

Music Progression Map

Government Guidance

Music is a universal language that embodies one of the highest forms of creativity. A high-quality 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 in the Music curriculum

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.

Breath of Study

KS1	KS2
<ul style="list-style-type: none">• Use their voices expressively 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.• Make and combine sounds using the inter-related dimensions of music.	<ul style="list-style-type: none">• Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression.• Improvise and compose music using the inter-related dimensions of music separately and in combination.• Listen with attention to detail and recall sounds with increasing aural memory.• Use and understand the basics of the staff and other musical notations.• Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers.• Develop an understanding of the history of music.

Skills Progression by Class

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Terrific Tigers		Marvellous Meerkats		Wonderful Wolves		Excellent Eagles	
Perform	<ul style="list-style-type: none"> •Sings a few familiar songs. • Beginning to move rhythmically. • Imitates movement in response to music. • Taps out simple repeated rhythms. • Begins to build a repertoire of songs and dances. • Explores the different sounds of instruments. • Children sing songs. 		<ul style="list-style-type: none"> • Take part in singing, accurately following the melody. • Follow instructions on how and when to sing or play an instrument. • Make and control long and short sounds, using voice and instruments. • Imitate changes in pitch. 		<ul style="list-style-type: none"> • Sing from memory with accurate pitch. • Sing in tune. • Maintain a simple part within a group. • Pronounce words within a song clearly. • Show control of voice. • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others. 		<ul style="list-style-type: none"> • Sing or play from memory with confidence. • Perform solos or as part of an ensemble. • Sing or play expressively and in tune. • Hold a part within a round. • Sing a harmony part confidently and accurately. • Sustain a drone or a melodic ostinato to accompany singing. • Perform with controlled breathing (voice) and skilful playing (instrument). 	
Compose	<ul style="list-style-type: none"> • Explores and learns how sounds can be changed. • Children make music and dance, and experiment with ways of changing them • Sings to self and makes up simple songs. • Makes up rhythms. 		<ul style="list-style-type: none"> • Create a sequence of long and short sounds. • Clap rhythms. • Create a mixture of different sounds (long and short, loud and quiet, high and low). • Choose sounds to create an effect. 		<ul style="list-style-type: none"> • Compose and perform melodic songs. • Use sound to create abstract effects. • Create repeated patterns with a range of instruments. • Create accompaniments for tunes. 		<ul style="list-style-type: none"> • Create songs with verses and a chorus. • Create rhythmic patterns with an awareness of timbre and duration. • Combine a variety of musical devices, including melody, rhythm and chords. 	

		<ul style="list-style-type: none"> • Sequence sounds to create an overall effect. • Create short, musical patterns. • Create short, rhythmic phrases. 	<ul style="list-style-type: none"> • Use drones as accompaniments. • Choose, order, combine and control sounds to create an effect. • Use digital technologies to compose pieces of music. 	<ul style="list-style-type: none"> • Thoughtfully select elements for a piece in order to gain a defined effect. • Use drones and melodic ostinati (based on the pentatonic scale). • Convey the relationship between the lyrics and the melody. • Use digital technologies to compose, edit and refine pieces of music.
Transcribe		<ul style="list-style-type: none"> • Use symbols to represent a composition and use them to help with a performance. 	<ul style="list-style-type: none"> • Devise non-standard symbols to indicate when to play and rest. • Recognise the notes EGBDF and FACE on the musical stave. • Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. 	<ul style="list-style-type: none"> • Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. • Read and create notes on the musical stave. • Understand the purpose of the treble and bass clefs and use them in transcribing compositions. • Understand and use the # (sharp) and b (flat) symbols. • Use and understand simple time signatures.
Describe music		<ul style="list-style-type: none"> • Identify the beat of a tune. • Recognise changes in timbre, dynamics and pitch. 	<ul style="list-style-type: none"> • Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. 	<ul style="list-style-type: none"> • Choose from a wide range of musical vocabulary to accurately describe and appraise music including: <ul style="list-style-type: none"> • pitch

			<ul style="list-style-type: none">• Evaluate music using musical vocabulary to identify areas of likes and dislikes.• Understand layers of sounds and discuss their effect on mood and feelings.	<ul style="list-style-type: none">• dynamics• tempo• timbre• texture• lyrics and melody• sense of occasion• expressive• solo• rounds• harmonies• accompaniments• drones• cyclic patterns• combination of musical elements• cultural context.• Describe how lyrics often reflect the cultural context of music and have social meaning.
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Skills Progression by Year Group

