

Primary Music Progress Map for Music Specialists, Non-Specialists, BMP Tutors and Classroom Teachers

This document is to be using in conjunction with medium and long-term planning for musical progression across a Year Group, Key Stage and the whole school. This can be used to inform planning and review learning that has taken place.

This document was designed with the BPM Primary Music Curriculum in mind but can be used with other schemes of work to ensure the appropriate breadth and depth of learning is taking place. It is also useful for Music Coordinators to plan for progression in the school and evaluate where there may be gaps or inconsistencies that require additional support, either internally or from BPM.

There is also our Musical Moments Cards and Rhythm Cards resources which can be accessed as part of our [Curriculum website here](#).

Please contact hello@bristolmusiccurriculum.org for any further queries or support.

Interrelated Dimensions of Music

Throughout this document these following aspects of music highlighted. These aspects should be woven through the musical programme at your school. Glossary is included at the end of this document.

Pitch



Dynamics



Pulse/Rhythm



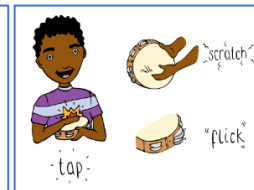
Structure



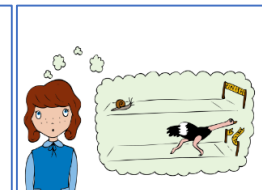
Texture



Timbre



Tempo



	Rhythm & Pulse (and Notation)	Pitch & Singing (and Notation)	Explore and Create	Active Listening/Great Composers	Performing (Solo and Ensemble)	Wellbeing Outcomes
Rec	<p>BPM Unit – Rhythm: Handa’s Surprise</p> <p>With help I can show (e.g. marching) or clap a steady beat/pulse</p> <p>I can tell if Music is using a fast or slow tempo</p> <p>BPM: I can recognise and repeat simple rhythms (‘Fruit Rhythms’ or Musical Moments Cards) using crotchets and quavers</p> <p>Other: I can recognise and repeat simple rhythms from songs or chants I know</p>	<p>BPM Unit – Pitch: Singing</p> <p>I can accurately sing songs that uses steps (up to five notes) and thirds (nee-naw)</p> <p>I recognise higher and lower pitch sounds and can represent it through movement, words, and instruments</p> <p>I can echo back short and simple melodies by myself</p>	<p>BPM Unit – Exploring sounds: Calypso</p> <p>I can use untuned percussion to explore different sounds (timbres)</p> <p>I can suggest ideas when changing sounds in songs or instrumental music (e.g. “What sounds should we use here?”)</p> <p>I listen to music from different times and places</p>	<p>I can sit and listen to a short piece of music that I have not heard before</p> <p>I have been introduced to high quality performances of music from different times and places</p> <p>I have learned to recognise the sounds (timbres) of instruments from two different instrument families (e.g drums, strings)</p> <p>BPM Unit – Rhythm: Handa’s Surprise I can identify some aspects of and instruments used in African Music (using interrelated dimensions of music)</p>	<p>I join in singing with my friends.</p> <p>I can sing sections of songs that I’ve practiced by myself.</p> <p>I understand that using different dynamics are part of singing and playing</p> <p>I can play simple rhythms (e.g fruit rhythms) on untuned percussion</p> <p>I can use small parts of familiar songs as performance opportunities</p> <p>BPM Unit - Exploring sounds: Calypso I sing songs from different times and places</p>	<p>I enjoy making music with my friends</p> <p>I enjoy performing music with my friends</p> <p>I can tell you which song is my favourite</p> <p>I enjoy moving to music</p> <p>I can speak about how a song could make me feel happy or sad</p> <p>Cross Reference with EYFS Prime Areas of Learning e.g. Communication</p>
Y1	<p>BPM Unit – Rhythm: Animal Rhythms</p> <p>I can visually recognise different animals (or other symbols) that represent different note lengths</p> <p>I can identify the first strong beat when keeping the pulse</p> <p>I can create a four-beat rhythm using picture cues and written notation</p>	<p>I can accurately sing songs with a 5 note pitch range and can sing songs with intervals of thirds, fourths, and fifths</p> <p>I can recognise and talk about higher, lower, and middle sounding itches. I also know that notes can move up and down in steps.</p> <p>I can listen to and sing back short musical phrases</p> <p>I can explore different vocal sounds (timbre)</p>	<p>BPM Unit – Explore and Create: Air</p> <p>I can experiment with tuned and untuned sounds within a given structure.</p> <p>I can make up simple patterns and choose different instruments with different timbres</p> <p>I can explore and create (compose) musical sound inspired by a stimulus e.g. photos of clouds</p> <p>I can move to music and match my movement to the music</p>	<p>When listening to high quality music I can identify some different instruments and musical forces (e.g., Obvious dynamic or tempo changes, flute melody)</p> <p>I can recognise repeated patterns (e.g. short ostinatos or repeated choruses)</p> <p>I understand that all different types of people create music and can name performers, creators, and composers that I have learned about</p>	<p>I can sing a song whilst another simple part is being sung (an ostinato, or a simple two-part round) creating layers of sound (texture)</p> <p>I can play a simple ostinato on untuned percussion whilst others are singing</p> <p>I can sing a verse or chorus of a song I have practiced by myself</p> <p>I can perform music I have learned or made on untuned percussion</p> <p>I can use different dynamics and tempos when singing and playing</p>	<p>I can speak about how music makes me want to move (slower tempo might make me want to sway slowly, a faster song might make me want to dance more energetically)</p> <p>I can speak about how music makes me feel a range of emotions</p> <p>I move to music in a purposeful way</p> <p>I understand how music can make me feel calmer</p>

