



Music Progression Map



EYFS		National Curriculum KS1				National Curriculum KS2		
<p>Being Imaginative and Expressive ELG</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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. 		<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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. 				<p>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.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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. 		
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Rhythm	<p>Claps, taps and moves to the pulse of the music.</p> <p>Physically show the sound of instruments and actions of musicians.</p> <p>Copies simple rhythms.</p>	<p>Moves in time to the pulse of the music.</p> <p>Keeps a steady pulse whilst playing instruments.</p> <p>Creates rhythms using instruments and body percussion.</p>	<p>Copies a short rhythm.</p> <p>Perform short repeating rhythm patterns while keeping in time with a steady beat.</p> <p>Perform word-pattern chants</p> <p>Create, retain and perform their own rhythm patterns.</p> <p>Walk, move or</p>	<p>Understand that the speed of the pulse can change, creating a faster or slower tempo.</p> <p>Begin to group beats in fours and threes by tapping knees on the first beat and clapping the remaining beats.</p> <p>Play copycat and invent rhythms</p>	<p>Walk, move or clap a steady beat changing the beat as the tempo of the music changes.</p> <p>Play known rhythms and note values.</p> <p>Introduce and understand the differences between crotchets and paired quavers.</p>	<p>Combine known rhythmic notation on instruments.</p> <p>Use known rhythmic patterns to create short phrases that can be played.</p> <p>Begin to put phrases into bars to create a piece of music.</p>	<p>Begin to notate rhythms so that others can play them.</p> <p>Begin to develop complex rhythms using different note lengths.</p> <p>Read and play short rhythmic phrases from notation showing rhythms.</p>	<p>Read and play confidently rhythm notation in parts.</p> <p>Read and play from notation a four-bar phrase, Use rhythms in accompaniments to melodies.</p> <p>Use a wider range of rhythms in different patterns.</p>



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			clap a steady beat with others, changing with the tempo.	on untuned percussion. Create rhythms using word phrases.	Understand how to link a syllable to one musical note.			
Singing	<p>Begins to explore using their voice in different ways. Can often sing an entire song. Creates sounds in vocal sound games. Changes some or all of the words of a song. Has strong preferences for songs they like to sing and/or listen to.</p>	<p>Pitch matches. Able to sing the melodic shape of familiar songs. Sings entire songs. Can sing a range of well-known nursery rhymes and songs.</p>	<p>Has found their singing voice. Sing simple songs and chants. Sings at pitch collectively responding to simple visual directions and counting in. Begin with simple songs developing pitch range. Use their voice expressively and creatively by singing and speaking.</p>	<p>Sing songs regularly with an increasing pitch range and vocal control. Know the meaning of dynamics and tempo and be able to demonstrate these when singing by responding to the leader's directions and visual symbols. Can pitch small intervals with a good degree of accuracy.</p>	<p>Sing a range of unison songs of varying styles and structures with a larger pitch range tunelessly and with expression. Perform with dynamics and phrasing. Developed singing posture and understanding of breathing.</p>	<p>Continue to sing a broad range of unison songs with an octave range accurately and following dynamics. Sing rounds and partner songs and begin to sing songs with small and large leaps. Sing songs with simple second part to introduce vocal harmony. Improve tone, production, diction and breathing.</p>	<p>Sing a broad range of songs in an ensemble with accurate phrasing, control, fluency, accurate pitching and style. Sing three-part rounds, partner songs, and songs with a verse and a chorus.</p>	<p>Sing a broad range of songs, including those that involve syncopated rhythms. Sing with accurate rhythm, phrasing, fluency, control, pitching and style. Sing three- and four-part rounds or partner songs with balance.</p>
Composing	<p>Begins to choose and order sounds within a structure.</p>	<p>Create music based on a theme. Create rhythms using instruments and body percussion.</p>	<p>Improvise simple vocal chants, using question and answer phrases. Experiment with sounds made using classroom instruments. Create simple</p>	<p>Create simple rhythmic and melodic patterns in response to non-musical stimuli. Experiment with sounds exploring tempo, dynamics,</p>	<p>Improvise using voices, tuned and untuned instruments using a limited note-range. Structure musical ideas to create music with a beginning,</p>	<p>Improvise on a limited range of pitches on the instrument they are now learning. Begin to explore structure of improvisations. Combine known</p>	<p>Improvise using tuned instruments. Experiment with using a wider range of dynamics. Compose a short ternary piece. Use chords to</p>	<p>Extend improvisation skills by creating music with multiple sections. Extend improvised melodies beyond 8 beats.</p>



