

Music Progression Map

Level Expected at the End of EYFS

We have selected the Early Learning Goals that link most closely to the music national curriculum. For more detail about linked subject progression within the EYFS Framework please see the Early Years Foundation Stage Handbook

Expressive Arts and Design (Being Imaginative and Expressive)

Children sing a range of well-known nursery rhymes and songs.

Children perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Key Stage 1 National Curriculum Expectations

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 National Curriculum Expectations

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.

	Year 1 and 2	Year 3 and 4	Year 5 and 6
Singing	<ul style="list-style-type: none"> • Sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions and counting in. • Begin with simple songs with a very small range, mi-so and then slightly wider. • Sing a wide range of call and response songs, control vocal pitch and match pitch with accuracy. • Begin to sing songs with a small pitch range, pitching accurately. • Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g. crescendo, decrescendo, pause). 	<ul style="list-style-type: none"> • Sing a widening range of unison songs with the range of an octave (do-do) pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo). • Begin to sing rounds and partner songs in different time signatures (2, 3 and 4 time) and begin to sing repertoire • with small and large leaps as well as a simple second part to introduce vocal harmony. • Perform actions confidently and in time to a range of action songs. • Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. 	<ul style="list-style-type: none"> • Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style. • Continue to sing rounds developing three- and four-part rounds or partner songs, and experiment with positioning singers randomly within the group – i.e. no longer in discrete parts – in order • to develop greater listening skills, balance between parts and vocal independence. • Perform a range of songs to a wider audience.
Listening	<p>Pupils begin to develop a shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.</p>	<p>Pupils develop shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. They listen to recorded performances and complement these with opportunities to experience live music.</p>	<p>Pupils develop further their shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.</p> <p>The become more proficient at listening to a range of performances.</p>

Musical Element Skills that underpin composition in KS2

	Musicianship - Pulse/Beat	Musicianship - Rhythm	Musicianship - Pitch
Year 1 and 2	<ul style="list-style-type: none"> Walk in time to the beat of a piece of music or song. Know the difference between left and right to support coordination and shared movement with others. Use body percussion, (e.g. clapping, tapping, walking) and classroom percussion (shakers, sticks and blocks, etc.), playing repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments (e.g. glockenspiels or chime bars) to maintain a steady beat. Respond to the pulse in recorded/live music through movement and dance. Understand that the speed of the beat can change, creating a faster or slower pace (tempo). Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo. Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats. Identify the beat groupings in familiar music that they sing regularly and listen to. 	<ul style="list-style-type: none"> Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion. Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat. Create and perform their own chanted rhythm patterns with the same stick notation. Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests. 	<ul style="list-style-type: none"> Listen to sounds in the local school environment, comparing high and low sounds. Play a range of singing games based on the cuckoo interval matching voices accurately, supported by a leader playing the melody Sing familiar songs in both low and high voices and talk about the difference in sound. Respond independently to pitch changes heard in short melodic phrases, indicating with actions. Explore percussion sounds to enhance storytelling. Recognise dot notation and match it to 3-note tunes played on tuned-percussion.

Year 1 and 2

- Improvise simple vocal chants, using question and answer phrases.
- Create musical sound effects and short sequences of sounds in response to stimuli. Combine sounds to make a story, choosing and playing instruments or sound-makers.
- Understand the difference between creating a rhythm pattern and a pitch pattern.
- Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns.
- Recognise how graphic notation can represent created sounds. Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.
- Explore and invent own symbols.
- Create music in response to a non-musical stimulus.
- Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation.
- Use music technology, if available, to capture, change and combine sounds.

Year 3 and 4

- Structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end.
- Pupils should compose in response to different stimuli, e.g. stories, verse, images (paintings and photographs) and musical sources. Improvise on a limited range of pitches on the instrument they are now learning, making use of musical features including smooth (legato) and detached (staccato).
- Begin to make compositional decisions about the overall structure of improvisations
- Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi).
- Compose song accompaniment on untuned percussion using known rhythms and note values. Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt. Sing and play these phrases as self-standing compositions.
- Arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars.
- Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip.
- Introduce major and minor chords.
- Include instruments played in whole-class/ group/ individual teaching to expand the scope and range of the sound palette available for composition work.
- Capture and record creative ideas
- using graphic symbols, rhythm notation and time signatures, staff notation or technology.

Year 5 and 6

- Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments.
- Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano).
- Create music with multiple sections that include repetition and contrast.
- Use chord changes as part of an improvised sequence.
- Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape.
- Compose melodies made from pairs of phrases in C major or A minor and G major or E minor - a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment.
Plan and compose an 8- or 16- beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody.
- Working in pairs, compose a short ternary piece.
- Use chords to compose music to evoke a specific atmosphere, mood or environment. Equally, pupils might create music to accompany a silent film or to set a scene in a play or book.
- Capture and record creative ideas using graphic symbols, rhythm notation and time signatures, staff notation or technology.
Use available music software/apps to create and record it, discussing how musical contrasts are achieved.

Performing - Instrumental Performance	Year 1 and 2	Year 4 and 3	Year 5 and 6
		<ul style="list-style-type: none"> • Develop facility in playing tuned percussion or a melodic instrument, such as violin or recorder. • Play and perform • melodies following staff notation using a small range (e.g. Middle C–G/do–so) as a whole class or in small groups (e.g. trios and quartets). • Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching. Identify static and moving parts. • Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-mi. • Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow. Extend to question-and-answer phrases. • Play and perform melodies following staff notation using a small range (e.g. Middle C–G/do–so) as a whole-class or in small groups. • Copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A). 	<ul style="list-style-type: none"> • Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one staff and using notes within the Middle C–C'/do–do range. • Understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments to familiar songs. • Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra. • Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies. • Play a melody following staff notation written on one staff and using notes within an octave range (do–do); make decisions about dynamic range, including very loud, very quiet, moderately loud and moderately quiet. • Accompany this same melody, and others, using block chords or a bass line. • Engage with others through ensemble playing with pupils taking on melody or accompaniment roles.

Performing - Reading Notation	Year 1 and 2	Year 3 and 4	Year 5 and 6
		<ul style="list-style-type: none"> • Understand the differences between minims, crotchets, paired quavers and rests. • Understand the staff, lines and spaces, and clef. Use dot notation to show higher or lower pitch. • Apply word chants to rhythms, understanding how to link each syllable to one musical note. • Read and perform pitch notation within a defined range (e.g. C–G/do–so). • Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble. 	<ul style="list-style-type: none"> • Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests. • Understand the differences between 2/4, 3/4 and 4/4 time signatures. • Further develop the skills to read and perform pitch notation within an octave (e.g. C–C/ do–do). • Read and play confidently from rhythm notation cards and rhythmic scores in up to four parts that contain known rhythms and note durations. • Read and play from notation a four-bar phrase, confidently identifying note names and durations • .