	Rhythm & Pulse (and Notation)	Pitch & Singing (and Notation)	Explore and Create	Active Listening/Great Composers	Performing (Solo and Ensemble)	Wellbeing Outcomes
Y 2	<p>I can play or clap simple four beat rhythms using crotchets, quavers, semiquavers, minims and crotchet rests by listening then doing – I can name these musical notes</p> <p>I understand how to follow simple rhythms using crotchets, quavers and minims on a stave in 4/4 time</p> <p>I can improvise a short rhythm on a percussion instrument</p>	<p>I can follow notes that move up and down in steps on a tuned percussion instruments and singing. I can sing songs with an octave range.</p> <p>I can learn songs with verses and choruses through listening</p> <p>I can sing songs with two parts, simple rounds and ostinatos, learning both parts, creating layers of sound (texture)</p> <p>I can sing songs from different times and places and understand the context of songs</p> <p>I know how to stand well for singing</p> <p>I can extend simple songs I know by adding new verses</p>	<p>BPM Unit – Explore and Create: Water</p> <p>I can make up short musical patterns to reflect and journey</p> <p>I can select and combine sounds as part of a group from different starting ideas</p> <p>I can create a sequence of sounds that are based on a stimulus (e.g. Water) and notate it (graphically or in staff notation)</p> <p>I can suggest improvements to group compositions using the appropriate vocab regarding the interrelated dimensions of music</p> <p>I can create sounds in different structures and understand verses and choruses are used to structure music</p>	<p>BPM Unit – Great Composers: Renaissance</p> <p>I can listen to music from different times and places and recall knowledge of these specific pieces of music or styles</p> <p>I can use music from different times and places to be inspired to create and layer sounds to create different textures when compose my own music with tuned percussion</p> <p>I can recognise key instruments that relate to the music I have learned about</p>	<p>I can sing and play part of a song confidently that I've practiced</p> <p>I can perform music I've composed on untuned percussion from sheet music that I've notated</p> <p>I have an increasing awareness of ensemble playing as my class plays and sings different parts when performing e.g. stopping and starting together</p> <p>I can play three note melodies using tuned percussion e.g. Hot cross buns</p> <p>I can follow instructions about when/how to play/sing, listening to language that expresses the interrelated dimensions of music I have learned about</p>	<p>I enjoy making music that I've created</p> <p>I understand how performing music makes me feel like I've achieved something</p> <p>I understand that music has been around for a long time and it has different used and meanings for different people (e.g. music in the renaissance was used differently than today)</p>
Y 3	<p>BPM Unit – Rhythm: Junk Percussion</p> <p>I can play rhythms as above, but with less support. I can follow these notes on a score and play or clap them</p> <p>I can play or clap an ostinato in an ensemble of up to three simple parts creating layers of sound (texture)</p> <p>I can clap/play back quaver, crotchet, and minim rests by listening to patterns and repeating them</p> <p>I can keep in time when clapping rhythms that include rests</p>	<p>BPM Unit – Pitch: Singing</p> <p>I understand basic breathing techniques for singing to make a natural vocal sound that is mainly in tune</p> <p>I can follow staff notated songs and understand how notes move up and down showing pitch</p> <p>I can sing a simple four-part round</p> <p>I can recognise and sing songs in minor and major keys</p> <p>I can sing with increasing expression, using dynamic changes to do this</p>	<p>BPM Unit – Explore and Create: Air</p> <p>In addition to previous skills in this area...</p> <p>I can use music technology programmes to create my own music – see end of document</p> <p>I can use increasingly more complex vocabulary surrounding the interrelated dimensions of music to describe music I have composed. (different dynamics, articulation)</p>	<p>I continue to listen to high quality music from different times and places.</p> <p>I can compare music from different times and places using the interrelated dimensions of music.</p>	<p>I can play as part of an ensemble with different instruments and play at the correct dynamic level and tempo</p> <p>BPM Junk Percussion: I can perform my friends work that they have composed and notated</p> <p>I can perform with contrasting dynamics, using the correct language surrounding p, mf etc.</p> <p>BPM Air: I can perform with a sense of ensemble and I can maintain an individual part in a group performance</p>	<p>I can make music that expresses an idea or emotion</p> <p>Use the 5-A-Day wellbeing resource to plan and develop wellbeing through the music and the arts.</p>