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			<p>rhythmic and melodic patterns in response to stimuli or play contexts. Understand the difference between creating a rhythm and a pitch pattern. Invent rhythm and pitch patterns. Use music technology to capture sounds. Begin to explore notation.</p>	<p>structure and pitch. Use symbols to keep a record of composed pieces. Use music technology to capture sounds.</p>	<p>middle and end. Compose in response to different musical and non-musical stimuli. Combine rhythmic patterns with 3 notes to create rising and falling phrases. Compose song accompaniment.</p>	<p>rhythmic notation with 5 pitches to create short melodies. Create sequences of 2-, 3- or 4-beat phrases. Capture and record creative ideas.</p>	<p>compose music. Capture and record creative ideas</p>	<p>Improvise confidently vocally and with instruments. Notate composed melodies. Compose a ternary piece. Use available music technology to create and record compositions.</p>
Playing	<p>Operate technology equipment e.g., cd players and iPads. Play instruments with control to play dynamics and tempo. Show control to hold and play instruments to produce a musical sound.</p>	<p>Combine moving, singing and playing instruments. Play instruments to match the structure of the music. May play along with the rhythm in music.</p>	<p>Explore percussion sounds to enhance storytelling. Follow pictures and symbols to guide singing and playing. Use body percussion and classroom percussion to play short, pitched patterns and maintain a steady beat.</p>	<p>Recognise simple crochet notation and match it to 3-note tunes played on tuned percussion. Played tuned and untuned instruments musically.</p>	<p>Develop skills in playing tuned instruments. Play and perform melodies following notation. Individually copy stepwise melodic phrases with accuracy.</p>	<p>Perform melodies following notation using a small range. Perform in two parts from simple notation. Identify static and moving parts. Copy short melodic phrases.</p>	<p>Play melodies on tuned instruments following notation. Understand how triads are formed and play them on tuned instruments. Perform simple, chordal accompaniments to familiar songs. Perform a range of pieces combining</p>	<p>Play a melody of 4 bars within an octave following notation. Make decisions about dynamics. Play in an ensemble playing melody or accompaniment roles. Further develop the skills to read and perform pitch notation.</p>



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							instruments to form mixed ensembles.	
Listening	<p>Creates visual representation of pieces of music.</p> <p>Listen to a short piece of live or recorded music and respond physically when led by the teacher.</p>	<p>Associate genres of music with characters and stories</p> <p>Express music physically.</p> <p>Aurally recognise the sounds of a small range of classroom instruments.</p>	<p>Listen with concentration and understanding to a range of high quality live and recorded music from a range of cultures, traditions and historical periods.</p> <p>Recognise percussion instruments being played</p> <p>Begin to explore using their thinking voice.</p>	<p>Listen carefully with concentration and understanding to a range of high quality live and recorded music.</p> <p>Express an opinion after listening to a piece of music.</p> <p>Recognise a wider range of instruments being played.</p> <p>Recognise how tempo and dynamics can be used to create different moods and effects.</p> <p>Can improve own work.</p>	<p>Listen carefully with attention to detail and recall sounds. Listen to a range of music from different traditions, great composers and musicians.</p> <p>Recognise individual key instruments in a piece of music</p> <p>Talk about how a piece of music makes them feel.</p> <p>Recognise how tempo, dynamics and pitch can be used to create different moods and effects.</p>	<p>Listen carefully with attention to detail and recall sounds.</p> <p>Listen to a range of types of music from different traditions, great composers and musicians.</p> <p>Identify instruments and style of different recorded music.</p> <p>Talk about how a piece of music makes them feel.</p> <p>Make improvements to my own work commenting on intended effect.</p>	<p>Listen carefully with attention to detail and recall sounds.</p> <p>Listen to and make comparisons between a range of music from different traditions, great musicians and composers.</p> <p>Listen to an individual part in three-part music.</p> <p>Make improvements to own work commenting on the effect using appropriate musical vocabulary.</p>	<p>Listen carefully with attention to detail and recall sounds.</p> <p>Describe, compare and evaluate different kinds of music using appropriate vocabulary.</p> <p>Suggest improvements to own and others' works and comment on how intentions have been achieved.</p>
Pulse	<p>Claps or taps to the pulse of the music they're listening to or singing.</p> <p>Moves to the pulse of the</p>	<p>Moves in time to the pulse of the music being listened to and physically responds to changes in the</p>	<p>Copy and maintain a rhythm to the pulse.</p> <p>Respond appropriately to cues.</p>	<p>Identify and maintain by clapping, playing or moving to the pulse throughout a piece of music.</p>	<p>Consolidate understanding of a steady beat</p> <p>Maintain an appropriate pulse</p> <p>Understand</p>	<p>Maintain a steady beat through tempo changes</p> <p>Maintain a steady beat whilst others are</p>	<p>Keep a steady beat throughout a longer piece of music</p> <p>Demonstrate confidence in maintaining the</p>	<p>Maintain a steady beat throughout a performance that includes tempo & dynamic changes</p>



