

Music Progression Map

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
CREATING							
1	Explore & use body percussion	Improvise by clapping/singing a response using the rhythm of words	Improvise a short, rhythmic response using one or two notes	Improvise a simple rhythmical pattern using two notes (C and D or F and G)	Improvise simple rhythmical and melodic patterns using two or three notes	Improvise a more extended solo using a limited range of notes	Improvise using the pentatonic scale
2	Begin to explore and recognise how sounds can be organised. Begin to listen to & recognise different pitches/tempo	Explore and recognise how sounds can be organised using simple criteria e.g. loud, soft, high low.	Choose and order sounds using the inter-related dimensions of music when composing.	Begin to join simple layers of sound in compositions e.g. a background rhythm and a solo melody.	Join layers of sound, thinking about the musical dynamics of each layer and understanding the effect.	Create increasingly complicated rhythmic and melodic phrases within given structures.	Compose by developing ideas within a range of given musical structures.
3	Begin to make marks to represent composition Represent thoughts through using objects to represent composition.	With support, use symbols to represent a composition and aid its performance	Invent pictorial notation to represent different sounds and instruments	Create own picture score to represent and later recreate a composition	Create and perform from a simple pictorial/graphic score, including visual representations for changes in duration and dynamics	Create a visual plan of the piece, combining accurate visual/graphic notation, with elements of traditional staff music notation where rhythms are simple	Create a visual plan of the piece, combining accurate visual/graphic notation, with elements of traditional staff music notation where rhythms are simple
PERFORMING							
4	Join in with familiar songs and make up own songs. Begin explore how to change singing voice	Sing and chant together in time, keeping a steady pulse	Identify where pitch rise, falls, or stays the same – and copy with voices	Sing a round in two parts	Sing two-/three-part rounds with confidence and increasing pitch accuracy	Hold a part in a 2- part song when others are performing different parts following a conductor to achieve accurate starts/endings.	Hold harmony parts and independent parts when signing following hand signals from a conductor to achieve accurate timings and entries.
5	Begin to take control of tuning & breathing whilst singing	Sing songs with some control of tuning and breathing	Sing songs with some control of tuning, dynamics, tempo and clarity of words conveying different moods (happy, sad, angry)	Sing songs controlling pitch and tuning accurately within an octave showing awareness of: <ul style="list-style-type: none"> • the shape of a melody • phrases in a song • character and style of a song 	Sing songs confidently with musical expression and awareness of: <ul style="list-style-type: none"> • breathing in order to support the voice in longer phrases • tone of voice and the shape of melody • posture and good diction 	Sing confidently in a wide variety of styles with increased control of longer phrases through breath support and good diction.	Sing with confidence and expression showing an awareness of blending and balancing with other performers.

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6	Explore a range of instruments Begin to explore how instrumental sounds can be changed.	Explore the different sounds that can be produced from a range of instruments and control playing to produce the longest, shortest, quietest, loudest etc. sounds	Play with control – getting louder/quieter; faster/slower; keeping a steady beat at different tempi	Control playing at different dynamic levels (e.g. loud, soft) and by counting bars' and rests	Develop the skills to play in time with a backing track and play with expression at a simple level – e.g. by playing with appropriate choice of dynamics.	Hold a part in an instrumental ensemble when others are performing different parts	Hold own part in an instrumental ensemble showing awareness of blending and balancing with other performers
7	Sing a few familiar songs Begin to perform a repeated pattern to accompany a song	Perform a repeated pattern or drone to accompany a song playing in time to a steady beat	Use tuned instruments to perform a two-note repeated pattern to accompany a song	Perform melodies and running, walk, stride and sleep rhythms against a steady beat	Perform melodies and running, walk, stride and sleep rhythms against a steady beat at different tempi	Perform simple melodies using up to five different notes and simple rhythms that work musically with the style of the song	Perform simple melodies using up to five different notes and simple rhythms that work musically with the style of the song explaining the keynote or home note and the structure of the melody.
8	Begin to give opinions on a piece of music Begin to evaluate own music & suggest improvements	Make simple suggestions about what could make their own work better (<i>e.g. play faster or louder</i>).	Identify what improvements could be made to own work and make these changes (<i>e.g. altering use of voice, playing of and choice of instruments</i>).	Comment on the effectiveness of own work, identifying and making improvements.	Comment on the effectiveness of own work, identifying and making improvements based on its intended outcome.	Comment on the success of own and others work, suggesting improvements based on intended outcomes.	Evaluate the success of own and others work, suggesting specific improvements based on intended outcomes and comment on how this could be achieved.

