr 2 vocabulary learnt</p> | <p>I can identify and perform features of Reggae music.</p> <p>I can identify and perform features of Rock and Roll music.</p> <p>I can create and practise a piece of music using features of different genres (using Yr 3 key skills and knowledge)..</p> <p>I can comment on my own and other people's performances using Yr 3 vocabulary</p> <p>Strings Summer term</p> <p>To know how to hold the bow and play long full bows on each of the open strings</p> |
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| | | | | | | | | | <p>To maintain a pulse while playing more complex rhythms.</p> <p>To build on the skills of using left-hand fingers</p> <p>To follow a leader and maintain a steady pulse.</p> <p>To perform all pieces learned so far from memory and to performance to an audience.</p> <p>To compose on tuned percussion. To follow a leader and maintain a steady pulse.</p> <p>To follow a leader and identify the steady pulse and</p> |
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| | | | | | | | | <p>suggest ways to improve the performance</p> <p>To give feedback on the work of others</p> <p>To perform all pieces learned so far from memory to an audience and evaluate the performance, suggesting ways to improve.</p> |
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