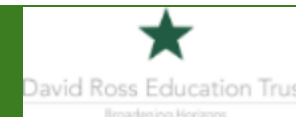


DRET MUSIC PROGRESSION MAP



SINGING

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sing a range of simple (So Mi La) songs from memory with growing confidence.	Sing songs that use the pentatonic scale confidently with control of pitch, pulse and rhythm.	Sing confidently across an extended vocal range with accurate pitch.	Sing accurately in two parts, maintaining an independent line.	Sing more complex repertoire confidently, including harmony and songs in parts with accurate tuning.	Sing fluently and confidently across a broad range of musical styles and traditions.
Use a clear singing voice with good posture and breathing.	Demonstrate good posture, breathing and clear diction.	Maintain an independent vocal part in simple rounds and partner songs.	Demonstrate increasing control of tuning, rhythm and expression.	Demonstrate control of vocal technique across a wider range of repertoire.	Maintain an independent vocal part with secure tuning, rhythm and expression.
Match pitch and keep a steady pulse.	Follow simple musical directions including changes in tempo, dynamics and pitch.	Demonstrate expressive singing through dynamics, phrasing and articulation.	Use dynamics, phrasing and articulation to communicate musical meaning.	Interpret songs with expression, stylistic awareness and musicality.	Perform solo and ensemble repertoire confidently, adapting expression and technique for different audiences and styles.
Sing together, starting and stopping accurately.	Maintain the pulse and pitch when alternating between singing aloud and using a thinking voice.	Develop good vocal technique, including breathing and diction.	Perform simple solo passages with confidence, expression and accurate tuning.	Perform solo repertoire with confidence, demonstrating musical expression and secure vocal control.	Perform with confidence, musicality and audience awareness.
Use the thinking voice to highlight a particular word in a known song.	Sing in unison with awareness of others.	Use a thinking voice independently to internalise melody, rhythm and pitch when singing accurately.	Perform confidently from memory and with awareness of audience.	Lead and support others during ensemble singing.	Present, evaluate and defend performance decisions, responding thoughtfully to feedback and suggesting improvements.
Echo short solo phrases confidently within whole-class singing.	Perform short solo and call-and-response phrases with growing confidence.	Perform short solo sections confidently within class performances.	Justify performance choices using musical vocabulary and evidence.	Build on and challenge the musical ideas of others, using evidence and musical vocabulary to improve performances.	

Respond to the mood and character of songs through expression.	Perform familiar songs confidently to an audience.	Explain how vocal choices affect the overall performance using appropriate musical vocabulary.			
RHYTHM AND PULSE					
Find and keep a steady pulse through clapping, stepping and movement.	Maintain a steady pulse independently whilst singing, playing and listening to music.	Maintain a secure pulse whilst performing music in 3/4 and 4/4.	Recognise and perform confidently in different metres including 2/4, 3/4 and 4/4.	Perform complex rhythm patterns accurately and fluently.	Perform complex rhythmic patterns confidently across a range of musical styles.
Explore and perform simple body percussion patterns.	Perform coordinated body percussion sequences whilst maintaining a steady pulse.	Read, speak and perform rhythm patterns using Kodály rhythm syllables including ta, teh-teh, ta-a and sh.	Read, speak and perform increasingly complex rhythm patterns using Kodály rhythm syllables including ta, teh-teh, ta-a, ti-ri-ti-ri and rests.	Recognise, count and perform confidently in simple and compound metre, including 6/8.	Read, compose and perform confidently in simple and compound metre, including 6/8.
Copy simple rhythm patterns using body percussion and classroom percussion.	Read, clap and perform rhythm patterns using ta, teh-teh and sh.	Read and perform rhythm notation including crotchets, paired quavers, minims and rests.	Combine body percussion with classroom percussion to perform layered rhythmic textures.	Use Kodály rhythm syllables confidently to read, rehearse and internalise increasingly complex rhythmic notation, including syncopated rhythms.	Apply Kodály rhythm syllables independently to decode, rehearse and perform unfamiliar and syncopated rhythm patterns.
Distinguish between pulse and rhythm.	Perform rhythms accurately using body percussion and classroom percussion instruments.	Perform independent body percussion ostinati within an ensemble.	Read, perform and compose increasingly complex rhythmic phrases.	Read, compose and perform rhythms using a wider range of note values, rests, simple syncopation and 6/8 metre.	Read, compose and perform rhythm notation fluently and accurately, including syncopation and 6/8 metre.
Begin to speak and perform simple rhythm patterns using Kodály rhythm syllables (ta, teh-teh and sh).	Create and improvise simple rhythm patterns within a given pulse.	Create, notate and refine rhythm patterns using known note values.	Maintain an independent rhythm part within ensemble performances.	Compose and perform body percussion accompaniments to songs and instrumental music.	Lead, compose and refine body percussion performances using layered rhythmic structures.
Begin to read and perform simple rhythm patterns using rhythm icons and basic notation.	Maintain a simple ostinato using body percussion and classroom instruments.	Demonstrate rhythmic accuracy when performing individually and with others.	Demonstrate fluency when reading and performing notation.	Perform confidently in ensemble settings, maintaining an independent rhythmic part.	Maintain rhythmic independence within ensemble and part performances.

