

Music progression map

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Listening and responding</u>	Begin to discriminate between noise and music. Begin to develop good behaviours for listening in musical activities. Begin to join in with familiar songs and actions from memory. Widen repertoire of memorised songs and actions. Move appropriately in response to music.	Listen to and identify sounds and ideas. Focus well when listening to short musical pieces. Memorise songs and actions. Move in time with music.	Identify whether the sound is lower or higher. Identify specific sections/sounds/instruments when listening to music. Express musical preferences, thoughts and feelings.	Identify the character in a piece of music. Begin to remember instrumental parts and patterns. Express musical preferences, thoughts and feelings.	Remember and play/sing short rhythms and melodies. Begin to use specific vocabulary when describing music and expressing opinions.	Listen out for particular things when listening to music. Express and justify ideas and opinions about music heard or performed. Comment on composers with specific vocabulary.	Listen to music of different genres, (e.g. jazz, classical blues) and compare and contrast the different styles. Describe and give opinions of the music heard, with confidence use of the extended range of musical terminology.
<u>Singing</u>	Begin to find a singing voice and engage in simple songs with	Sing songs with greater accuracy and harmony.	Sing with attention to phrasing and dynamics.	Sing with expression and attention to the lyrics	Sing songs unaccompanied and in tune.	Sing and follow a melody. Sing and clap to	Sing in harmony (not a counter melody).

	limited pitch range, intervals and rhythms.	Sing songs with an accompaniment. Follow a leader when singing.	Breathe in the correct place when singing. Sing from memory. Experiment with pitch.	Sing in unison with an accurate pitch. Sing from memory. Sing as ensemble, in time, following a leader	Sing songs with good breath control, phrasing and diction (emphasis and emotion).	match a tempo. Understand and use some simple techniques to improve singing (mouth shape and breathing).	Follow instructions about when to play and sing. Use their voices confidently.
<u>Control pulse and rhythm</u>	Recognise and play simple word rhythms, e.g. clap their name Become familiar with the term 'pulse'. Begin to imitate leader by joining in showing the pulse and playing simple rhythms using body percussion when singing and chanting rhymes	Copy rhythm using clapping and untuned instruments. Clap to the beat of piece of music, staying in time. Clap a rhythm in time to a beat.	Recognise and repeat simple rhythmic patterns. Join in with the pulse independently. Understand the difference between 'pulse' and 'rhythm'.	Recall/repeat short rhythmic and melodic patterns. Understand the terms 'pulse' and 'rhythm'. Create repeating patterns.	Understand the terms 'beat' and 'rest'. Perform a simple part rhythmically. Understand the importance of musical counting.	Copy back patterns (percussion). Beat simple time. Improvise in a group using rhythmic phrases.	Identifying changes in rhythm between pieces.
<u>Create, compose</u>	Begin to select sounds for	Create rhythmic phrases to				To compose rhythms that fit	Show thoughtfulness in

<u>and develop musical ideas</u>	different purposes, e.g. musical storytelling	words.				together well as part of a junk percussion piece To compose in a given structure (ternary form) Compose using dynamics and texture for expressive effect	selecting sounds and structures to convey an idea Use musical elements (pitch, texture, dynamics, tempo, timbre) for expressive effect while composing
<u>Notation</u>	Draw pictures in response to music	Select symbols to represent sounds	Invent symbols to represent sounds	Recognise crotchets, minims and quavers, and clap four-beat rhythms Recognise and name simple note durations	Experience other notation appropriate to instruments learnt, eg. ukulele chord diagrams	Use crotchets, minims and quavers, and clap four-beat rhythms	
<u>Timbre, texture and tempo</u>	Explore a range of instruments and how they make sounds Play instruments in different ways to create different sounds	Explore sounds by playing two or more instruments together Begin to use variations of tempo, eg. faster/slower,	Select sounds for a desired sound effect Explore thin and thicker effects Use a range of tempo variations for effect	Choose sounds and textures with increasing care to create desired effect Understand and use the word tempo	Begin to understand the terms 'solo' and 'unison' Begin to learn some simple Italian words for tempo, eg. forte, largo	Combine different instruments to create different textures Describe music using words such as timbre, duration, pitch,	Explore a range of solos, harmonies and sound effects Use a range of terms to describe tempo Change tempo

	Begin to develop a vocabulary to describe sounds and playing methods e.g. shake, clang, tap Vary tempo and dynamics by imitating the leader when singing, chanting and playing Show understanding of fast/slow and loud/quiet through following verbal instructions and responding appropriately to music, e.g. through movement	louder/quieter	Explore using and changing the dynamics.			beat, tempo and texture) Use the Italian words for tempo and experiment making changes for effect	both gradually and suddenly for desired effect
<u>Structure</u>	Experience a range of simple musical structures, e.g. beginning, middle and end.	Recognising the use of repetition	Create musical pieces with structure including repetition	Understand the term 'structure' Use simple standard structures in music, eg ABA	Experience different musical structures	Identify the structure of music (e.g. ABA, verse and chorus, question and answer)	Analyse the structure of music including songs

<u>Playing instruments</u>	Treat instruments with care . Begin to discriminate between noise and music. Take turns to play instruments. Play classroom instruments with increasing control and awareness of others.	Play untuned percussion instruments with increasing accuracy and correct technique.	Play instruments with accuracy and control Use instruments to reflect a topic or use sound affects to add to a story.	Play a simple 3-note melody. Begin to play a wind instrument (e.g. recorder) Learn basic skills inc. How to hold the instrument correctly. How to blow with good technique, how to play 3-5 notes. Play a simple song from memory. Copy back patterns and create their own tuned/untuned percussion Play all percussion with correct technique and clear sound	Demonstrate a range of correct basic techniques in learning an instrument eg. how to hold, make good sound and alter pitch and dynamics Name main instrumental parts and know their function Demonstrate patience and commitment towards quality learning	Create own tuned/untuned percussion Play a variety of rhythms from notation Recognise family groups within an orchestra	
<u>Performance</u>	Be able to start and stop with control	Begin to follow a range of musical directions	Follow a range of musical directions with accuracy and	Recognise and perform simple notated rhythms	Perform with an awareness of the meaning of the words.	Be able to maintain a part accurately and musically when	Perform alone or in a group, demonstrating a variety of

	Know when and where to look for musical direction. Start and stop by following non-verbal instructions. Sing / play with others watching.	Demonstrate self-control in maintaining silence where required Perform in front of others	control – knowing when to have empty hands and when to be ready with an instrument Perform with awareness of audience expectation	Demonstrate willingness and ability to play as part of a team Understand the role of the conductor and sing/play a conducted pulse Perform confidently in front of others and consider what makes a good performance beyond just making music	Understand the term 'unison' and be able to listen to other ensemble members whilst playing in order to achieve it Identify and use some practice tips for successful learning and improvement eg. repetition, isolation and slowing the tempo Be able to and follow non-verbal musical direction with control and precision	other parts are also being played Be able to contribute to a polished performance Demonstrate good teamwork	techniques (expression, breath control, phrasing, diction, dynamics, facial expressions) Perform with an awareness of audience, venue and occasion
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Purpose of study

Music is a universal language that embodies one of the highest forms of creativity. A highquality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Aims

The national curriculum for music aims to ensure that all pupils: perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Music – key stages 1 and 2

Subject content

Key stage 1

Pupils 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.

Key stage 2

Pupils 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. Pupils should be taught to: 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 listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations 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.