LISTENING

9	Listen attentively in a range of situations Begin to express thoughts & opinions in response to a piece of music	Respond to the mood and character of music through movement/dance/art, saying how a range of music makes them feel	Listen with concentration to recorded or live music, identifying when there are changes in tempo, dynamics and pitch	Recognise common instruments in recorded music, and identify them as belonging to a specific family eg violin (strings); drum kit (percussion); guitar (plucked strings); flute (woodwind); trumpet (brass); piano (keyboard)	Listen attentively to music from different times, places and traditions, using simple musical vocabulary to describe some of the detail heard	Listen attentively to live or recorded music, using aural memory to identify details e.g. when a memorised musical idea comes back; how often a notated rhythm pattern appears; which instruments play a specific feature; the number of bars before something changes	Listen attentively to music and use musical vocabulary confidently and accurately to identify key features of music from a wide range of different genres, cultures and traditions
10	Begin to understand the rhythm of words by breaking words into syllables.	Copy back short rhythmic patterns based on words, with one and two syllables whilst marching to the	Copy back a rhythm pattern on one note on tuned percussion; identify which pitch (out of a choice of two)	Copy back phrases of a song with accuracy of rhythm and pitch (across the range of an octave) and melodies	Copy back syncopated rhythms on instruments	Memorise, clap, sing and play back regular rhythms and melodies, using 2 or more adjacent notes	Memorise, clap, sing and play back regular and syncopated rhythms and melodies, using 2 or more

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		steady beat	is being played	which use two different pitches			adjacent notes
DIMENSIONS							
	EYFS	KS1		LKS2		UKS2	
11 PITCH	Begin to recognize high, low & middle sounds.	Recognise and respond to high, low and middle sounds		Recognise and respond to higher and lower sounds and general shapes of a melody and begin to recognise steps, leaps and repeated notes		Identify steps, leaps and repeated notes. Identify a major scale pattern and use pitch knowledge to recreate a piece on tuned instruments	
12 DURATION	Begin to recognize a pulse and patterns of long & short sounds	Recognise and respond to a pulse and patterns of long and short sounds		Distinguish between a pulse and rhythm and understand that rhythmic patterns fit to the beat. Begin to understand 4 metre rhythm pattern and syncopated rhythms		Understand 2, 3 and 4 metre and how rhythms fit into a steady beat. Recognise and use a syncopated rhythm.	
13 DYNAMICS	Begin to recognize loud, quiet & silence	Understand loud, quiet and silence.		Understand getting louder and quieter in finer graduations.		Understand how a wider range of dynamics can be used for expressive effect.	
14 TEMPO	Recognize fast & slow sounds	Understand fast and slow		Understand getting faster and slower in finer graduations		Understand how a wider range of tempo can be used for expressive effect.	
15 TIMBRE	Begin to identify & explore how different percussion sounds are made.	Identify different percussion sounds and how they are made		Identify a range of instruments by name and how they are played and discuss the quality of 'voice' of both instrumental and vocal pieces.		Discuss the 'quality' of voice of vocal and instrumental pieces. Identify families of instruments and ensemble combinations (samba, choir)	
16 TEXTURE	Begin to recognize one sound & how it leads to many sounds.	Recognise and respond to one sound leading to many sounds		Recognise different combinations of layers in music.		Begin to understand different types of harmony (simple parts, use of chords, acappella)	
17 STRUCTURE	Begin to recognise repetition and introduction of music. Begin to identify beginning, middle & end.	Understand and identify beginning, middle and end and use of repetition and introduction.		Develop an understanding of repetition (ostinato) and contrast (verse/chorus) structures and repeat signs.		Develop an understanding of conventional musical structures (repeat signs, coda, drone/ostinato, rondo, theme and variations).	

*Inter-related dimensions of music:

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PITCH: the melody and the way the notes change from low to high and vice versa.

DURATION: the steady beat of a piece of a piece of music (pulse) and the pattern of long and short sounds in a piece of music (pattern)

DYNAMICS: Loud and soft

TEMPO: Fast and slow

TIMBRE: The type of sound – whisper/hum/sing/talk (examples with the voice) or twinkly/hard/soft (examples with instruments)

TEXTURE: Layers of sound (number of instruments or voices playing together)

STRUCTURE: The way the music is laid out –e.g. Verse, chorus, verse.