Play a simple repeated rhythmic pattern (ostinato) to accompany a song.	Describe rhythm using simple musical vocabulary.	Explain how rhythm contributes to the overall performance using appropriate musical vocabulary.	Justify rhythmic choices using musical vocabulary and evidence.	Create rhythmic accompaniments, ostinati and syncopated rhythm patterns to support melodies.	Improvise and refine rhythm patterns, including syncopated rhythms, for different musical purposes and styles.
				Demonstrate precision, control and consistency when performing.	Compare the feel and pulse of simple metre (2/4, 3/4, 4/4) with compound metre (6/8).
				Build on and challenge the rhythmic ideas of others using evidence and musical vocabulary.	Demonstrate leadership and accuracy within group performances.
					Present, evaluate and defend rhythmic choices, responding thoughtfully to feedback and suggesting improvements.
RECORDING SYSTEMS AND NOTATION					
Recognise that musical symbols represent sounds and silence.	Read, clap and perform simple rhythm notation using crotchets, paired quavers and crotchet rests.	Read and perform rhythms including crotchets, paired quavers, minims and rests.	Read and perform increasingly complex rhythmic and melodic notation confidently.	Read, write and perform music fluently using an extended range of note values and rests.	Read, write and perform standard notation fluently and independently.
Read and perform simple rhythm patterns using rhythm icons and Kodály rhythm syllables (ta, teh-teh and sh).	Read and sing simple melodic patterns using the pentatonic scale.	Read and sing melodic patterns using So, Mi, La, Do and Re.	Use 2/4, 3/4 and 4/4 time signatures accurately.	Recognise and perform syncopated rhythms and music in 6/8.	Follow the melodic line within a single line vocal score whilst listening to or performing music.
Begin to recognise simple pitch patterns using So–Mi–La.	Begin to recognise the stave, treble clef and bar lines.	Recognise and use the stave, treble clef, bar lines, repeat signs and time signatures (3/4 and 4/4).	Read and write music on the stave using known pitches and rhythms.	Use notation to compose, refine and record musical ideas accurately.	Interpret complex rhythmic and melodic notation, including syncopation and 6/8 metre.

Follow simple graphic notation and begin to create their own symbols to represent sound.	Create and record simple rhythm patterns using a combination of stick and graphic notation.	Create, notate and perform simple rhythmic and melodic ideas.	Recognise and interpret common musical symbols including dynamics and articulation.	Apply notation confidently when rehearsing and performing ensemble music.	Demonstrate confidence in interpreting a wide range of musical symbols and directions.
		Explain how notation supports musical performance using appropriate musical vocabulary.	Justify notation choices using musical vocabulary and evidence.	Build on and improve notated musical ideas using appropriate musical vocabulary.	Present, evaluate and justify notation choices, responding thoughtfully to feedback and suggesting improvements.