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Performing: singing and playing	<p>Call and responding (following instructions and long and short sounds)</p> <p>Match pitch (higher and lower notes)</p> <p>Perform in a group (singing and playing)</p> <p>Listen carefully to others while they perform</p>	<p>Perform in a group following the tune or melody (singing and playing)</p> <p>Play singing warm up game (with long and short sounds included)</p> <p>Perform as a group with simple instructions from a leader</p>	<p>Perform in a group following the tune or melody from memory with singing.</p> <p>Play singing warm up game (pronouncing the words clearly)</p> <p>Start to play a tuned instrument (glockenspiels) with a simple tune and call and response</p>	<p>Perform in a group following the tune or melody with clear dynamics and pronounced well (singing and playing)</p> <p>Perform in a group and be able to respond to peers in that group (improvisation)</p>	<p>Perform in a group with clear dynamics, expression through the lyrics (singing)</p> <p>Perform in a round</p> <p>Perform solo with tuned instrument or singing confidently</p> <p>Perform in a group and be able to respond to peers in that group with good aural memory (improvisation)</p> <p>Both years</p>	<p>Sing or play from memory with confidence</p> <p>Take turns to lead a group</p> <p>Play more complex music on a tuned instrument or sing</p>
Composing: Creating and developing their own music	<p>Clap rhythms with a call and response</p> <p>Explore sounds with different materials (high, low, loud and quiet)</p>	<p>Create a short musical pattern</p> <p>Play tuned and untuned instruments musically</p>	<p>Learn simple notes B, A and G to compose and perform with</p> <p>Create and improvise repeated patterns</p> <p>Relay actions using percussion instruments</p>	<p>Learn simple notes B, A and G and pause to compose and perform with</p> <p>Create a simple rhythm with a tuned instrument</p> <p>Relay actions using percussion instruments</p>	<p>Learn simple notes B, A and G and pause C and D to compose and perform with</p> <p>Create a simple rhythm with a tuned instrument and some dynamics</p> <p>Relay feelings using percussion instruments</p>	<p>Learn simple notes B, A and G and pause C and D and E and F to compose and perform with</p> <p>Create a simple rhythm with a tuned instrument with clear dynamics</p> <p>Relay feelings using percussion instruments</p>
Responding and reviewing	<p>Link music to a mood or feeling</p> <p>Understand a music pulse</p>	<p>Find the pulse in music</p> <p>Recognise how a sound changes and different</p>	<p>Know the difference between pulse and rhythm</p>	<p>Identify a pulse and rhythm in a piece of music</p>	<p>Identify a pulse and rhythm in a piece of music and how pitch fits in</p>	<p>Identify a pulse and rhythm in a piece of music and how pitch fits in</p>

		instrument sounds (percussion and tuned)	<p>Start to use musical vocabulary pitch (high and low) and length (long and short) beats</p> <p>Use the vocab to show what works well in music and what needs improving</p>	<p>Start to use musical vocabulary pitch (high and low) and length (long and short), beats, tempo (quick and slow) rhythm, melody and harmony</p> <p>Learn about orchestral families (woodwind, string etc)</p>	<p>Start to use musical vocabulary pitch (high and low) and length (long and short), tempo (quick and slow) rhythm, melody and harmony and beats</p> <p>Use the vocab to show what works well in music and what needs improving</p>	<p>Use the musical vocab confidently</p> <p>Learn about harmonies and riff (repeated melody) are used in music</p> <p>Learn how lyrics reflect the cultural and social context</p> <p>Improve own/other work using musical knowledge</p>
Listening and applying knowledge and understanding	<p>Listen for different types of sounds.</p> <p>Know how sounds are made and changed. Make sounds with a slight difference, with help</p> <p>Use voice in different ways to create different effects.</p>	<p>Listen carefully and recall short rhythmic and melodic patterns.</p> <p>Use changes in dynamics, timbre and pitch to organise music.</p> <p>Change sounds to suit a situation.</p> <p>Make own sounds and symbols to make and record Music.</p> <p>Start to look at basic formal notation- play by ear first.</p> <p>Know music can be played or listened to for a variety of purposes (in history/ different cultures)</p>	<p>Listen carefully and recall short rhythmic and melodic patterns. Use changes in dynamics, timbre and pitch to organise music.</p> <p>Change sounds to suit a situation.</p> <p>Make own sounds and symbols to make and record music. Start to look at basic formal notation (crotchets and quavers)</p> <p>Know music can be played or listened to for a variety of purposes (in history/ different</p>	<p>Combine sounds expressively (all dimensions).</p> <p>Read notes and know how many beats they represent (crotchet, quaver, rests/pause).</p> <p>Know that sense of occasion affects performance.</p> <p>Describe different purposes of music in history/ other cultures.</p>	<p>Combine sounds expressively (all dimensions).</p> <p>Read notes and know how many beats they represent (minim, crotchet, semibreve, quaver, rests/pause).</p> <p>Know that sense of occasion affects performance.</p> <p>Describe different purposes of music in history/ other cultures.</p>	<p>Use increased aural memory to recall sounds accurately.</p> <p>Read notes and know how many beats they represent (minim, crotchet, semibreve, quaver, rests/pause and dotted crotchets).</p> <p>Know and use standard musical notation to perform and record own music (adding dotted quavers).</p> <p>Use different venues and occasions to vary performances. (year 6 show)</p> <p>Describe different purposes of music in history/ other cultures.</p>
Appreciation and understanding	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians (linked to relevant topics)					