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	music.	music. Play the pulse with instruments.	Can find and clap the pulse. Play a steady beat using percussion instruments.	Identify difference between pulse and rhythm.	difference between pulse and rhythm	playing a rhythmic pattern. Maintain a simple rhythmic pattern whilst others are playing the pulse	beat with a range of instruments Recognise the strong beat and play in 4 time, 3 time.	and silences. Recognise & accent the strong beat in 2 time, 3 time, and 4 time and 6 8 time.
Pitch	Sings entire songs. Creates sounds in vocal games. Responds to obvious changes in high and low sounds.	Pitch matches. Sings the melodic shape of familiar songs. Sings entire songs. Copies a 2-note pattern. Recognises and controls changes in pitch when playing and singing.	Distinguish between the speaking, chanting & singing voice Responds physically to high and low sounds. Copies a short melodic phrase.	Knows pitch means high and low. Use different voices with confidence. Pitch match phrases. Begin to experience singing in parts. Identify high and low sounds when listening to a piece of music. Use changes in pitch to convey a simple story or images.	Sing simple songs with accuracy of pitch. Recognise a musical phrase. Sing in parts and in unison with confidence. Show changes in pitch with hand actions.	Begin to sing songs with a wider note range and greater intervals between notes. Sing part songs with increased confidence. Recognise the steps that make up a scale. Recognise the impact of pitch in music. Follow simple notation recognising changes in pitch.	Perform songs individually and from memory. Sing in parts with confidence, energy and expression. Identify and play a range of notes reading musical notation. Compose music using pitched instruments. Describe how pitch can be used effectively.	Accurately pitch an octave. Read simple musical notation with confidence. Maintain a complex melody vocally or instrumentally.
Duration Notation	Draws in response to music. Responds to start and stop signals.	Taps rhythms to accompany words. Creates rhythms using instruments and body percussion. Responds to	Begin to recognise long and short note lengths. Sing and play long and short notes. Repeat short	Distinguish between rhythm & beat. Use a picture cues when performing and to create compositions.	Experience the use of simple score notation when composing and performing. Confidently recognises crochet, minim	Understand how pitch is represented on a stave. Confidently recognises crochet, minim and quaver	Read more complex groups of beats. Perform a piece of music that includes more than one rhythm pattern.	Develop ideas and combine patterns to create an effective piece of music. Perform sections from notation.



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		start and stop signals.	rhythmic patterns. Follows picture cues when performing.	Recognise crochet, quaver and minim notation. Begin to read notation for a 4 beat pattern.	and quaver rhythms. Confidently reads notation for and clap a 4 beat pattern.	rhythms. Play a complex ostinato confidently.	Confidently play a solo rhythm section. Follow a notated melody line. Uses notation with increasing confidence when performing and composing.	Take a lead or solo part in a performance. Uses notation with confidence.
Dynamics	Play instruments loudly and quietly. Respond to loud and quiet music.	Play instruments, body percussion and sings loudly or quietly to match the music. Accurately anticipate changes in dynamics. Sing and play loudly and quietly.	Respond to loud and quiet dynamics through singing games. Be silent. Repeat and create getting louder and quieter. Play and sing loudly and quietly.	Create loud and quiet sounds. Follow directions for dynamics. Define crescendo and diminuendo, forte and piano. Recognise these dynamics when listening and performing.	Sing songs and play music with dynamic changes. Use the terms crescendo and decrescendo to describe the dynamic changes. Recognise and maintain silence when required. Use dynamics to create a specific mood or effect.	Demonstrate the impact of silence within a musical performance. Continue to use dynamic changes effectively in a piece of music. Demonstrate greater control of dynamics whilst singing and playing. Begin to use the Italian symbols for dynamics in own compositions.	Play and sing more complex pieces with dynamics. Use louder and quieter sounds in a performance. Maintain quiet and loud singing and playing. Confidently and appropriately make use of dynamics when composing and performing.	Improvise, compose, play & sing more complex pieces with dynamics. Recognise the musical symbols f/p, mf/mp, ff/pp. Follow musical directions. Refine the use of dynamics in own work. Describe the use of dynamics in others' work and suggests refinements.
Timbre	Can identify and match an instrumental sound to the instrument. Physically interpret the	Say what music makes them think of. Create music based on a theme. Talk about the	Explore & identify different vocal sounds. Explore & recognise different body and percussion	Explore & identify sounds made by a wider range of instruments. Explore how to change the	Explore & identify timbres to create different moods and effects. Use the word timbre	Use instruments to create different moods and effects. Begin to recognise the individual	Confidently and appropriately make use of different timbres when composing and performing. Appraise the use	Focus on timbre when playing and composing. Accurately name individual common instruments