CREATING, COMPOSING AND PERFORMING

Explore and play classroom percussion instruments using the correct technique.	Perform confidently on classroom percussion using correct playing technique.	Perform confidently on tuned and untuned classroom percussion instruments.	Perform confidently on tuned and untuned instruments with increasing technical control.	Demonstrate secure instrumental technique across a range of classroom instruments.	Demonstrate fluent instrumental technique and perform confidently across a range of musical styles.
Create simple sound patterns using voices, body percussion and instruments.	Create simple accompaniments and ostinati for songs.	Improvise melodic and rhythmic phrases using the pentatonic scale.	Compose music using layered textures, repeated patterns and contrasting sections.	Compose music using melody, ostinati and syncopated rhythms.	Compose pieces using combined musical elements.
Improvise simple rhythmic and melodic responses.	Improvise short rhythmic and melodic phrases (ostinato).	Compose music with a clear beginning, middle and ending using repeated patterns and ostinati.	Improvise confidently within a given scale or rhythmic framework.	Improvise confidently within different musical styles and traditions.	Improvise using a range of pitches, rhythms and stylistic features.
Recognise simple musical structures such as question and answer and repetition.	Compose simple pieces using repetition and contrast.	Recognise and use musical structures including call and response, round, ABA and ostinato.	Create music using structures including ABA, rondo, verse/chorus and layered ostinati.	Create extended compositions using structures such as rondo, theme and variations and verse/chorus.	Create extended compositions using structures appropriate to different genres and traditions.
Perform simple pieces as part of a whole class.	Recognise and create simple musical structures including ABA.	Use simple music software (e.g. Chrome Music Lab or GarageBand) to create, record and edit musical ideas.	Use digital technology to record, edit and improve compositions and performances.	Use music technology (e.g. GarageBand, BandLab or Chrome Music Lab) to compose, sequence, edit and refine musical ideas.	Use music technology confidently to compose, arrange, record, edit and present finished musical works.

Record and listen back to performances using simple digital devices.	Record performances using digital devices and reflect on improvements.	Perform individually and within an ensemble, maintaining an independent part.	Perform confidently within an ensemble, maintaining independent parts.	Lead small ensemble performances with confidence.	Lead and direct ensemble performances with confidence and musical independence.
Talk about what they created and performed using simple musical vocabulary.	Describe their musical ideas using appropriate vocabulary.	Explain compositional choices using appropriate musical vocabulary.	Justify musical choices using appropriate musical vocabulary and evidence.	Build on and develop the musical ideas of others using evidence and musical vocabulary.	Present, evaluate and justify compositional and performance decisions, responding thoughtfully to feedback and refining musical work.

LISTENING, RESPONDING AND APPRAISING

Listen attentively to a range of music.	Listen with increasing concentration to music from different styles and cultures.	Listen purposefully to music from different genres, cultures and historical periods.	Listen critically to a wide variety of music.	Listen analytically to music from a wide range of traditions and genres.	Listen and respond to a broad range of music from different cultures and historical periods; demonstrating a mature understanding of music through informed discussion and appraisal.
Keep the pulse through movement or clapping.	Identify the pulse, tempo, dynamics and pitch.	Identify pulse, rhythm, melody, tempo, dynamics and repetition.	Identify texture, timbre, metre, repeated patterns and musical structure.	Identify melody, harmony, phrasing, texture and expression.	Analyse how musical elements combine to create style and expression.
Recognise changes in tempo, pitch and dynamics.	Recognise and respond to changes in tempo, dynamics and pitch through movement and art.	Recognise and classify classroom percussion, orchestral instrument families and a range of world instruments by sight and sound.	Compare music from different times and cultures.	Compare similarities and differences between contrasting pieces.	Compare, justify and evaluate musical choices using accurate musical vocabulary.
Name common classroom percussion instruments and identify orchestral instruments and voices by their sound.	Recognise and name common classroom percussion instruments, instrument families and different voices (Child, Soprano, Bass).	Use musical vocabulary to describe and discuss what is heard.	Explain how musical elements create mood and character.	Explain how composers use musical elements to achieve an effect.	Present and defend musical viewpoints, responding thoughtfully to the ideas of others.

Respond to music by describing how it makes them feel.	Begin to describe mood and character using musical vocabulary.	Explain musical ideas using evidence from what they hear.	Justify opinions using appropriate musical vocabulary and evidence.	Build on and challenge the musical ideas of others using evidence and musical vocabulary.	Reflect critically on their own compositions and performance, and those of their peers, suggesting improvements.
	Identify simple musical features such as repetition and layers of sound.	Reflect on and evaluate their own performances and compositions.	Evaluate performances using appropriate musical vocabulary.	Use musical vocabulary confidently when discussing performances and compositions.	