

Music Progression Map

Pupils in the EYFS should have opportunities for:

Being imaginative and expressive:

- Invent, adapt and recount narratives and stories with peers and their teacher
- Sing a range of well known nursery rhymes and songs
- Perform songs, rhymes, poems and stories with others, and when appropriate try to move in time with music

Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
- Share their creations, explaining the process they have used
- Make use of props and materials when role playing characters in narratives and stories

EYFS and Reception	Singing <ul style="list-style-type: none"> • To enjoy singing • To join in with singing known nursery rhymes, new songs and rhymes using simple actions 	Playing <ul style="list-style-type: none"> • Play simple and untuned and tuned percussion instruments effectively to the pulse and repeat a simple rhythm pattern with confidence • Play softly or loudly by following simple hand instructions • To have respect for musical instruments 	Creating: improvising and composing <ul style="list-style-type: none"> • Add appropriate sounds to a story 	Listening and understanding <ul style="list-style-type: none"> • Respond to music through movement • To communicate the emotional effect of music (e.g. through words or facial expression)
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Pupils in Key Stage 1 should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

Year 1	Singing	Playing	Creating: improvising & composing	Listening & understanding	Dimensions
	<ul style="list-style-type: none"> • Enjoy singing with others, sing in unison with a small range of notes: sing simple songs and chants (with actions) 	<ul style="list-style-type: none"> • Keep a steady pulse with some accuracy: tapping, clapping, marching, playing • Follow simple instructions of how and when to play 	<ul style="list-style-type: none"> • Make simple musical choices in response to a story or topic (e.g. type of sounds, how loud, fast, and when to play) Feel & count 	<ul style="list-style-type: none"> • Respond to changes in tempo and dynamics (loud / soft) through movement 	Pitch: recognise and respond to high, low and middle sounds. • Duration: recognise and respond to a pulse

	<ul style="list-style-type: none"> • Show good posture, develop good breath control: use voice to create sounds - humming, whispers, clicks and whistles • Sing with a steady pulse 	<ul style="list-style-type: none"> • Play and control long and short, loud and soft and high and low sounds • Clap / play syllables of words • Copy back simple rhythms • Clap back a different simple rhythm • Play and explore a variety of classroom instruments 	the pulse - heartbeats (Is it fast/slow?)	<ul style="list-style-type: none"> • e.g. marching, big / small gestures • make physical movements that represent sounds (e.g. move like a snake, an elephant, grow like a tree) • Describe music using adjectives: spiky, spooky, sad, happy, etc. • Identify at least three instruments by name and sound 	and patterns of long and short sounds. <ul style="list-style-type: none"> • Dynamics: understand loud, quiet and silence. • Tempo: understand fast and slow • Timbre: identify different percussion sounds and how they are made • Texture: recognise and respond to one sound leading to many sounds. • Structure: understand and identify beginning, middle and end and use of repetition and introduction.
Year 2	Singing	Playing	Creating: improvising & composing	Listening & understanding	
	<ul style="list-style-type: none"> • Sing loudly and softly with control; sing back simple melodic idea: sing simple songs and chants (with actions) building rhythmic and melodic memory • Sing with expression and communicate context of the song; join in with actions and story-telling and invent relevant actions 	<ul style="list-style-type: none"> • Join in and stop as indicated • Respond to musical cues • Repeat longer rhythmic patterns • Play on pitched and unpitched instruments with appropriate technique explore dynamics, pitch & timbre • Respond to and understand basic form of pitch and rhythm notation (e.g. simple traditional notation, graphic notation) say Ta/Titit to musical notation of known songs • Show awareness and blend with others when performing 	<ul style="list-style-type: none"> • Create a simple short repeating musical idea • Choose suitable instruments to represent objects / moods / feelings • Create a simple rhythmic part with others playing (e.g. ostinato, drone) Invent symbols to represent sound and create a simple graphic score for pitch or duration that others can follow. 	<p>Talk about music heard with appropriate vocabulary.</p> <ul style="list-style-type: none"> • Begin to explore how music can affect emotions. • Recognise how music enriches our lives. • Compare 2 contrasting pieces of music for dimensions such as pitch or tempo. • Think of ways to improve their compositions. 	

