

Music Progression Map - Year 1 & Year 2

| | Year 1 | Year 2 |
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| Singing | <p>Sing simple songs with a limited range, and chants and rhymes from memory.</p> <p>Singing collectively at the same pitch, responding to simple visual directions.</p> <p>Sing call-and-response songs to control and match vocal pitch.</p> <p>Understand how to warm voices ready to sing.</p> | <p>Sing songs with a small pitch range accurately with increasing vocal control.</p> <p>Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing.</p> <p>Understand good posture to support singing.</p> |
| Playing Instruments | <p>Play untuned percussion.</p> | <p>Play untuned/tuned percussion and classroom instruments using notes G, A, and B.</p> |
| Listening | <p>Listen attentively and with understanding to music from different historical periods.</p> | <p>Recognise the sound of different families of instruments and how each makes a sound.</p> <p>Listen to music from around the world.</p> |
| Creating | <p>Improvise simple vocal chants using question-and-answer phrases.</p> <p>Create musical sound effects in response to a</p> | <p>Sing and play, using percussion instruments, simple, improvised question and answer phrases.</p> |

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| | <p>stimulus.</p> <p>Combine sequences of sounds to make a story.</p> <p>Understand the difference between creating a rhythm pattern and a pitch pattern.</p> <p>Invent, remember and perform rhythm and pitch patterns.</p> <p>Recognise and create graphic notation to represent sounds.</p> | <p>Create music in response to a non-musical stimulus.</p> <p>Use graphic symbols and dot or stick notation to record composed pieces.</p> |
| Music Technology | <p>Use the Rhythm Grids tool to create and read simple rhythm patterns.</p> <p>Use the Percussion Writer tool to write and read symbols that represent sounds.</p> <p>Optional: use the Quickbeats tool to explore drum patterns.</p> | <p>Use the Rhythm Grids tool to create and read more complex rhythm patterns.</p> <p>Use the Music Notepad tool to recognise and write music.</p> <p>Use the Listen Out tools to explore music from around the world.</p> |
| Musicianship or Performing and Notation | <p>Walk, move or clap a steady pulse/beat with others, keeping in time as the tempo of the music changes.</p> <p>Create and repeat rhythm patterns and ostinati using body and classroom percussion in time with the beat.</p> | <p>Move in time to the beat.</p> <p>Understand and keep in time with changes of speed.</p> <p>Begin to group beats in twos and threes.</p> <p>Play and invent copycat rhythms.</p> <p>Create rhythms using word phrases.</p> |

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| | <p>Move and dance to the pulse in recorded/live music.</p> <p>Listen for high and low sounds.</p> <p>Sing familiar songs with different voices and talk about the difference in sound.</p> <p>Explore percussion sounds to enhance storytelling.</p> <p>Follow pictures and symbols to guide singing and playing.</p> | <p>Represent rhythms with notation including crotchets, quavers and crotchet rests.</p> <p>Recognise dot notation and match to 3-note tunes played on tuned percussion.</p> <p>Sing short phrases independently within a singing game.</p> |
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The Music Progression Map, which outlines the learning in this Creative Music Scheme, is based on two key documents:

- The [National Curriculum for Music](#) - A statutory framework that outlines what pupils must be taught.
- The [Model Music Curriculum \(MMC\)](#) - A non-statutory guide offering detailed progression and practical examples to meet

those statutory goals.

