

Subject Specific Progression Map

Creative Development - Music

Pride Passion Partnership Professionalism Positivity



Pillar of Learning: Creative Development		Subject: Music		
	A	B	C	D
Stage 1	I can listen to a piece of music with enjoyment and respond with vocalisations and/or movements.	<p>I can use simple actions to play a familiar range of untuned percussion instruments after a model.</p> <p>I can express musical preferences; including songs, instruments and recorded music</p>	<p>I can anticipate phrases and actions of familiar rhymes/songs</p> <p>I can associate music with familiar routines.</p>	I can explore how sounds can be changed.
Stage 2	I can vocalise to or join in with a range of well-known nursery rhymes and songs.	<p>I can play a familiar range of untuned percussion appropriately to create sounds.</p> <p>I can responds to changes in music such as loud/quiet, (dynamics) fast/slow (tempo), high/low (pitch)</p>	I can listen and respond to a call-and response song.	<p>I can play an instrument alongside others, such as sharing the big drum</p> <p>I can play a steady beat on percussion instruments.</p>
Stage 3	I can match simple instruments.	I can follow a leader to stop/start playing as part of a group with prompts.	I can tap out simple rhythms.	I can use untuned percussion to play to the beat/pulse of the music with support.
Stage 4	I can listen attentively to a piece of music and respond to what they hear by moving in time to its steady beat with support.	<p>I can begin to identify some instruments by the sound that they make.</p> <p>I can copy simple elements of high/low, fast/slow after a model.</p>	I can join in with singing songs showing some understanding of musical expression.	I can maintain a drone in a small instrumental group against a steady beat with prompts.

Stage 5	I can recognise some familiar instrumental sounds in recorded music with support (piano, violin, guitar, drums, etc.)	I can use instruments and voice to explore feelings and moods.	I can sing learnt songs as part of a group.	I can listen attentively to live/recorded music extracts and respond to a change in beat, with prompts.
Stage 6	I can recognise, identify and name the percussion instruments used in the classroom and can recognise how some sounds are made - tapping, rattling, scraping, blowing etc.	I can use tuned and untuned percussion instruments to accompany songs and improvise their own simple tunes/rhythms	I can play a range of untuned percussion instruments confidently and begin to play tuned percussion with prompts.	I can discuss how songs make you feel and might make others feel. I can use music technology, if available, to capture, change and combine sounds.
Stage 7	I can join in with singing songs from a variety of styles, eras and traditions with an awareness of the tone of their voices and the shape of the melody	I can create sequences of 2, 3 and 4 beat phrases using known note values (minim, crotchet, crotchet rest and paired quavers). I can apply word chants to rhythms, understanding how to link each syllable to one musical note.	I can create music in response to a non-musical stimulus (e.g., an aquarium) I can use symbols to keep a record of composed pieces.	I can play instruments with increasing control to express their feelings and ideas
Stage 8	I can join in with singing songs showing greater understanding of musical expression i.e. phrasing, changes of tempo, crescendo, diminuendo I can create my own songs, or improvise a song around one I know.	I can explore developing knowledge of musical components by composing music to create a specific mood e.g. creating music to accompany a short film clip.	I can play tuned and untuned percussion instruments to learnt songs and tunes/rhythms as part of a group to entertain others	I can use knowledge of vocal tone, melody, harmonies, phrasing, tempo, dynamics and musical expression to sing learnt songs as part of a group performance I can use knowledge of notes, chords, rhythm, timing and following a conductor to play tuned and untuned percussion instruments as part of a group performance