



Progression in Music Updated September 2024

National Curriculum for Music

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.

Through our music curriculum, pupils will:

- 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 interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

Through Key Stage 1, pupils are 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 interrelated dimensions of music

Through Key Stage 2, pupils are taught to sing and play musically with increasing confidence and control. They develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. They are 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 interrelated dimensions of music

Progression Map

	Pulse	Rhythm	Melody and notation	Active listening	Composing and improvising	Performing	Singing
Year 1	Keep a steady pulse in a group and be able to pick out two different tempos in music	Repeat short basic rhythms and perform simple rhythmic ostinatos	Sing back short melodies that use 2 – 3 pitched notes, and develop an understanding of pattern work in music using rhythmic grids	Identify musical features in a range of high-quality, live and recorded music; replicate basic rhythms	Improvise simple rhythms based on given stimuli (e.g. rhythm grids)	Play simple rhythms of untuned percussion instruments and using body percussion	Sing simple songs in unison, both with and without accompaniment or backing tracks
Year 2	Keep a steady pulse alone and with others with a musical accompaniment. Demonstrate at least 2 different time signatures (3/4 & 4/4)	Repeat longer basic rhythms (2 bars or more); perform from notation (using crotchets, quavers and minims)	Sing back short melodies using at least 3 pitched notes. Perform from musical notation including crotchets and minims	Identify changing elements (e.g music gets faster/louder); replicate these differences in a simple performance	Repeat longer basic rhythms (2 bars of more) and add imitations and variations of those rhythms	Play longer phrases on untuned percussion instruments and body percussion	Sing simple songs in rounds
Year 3	Keep a steady pulse alone and with others, without musical accompaniment; demonstrate 2/4, 3/4 and 4/4, using at least 3 different tempos	Perform longer rhythms (more than 2 bars), using crotchets, quavers, minims and their rests	Perform and compose, using at least 3 pitched notes and simple rhythms (crotchets, quavers, minims and rests)	Identify and describe musical features in music from different traditions. Sing or play back simple melodies from the music	Create basic 3 note tunes and simple rhythms using crotchets, quavers, minims and their rests	Use tuned percussion, melodic instruments and voices to perform melodies and simple rhythms (3 + notes)	Sing songs accompanied by ostinatos from the group
Year 4	Keep a steady pulse on an instrument in 2/3, 3/4, and 4/4, using different tempi, with other pupils accompanying with an ostinato	Perform pieces with at least 2 simultaneous rhythms; recognise and clap back rhythms using single quaver rests	Perform and compose using 5 pitched notes or 4 chords	Compare music from different traditions. Performs music heard aurally that contains 2 parts at the same time	Improvise and compose tunes using 5 notes. Create more developed rhythmic patterns (4 bars)	Perform melodies with 5 notes (or 4 chords) with more complex rhythms on tuned instruments	Sing pieces in two parts
Year 5	Perform at least 3 contrasting tempi, regularly and accurately, on a tuned instrument	Perform pieces using off- beat and dotted rhythms and single quaver rests	Perform and compose using 5 – 8 pitched notes. Capture the work in different form	Whilst listening, identify and perform syncopated/off-beat rhythms. Explain why the music uses those rhythms	Create 4 bar melodies including some off-beat rhythms. Use different tempi and time signatures	Perform 5-8 note melodies or developed chord progressions (2+ chords per bar)	Sing pieces with a range of at least 8 notes in at least 2 parts
Year 6	Follow directions to change tempo accurately, playing alone and with others	Perform pieces which use off-beat and syncopated rhythms in 3 different time signatures and tempos	Perform and compose using 8 pitched notes. Capture the work in different formats, including staff notation so it can be recreated	Describe key features in music including; tempo, metre, instrumentation, melody. Understand features of at least 4 different types/genres of music	Improvise and compose longer pieces using up to 8 notes with a variety of rhythms, tempi and time signatures	Perform with confidence and accuracy alone or as part of a group	Sing musically, responding to performance directions, e.g. phrasing. Sing more extended harmonic parts