Pupils in Key Stage 2 should be taught to:

- sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.
- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music using and understanding staff and other musical notations
- listen with attention to detail and recall sounds with increasing aural memory; appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians; develop an understanding of the history of music

Year 3	Singing	Playing	Creating: Improvising & composing	Listening & understanding	Dimensions
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	<ul style="list-style-type: none"> • Sing with appropriate phrasing / breathing • Sing with larger range of notes • Sing in two parts (e.g. a round in a large group) Sing rounds (canons) and partner songs, maintaining own part with some support. • Sing with clear diction Sing songs from different musical genres / cultures (e.g. rock, folk, traditional, historical, lullaby, African chant, gospel, Raga, Hymns) 	<ul style="list-style-type: none"> • Keep a steady pulse • Play simple rhythms from traditional notation / graphic notation - staff notation: recognise notes on the staff and note values of quaver, crotchet and minim • Demonstrate the difference between pulse and rhythm • Play a simple melody solo or in a group - read and play 3 notes on an instrument (eg recorders) with care and a degree of accuracy. • Play an accompaniment part (e.g. drone, repeating rhythmic part) • Interpret simple graphic score - • Show awareness and blend with others when performing 	<ul style="list-style-type: none"> • Improvise freely using 3 given notes - compose four bars of music using 3 notes with an understanding of note value and time signature; • Clap back a different simple rhythm • Create a simple rhythmic passage • Create and play a simple graphic score on a theme - represent sounds on a graphic score with symbols for a group performance; • Create a soundscape or story - include pitch, tempo and a start / ending - create a soundscape using tuned and untuned percussion. 	<ul style="list-style-type: none"> • Describe a single piece in terms of tempo, dynamics and mood - - describe and give opinions of the music heard with some use of musical vocabulary • Identify simple structures (repeating melody, introduction, verse / chorus) • Identify simple genres e.g. pop, folk, classical, rap, Bhangra Identify classroom instruments and describe their timbre • Identify the difference between pitched and non-pitched instruments 	<p>Pitch: recognise and respond to higher and lower sounds and general shapes of a melody. Begin to recognise steps, leaps and repeated notes.</p> <ul style="list-style-type: none"> • Duration: distinguish between a pulse and rhythm. Understand that rhythmic patterns fit to the beat. Begin to understand the 4 beat rhythm pattern and syncopated rhythms. • Dynamics: understand getting louder and quieter in finer graduations. • Tempo: understand getting faster and slower in finer graduations • Timbre: identify a range of instruments by name and how they are played. Discuss the quality of 'voice' of both instrumental and vocal pieces. • Texture: recognise different combinations of layers in music. • Structure: develop an understanding of repetition (ostinato) and contrast (verse/chorus) structures and repeat signs.
Year 4	Singing	Playing	Creating: Improvising & composing	Listening & understanding	
	<ul style="list-style-type: none"> • Sing with even tone across the dynamic range with clear open vowels - Sing songs with a simple ostinato part. • Sing with facial expression and good posture • Sing a short, simple solo • Use different voices e.g. talking, whisper, squeaky and monster voice confidently • Show awareness and blend with others when singing • Demonstrate good performance technique (entry, posture, acknowledgement of audience, etc.) - Sing with a developing understanding of expression and dynamics. 	<ul style="list-style-type: none"> • Self-correct when going out of time • Play longer and more complex rhythms • Play a simple melody in 2 parts with 'step-by-step' movement • Play a selection of simple chords • Play showing 2 techniques on an instrument (e.g. Glockenspiel - letting the beater bounce back, vibrato) - Perform simple rhythmic and melodic patterns on a variety of percussion instruments. • Follow a conductor adapting to changes in dynamics and tempo - understand and use Italian musical terminology within vocal and instrumental composition. 	<ul style="list-style-type: none"> • Improvise in time using given notes • Create a longer rhythm • Create a simple rhythmic accompaniment to a melody • Layer different rhythms against each other to create a piece of music • Collaborate and create a short group piece with a clear structure including introduction, repetition and ending 	<ul style="list-style-type: none"> • Identify and describe different textures e.g. solo, duet - identify some of the structural and expressive aspects of the music heard (starts slowly and gets faster) • Observe and discuss the music of at least 3 culturally diverse musicians - discuss the emotional impact of a piece. • Describe and compare different pieces of music in terms of history, culture and purpose • Demonstrate the understanding of pitch through simple notation 	