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Y 4	<p>BPM Unit – Rhythm: Indian Music</p> <p>I can play or clap dotted rhythms and patterns involving quaver rests</p> <p>I can identify a dotted rhythm by listening</p> <p>I am confident playing complex rhythms from notation which include different lengths of rests</p>	<p>I can sing a song with a verse and chorus by myself and in a group maintaining good intonation, displaying fluency accuracy, control and expression</p> <p>I can recognise and sing intervals of a fifth and octave.</p> <p>I can sing more complex part songs in three parts or more (e.g. spiritual medley) creating polyphonic textures</p>	<p>BPM Unit – Explore and Create: Water</p> <p>I can create call and response phrases</p> <p>I can suggest appropriate sounds and instruments in order to achieve an effect or portray an idea or physical thing</p> <p>I can use a framework to compose simple melodic ideas on tuned instruments</p> <p>I can create symbols and a graphic score to represent the key features of a composition</p>	<p>BPM Unit – Great Composers: Chronology</p> <p>I can compose, notate, and perform a minimalist composition</p> <p>I can identify music from different times and places that I have studied by listening and picking out relevant forces.</p> <p>I understand how music made by different people from different times and places are a part of our cultural history</p> <p>I can listen to music from the Renaissance, Baroque, Classical, Romantic, Nationalistic, Twentieth Century and present day, recognising key features.</p>	<p>I can lead performances of my classmates</p> <p>I can perform using simple tempo and dynamics markings on musical scores</p> <p>I regularly perform confidently as a singer and instrumentalist</p>	<p>Use the 5-A-Day wellbeing resource to plan and develop wellbeing through the music and the arts.</p>
			<p>BPM Rhythm: Indian Music</p> <p>I can compose a rhythm inspired by Indian Tala</p>		<p>BPM Unit: Indian Music – I can use rhythm sticks with increasing control</p>	