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	sound of instruments.	sounds instruments and our bodies make. Change timbre of instruments. Appreciate difference between timbres.	sounds. Name common handheld percussion instruments. Explore appropriate instruments to create a musical idea.	timbre. Choose appropriate instruments to create a musical idea.	appropriately. Recognise different instrumental families when listening to a piece of live or recorded music.	instruments within a family.	of timbre in their compositions.	when listening to a piece of music. Refine the use of timbre in own work. Describe the use of timbre in others' work and suggest refinements.
Tempo	Play instruments quickly and slowly. Respond to fast and slow music.	Accurately anticipates changes in tempo. Create fast and slow sounds. Play and sing quickly and slowly.	Copy and maintain actions at different tempi. Respond appropriately to signals showing tempo. Play body percussion and instruments quickly and slowly. Move to different tempi. Speed up and slow down when singing and playing.	Change tempo of simple pieces of music and play, clap and move to it. Recognise getting quicker, getting slower, fast and slow when listening and performing.	Play simple melodies accurately at a quicker tempo. Demonstrate a further understanding of faster, slower & gradual changes in tempi through movement. Use tempo to create a specific mood or effect. Begin to use rallentando, accelerando, adagio and allegro to describe music.	Identify & select appropriate tempo for different genres. Maintain a steady beat through tempo changes. Confidently use adagio, allegro, rallentando and accelerando.	Maintain a steady beat throughout a performance that includes tempo changes. Confidently and appropriately make use of tempo when composing and performing. Begin to use the Italian symbols for tempo in my own compositions.	Refine the use of tempo in own work. Describe the use of tempo in others' work and suggest refinements.
Structure	Create their own songs, with a real sense of structure. Experience a range of	Play instruments to match the structure of the music. Experience a range of	Recognise the beginning, middle & end in a piece of music. Recognise where the melody and	Recognise repeats, silences and changes to the structure. Sing & play call and response	Recognise a musical phrase in a song. Identify phrases which are the same and	Begin to sing songs, create and play pieces of music with question-and-answer pattern.	Perform songs and compositions that include an 'instrumental bridge'.	Listen to a range of musical genres and discuss how the structure has been organised



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	structures.	structures.	lyrics are repeated. Recognise rhyming words at the ends of phrases. Use actions to consolidate learning of structure.	games. Recognise a verse – chorus structure. Explore a range of structures.	different. Recognise the structure of a round. Sing a range of rounds and partner songs to consolidate & extend learning. Choose and order sounds within simple structures.	Improvise a middle section of a piece of music. Understand and identify the structure of music using letters.	Describe the structure of their piece of music. Listen to a range of musical genres and describe the structure using letters. Compose including repeated and solo sections.	to create an effective performance. Compose by developing and organising ideas within a musical structure.
Texture	Match music to pictures. Experience unison.	Compare textures of music. Experience unison and 2-part textures.	Take part in call and response games recognising when to participate and when to listen. Experience a range of textures. Recognise obvious differences in texture.	Participate in activities where the leader makes different sounds to the rest of the group. Introduce a simple accompaniment. Develop awareness of layers of sound. Sing a song where layers build. Explore a range of textures vocally and instrumentally. Define canon and unison textures.	Introduce a steady beat and ostinato to develop the texture of the music. Sing and play a part in a group when other groups are performing other patterns. Experiment using layers of sound in own compositions.	Describe the layers of sounds in a piece of music. Use texture to develop & enhance performance. Compose using more than 1 layer of sound. Perform individually in a multi part texture.	Compose and improvise more complex patterns in layers. Listen to a range of musical genres and describe the texture in terms of 'dense', 'rich', 'light' 'sparse'. Discuss the effectiveness of texture in performance. Use pupil appraisal to improve composition.	Improvise & compose using more complex instrumental texture. Create an effective performance piece that includes solos, groups and whole class with accompaniment. Record, appraise & improve the performance. Maintain a part within a rich texture. Use the vocabulary ostinato, polyrhythmic,