				<ul style="list-style-type: none"> • Listen to music with simple chords - share ways to improve the composition of others • Identify common orchestral instruments by sign and sound - recognise the family groups within the orchestra and the importance of the conductor. 	
Year 5	Singing <ul style="list-style-type: none"> • Sing with a range of an octave or more • Make adjustments to intonation - confidently sing part songs and canons with control, expression, phrasing and dynamics. • Breathe without interrupting the musical line • Sing songs in two parts that have contrasting melodies and countermelodies 	Playing <ul style="list-style-type: none"> • Play longer and more complex rhythms in different metres - play percussion instruments with an understanding of pitch, 2, 3 and 4 beats in a bar and syncopated rhythms. • Play a melody with the 'step-by-step' movement, small leaps and repetition - accurately maintain an independent part within a group in both instrumental and vocal performance • Play a piece using 2 chords or more • Discuss and refine performances, deciding on appropriate tempo and dynamic • Experiment with taking control of tempo and dynamics in group playing - group soundscape composition with instruments and vocals and a conductor. 	Creating: Improvising & composing <ul style="list-style-type: none"> • Improvise with call and response ideas • Improvise and compose using pentatonic notes over a drone or chord pattern • compose a simple chord sequence • Compose a rap with an accompanying rhythm • Compose and notate a piece with more than one section. Include musical variations such as texture, dynamic, temp. This could be in response to a story, picture, poem. 	Listening & understanding <ul style="list-style-type: none"> • Identify a wider range of orchestral and non-orchestral instruments by name, sight and sound • Listen to and discuss a range of non-western styles (e.g. Chinese, Indian, African) • Compare 2 versions of the same song / music and discuss instruments, temp - describe and give opinions of the music heard with confident use of an extended range of musical terminology. • Show awareness of simple chord changes and harmony 	Dimensions <p>Pitch: identify steps, leaps and repeated notes. Identify a major scale pattern and use pitch knowledge to recreate a piece on tuned instruments.</p> <ul style="list-style-type: none"> • Duration: understand 2, 3 and 4 beats in a bar and how rhythms fit into a steady beat. Recognise and use a syncopated rhythm. • Dynamics: understand how a wider range of dynamics can be used for expressive effect. • Tempo: understand how a wider range of tempi can be used for expressive effect. • Timbre: Discuss the 'quality' of voice of vocal and instrumental pieces. Identify families of instruments and ensemble combinations (samba, choir) • Texture: begin to understand different
Year 6	Singing <ul style="list-style-type: none"> • Maintain good intonation through whole song 	Playing <ul style="list-style-type: none"> • Play from more complex notations including pitch, dynamic, rhythm and expressive contexts - Staff 	Creating: Improvising & composing <ul style="list-style-type: none"> • Improvise freely using given notes within a structure e.g. drone, 12 bar blues, beatbox 	Listening & understanding <ul style="list-style-type: none"> • Identify structures within music (e.g. verse, chorus, intro, bridge, repeat, etc.) 	

	<ul style="list-style-type: none"> • Have access to follow music using simple traditional notation • Sing with confidence and good communication as a soloist or a small group • Convey the meaning and the context of the song with dramatic interpretation - perform with control, dynamics and awareness of others. 	<p>notation: recognise notes on the staff and note values of semiquaver, quaver, crotchet, minim and semibreve; represent sounds on a graphic score with symbols for group performance with an awareness of balance, tempo and dynamics</p> <ul style="list-style-type: none"> • Play more complex rhythms - Compose four bars of music using up to 5 notes with an understanding of note value and time signature and melody. • Play a melody with 'step-by-step' movement, larger leaps, repetition and appropriate phrasing / articulation - read and play at least 5 notes on an instrument (e.g. recorders) with greater accuracy and independence. Xylos & glocks yr 5, keyboards yr 6) • Play a chord sequence - • Make choices about appropriate blending in an ensemble • Show and understand the etiquette of performance and communicate with confidence to an audience - improvise with confidence and an awareness of rhythm, context and purpose. 	<ul style="list-style-type: none"> • Compose a simple chord sequence and suitable melody • Compose an ostinato / riff for an accompaniment • Collaborate, compose and notate a song with more than one section 	<ul style="list-style-type: none"> • Discuss the differences in texture and music group (e.g. string quartet, orchestra, duet) - identify different ensemble combinations and instruments heard and their role within the ensemble (eg ostinato; melody). • Use appropriate musical vocabulary to describe particular characteristics (e.g. chords, staccato, forte, riff, bassline) • Demonstrate an awareness of the historical development of music - Listen to music of differing genres (e.g jazz, classical, blues) and compare and contrast the different styles. • Critique own and others' work, offering specific comments and justifying these - discuss ways to improve the composition of others using musical dimensions as a guide. 	<p>types of harmony (simple parts, use of chords, acappella)</p> <ul style="list-style-type: none"> • Structure: develop an understanding of conventional musical structures (repeat signs, coda, drone/ostinato, rondo, theme and variations).
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