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Y 5	<p>BPM Unit – Rhythm: Trains</p> <p>I can read and perform an extended rhythm composition</p> <p>I can maintain a rhythmic line and a rhythmic ostinato in an ensemble</p> <p>I can read a rhythmic ostinato from written musical notation</p> <p>I can read my own extended rhythm composition</p> <p>I can read musical notation including semiquavers, rests, more complex semiquaver patterns, dotted rhythms, and triplets.</p>	<p>BPM Unit – Pitch: Singing</p> <p>I can sing a song maintaining three independent parts.</p> <p>I can perform a song with an instrumental accompaniment from a given score.</p> <p>I understand how developing breathing techniques improves my singing</p> <p>I understand how developing good posture improves my singing.</p> <p>I can sing songs from a variety of times and places, understanding different vocal sounds are appropriate for different styles of songs</p>	<p>BPM Unit – Explore and Create: Air</p> <p>I can use pitch, tempo and dynamics to create a piece of music that describes the movement of an object/vehicle/individual (aircraft).</p> <p>I can evaluate a composition in terms of my ability to organise and manipulate ideas within a musical structure.</p> <p>I can use symbols to notate a piece of music on a score which is designed to reflect changes in pitch, tempo and dynamic</p> <p>BPM Unit – Rhythm: Trains</p> <p>I can write lyrics to match/mirror a rhythm I can write a couplet within a given meter</p> <p>I can compose a complex rhythmic ostinato</p> <p>I can compose/notate a rhythm to illustrate an aspect of a (train) journey</p>	<p>I can identify music from times and places I've studied by listening. I can speak confidently about their key features, using the correct terminology.</p> <p>I have learned about a creator/composer who's life and work has historical significance.</p> <p>I can explore how music is created, produced and communicated through the inter-related dimensions of music and appropriate musical notation.</p>	<p>I can use tuned percussion / melodic instruments / my voice with increasing accuracy, fluency control and expression.</p> <p>I can perform a solo piece on an instrument, using notation,</p> <p>I can confidently sing a song using a range of an octave by myself.</p> <p>BPM Unit – Rhythm: Trains I can perform an ostinato in an ensemble whilst maintaining a pulse / beat</p> <p>I can perform with sensitivity and with musicality</p>	<p>Use the 5-A-Day wellbeing resource to plan and develop wellbeing through the music and the arts.</p>

	Rhythm & Pulse (and Notation)	Pitch & Singing (and Notation)	Explore and Create	Active Listening/Great Composers	Performing (Solo and Ensemble)	Wellbeing Outcomes
Y6	BPM Unit – Rhythm: Samba I can accurately echo and perform four different and challenging Samba rhythms I can maintain an independent rhythmic line in a Samba structure I can read four Samba rhythms	I can sing songs in four parts. I can sing songs with a range of 10 notes confidently and in tune. I am familiar with important intervals and how to sing them I can breath low into my body to enable me to sing longer and more challenging phrases – allowing a good level of control of my voice	BPM Unit – Explore and Create: Water I can compose music as part of a group from different starting ideas. I can combine rhythms in different ways. I can structure a composition in ternary form. I can evaluate group compositions using appropriate musical vocabulary. I can represent my ideas as a graphic score	BPM Unit – Great Composer: Chronology I can make predictions about how a song will sound based on the lyrics. I can identify features of a madrigal in a Renaissance song. I can recognise differences in timbre from Renaissance instruments to the present day. I can identify instrumental family groups. I can listen and identify how Baroque music uses decoration and ornamentation as well as recognising key features of music from the Renaissance to the Twentieth Century and present day; Romantic music often uses a big orchestra, wide range of dynamics, big mood changes and is often based on stories. How Nationalistic music sometime uses folk music as an inspiration	I have performed publicly in places of significance I can keep in time in an ensemble performance. I can maintain an independent melodic part keeping in time with the group. I can maintain pitch when playing and singing as part of an ensemble or solo playing.	Use the 5-A-Day wellbeing resource to plan and develop wellbeing through the music and the arts. I can share my own ideas and values in the classroom that relate to music and the arts.
	I am confident reading and playing music from a score whilst playing a melody instrument (e.g recorder, glockenspiel, cello).	BPM Unit – Rhythm: Samba I can maintain an individual singing line as part of a canon		BPM Unit – Rhythm: Samba I can recognise and identify Samba instruments. I can identify key features of Samba music and recognise how a Samba piece is structured.		