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								polyphonic and monophonic accurately.
Performing	Perform some well known songs and nursery rhymes	Perform songs and rhymes with others and when appropriate try to move in time with music.	Perform simple songs from memory. Perform to an audience with confidence and a sense of occasion.	Play tuned and untuned instruments musically. Rehearse and perform with others.	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.	Develop sensitivity in playing and singing. Play a simple melodic pattern based on a couple of notes. Maintain an independent part in a group or as a soloist when singing or playing.	Play or sing a complicated melody and maintain it as part of a multi-layered ensemble piece. Maintain an independent part in a group or as a soloist, when singing or playing, showing an awareness of how parts fit together.	Play or sing a complicated melody and maintain it as part of a multi-layered ensemble piece. Maintain an independent part in a group or as a soloist when singing or playing, showing an awareness of how parts fit together.
Technology	Operate cd player and iPads to listen to music.	Make and listen to recordings of their own voice, other classroom sounds, musical instruments and respond when listened back.	Use iPads to capture and combine sounds.	Use iPads capture, change and combine sounds.	Explore use of music technology in professional pieces. Use iPads to capture, change and combine sounds.	Use iPads to record performance.	Combine layers of sound using garage band.	Can edit and manipulate sounds using garage band.



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Endpoints	
EYFS	<p>By the end of EYFS children can:</p> <ul style="list-style-type: none">• Recognise the pulse and rhythms with their bodies• Sing well known songs matching pitch• Begin to create their own music• Play a range of classroom percussion instruments• Begin to talk about the feeling of music and recognise the sound of some instruments
Year 1	<p>By the end of Year 1 children can:</p> <ul style="list-style-type: none">• Copy and play rhythms with different tempi including ostinato• Sing songs with a wider range using different voices• Use pitch and rhythm in composing and improvising• Use stimuli as a starting point for playing• Listen to a wide range of music and recognise the sound of percussion instruments
Year 2	<p>By the end of Year 2 children can:</p> <ul style="list-style-type: none">• Hear and play the beats in music with different tempi• Begin to use dynamics and control in their singing with a wider pitch range• Begin to use interrelated dimensions of music including basic notation when composing• Begin to play tuned instruments following simple notation• Recognise musical elements in pieces of music and express opinion after listening to music
Year 3	<p>By the end of Year 3 children can:</p> <ul style="list-style-type: none">• Understand the difference between pulse, rhythm and metre• Develop posture and breathing when singing a wider range of songs in unison• Become more skilled using untuned and tuned instruments when improvising and use combine rhythms and notes when composing• Play short phrases accurately and begin to extend to question and answer phrases• Recognise key instruments and musical elements in pieces of music
Year 4	<p>By the end of Year 4 children can:</p> <ul style="list-style-type: none">• Keep a steady beat through tempo changes and play crochet, quaver and minim rhythm patterns• Sing partner and round songs using tone, production, diction and breathing• Improvise with structure and compose 2, 3 and 4 beat bars using interrelated dimensions of music• Play in parts within an ensemble• Listen to own work and make comments about the improvement using musical knowledge
Year 5	<p>By the end of Year 5 children can:</p> <ul style="list-style-type: none">• Keep a steady pulse and maintain complex rhythmic patterns through tempo and dynamics changes and silences on a range of instruments• Sing a wider range of songs in parts from different styles using accurate pitching, phrasing, fluency and control• Improvise and control using a range of structures to create a shape with a wider range of dynamics



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	<ul style="list-style-type: none">• Perform chords and longer pitched phrases• Listen to specific parts within music and recognise how sounds achieve effects
Year 6	<p>By the end of Year 6 children can:</p> <ul style="list-style-type: none">• Recognise the strong beat in a bar and combine effective rhythmic patterns for a performance• Sing in 3- and 4-part songs with balance and sing syncopated rhythms in performances• Use chords when improvising and compose longer phrases using musical contrasts• Play melodies following notation and using dynamics• Evaluate professional and own music using knowledge of interrelated dimensions of music