Resources and Support	If you are uncertain how to develop rhythm and notation in your school please contact BPM for additional support	If you are uncertain how to develop singing in your school please contact BPM for additional support	If you are uncertain how to develop creativity in your school please contact BPM for additional support	If you are uncertain how to promote music from different times and places in your school please contact BPM for additional support	If you are unsure how to create performance opportunities in your school please contact BPM for additional support.	5 A Day Music – A wellbeing resource for schools
	Resource: BPM Rhythm Cards	Organisation: Sing Up	Creativity through music technology – free looping apps like this one	Organisation: Minute of Listening	Music Centre Ensembles	
	Resource: Musical Moments – Rhythm	Ensemble: MiniSingers/Choir	Resource: Musical Moments	Resource: Musical Moments	Resources: Musical Moments	
	For BPM resources and ensembles please email curriculum@bristolbeacon.org	Resource: Musical Moments – Pitch	For BPM resources and ensembles please email curriculum@bristolbeacon.org	For BPM resources and ensembles please email curriculum@bristolbeacon.org	For BPM resources and ensembles please email curriculum@bristolbeacon.org	For BPM resources and ensembles please email curriculum@bristolbeacon.org
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Glossary of Key Terms

Beat/Pulse	Pulse is a steady beat like a ticking clock or your heartbeat. It can be measured in time by counting the number of beats per minute (BPM).
Binary Form	Binary Form describes the structure of a piece of music which is divided into 2 different sections. The two sections are often labelled A and B, but you can label these however you like.
Duration/Rhythm	Rhythm is the pattern of long and short sounds as you move through the song. Duration describes the length of these sounds specifically – e.g. the duration of a minim is two beats long
Dynamics	Dynamics describe the volume at which music is played. It also describes any changes in these volumes: <i>pp</i> – pianissimo – very soft/quiet <i>p</i> – piano – soft/quiet <i>mp</i> – mezzo piano – medium soft/quiet <i>mf</i> – mezzo forte – medium loud <i>f</i> – forte – loud <i>ff</i> – fortissimo – very loud crescendo – getting louder diminuendo – getting softer/quieter
Interrelated dimensions of Music	These are the terms we use to describe and contrast different parts that make up how music sounds
Intervals	Intervals are the spaces or jumps between two notes. Here is useful resource.
Intonation	Intonation describes the tuning of a pitched sound when either singing or playing a pitched instrument
Melody	Melody describes a series of itches that are played in succession
Pitch	The pitch of a note is how high or low this note sounds
Rhythm/Duration	Rhythm is the pattern of long and short sounds as you move through the song. Duration describes the length of these sounds specifically – e.g. the duration of a minim is two beats long
Rondo Form	Rondo form is a way of organising music. The first section (A) comes back after every new idea (B,C etc) – A, B, A, C, A, D, A

Structure	Structure is the way we organise music into sections. The most common structures used are Binary, Ternary and Rondo form. We can also describe the structure of a pop song using the terms verse, chorus, middle 8, bridge, intro and outro.
Tempo	Tempo is the speed at which the music is being played. These are four common examples of Italian terms used to describe the tempo of music: <i>Largo</i> - Slow <i>Andante</i> – Walking pace, moderately slow <i>Allegro</i> - Faster <i>Presto</i> – Very fast
Ternary Form	Ternary form is music which has three sections, with the last section the same as the first. A, B, A
Texture	Texture is the way that music is layered. These are the common terms associated with the layering of sounds: <i>Monophonic</i> <i>Homophonic</i> <i>Polyphonic</i>
Timbre	Timbre describes the quality of the sound you are hearing. This can be heard when two instruments playing the same pitches. We can also use timbre to identify musical instruments when actively listening to music.
Tuned Percussion	Percussion instruments are those which we hit to make a noise. Tuned percussion uses different pitches to make sounds – e.g. glockenspiel, timpani
Untuned Percussion	Percussion instruments are those which we hit to make a noise. Untuned percussion create one sound with no distinct pitch (although some will sound generally higher and generally lower) e.g. woodblock, drum