



Music Progression of Skills, Knowledge and Vocabulary Map 2025-2026

Expressive Arts and Design	Foundation Stage					
	EYFS Statutory Educational Programme: The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.					
Being Imaginative and Expressive	Foundation Stage 1 Structure, Appreciation			Foundation Stage 2 Structure, Appreciation		
	Sing to self and make up simple songs. Sing familiar songs, for example, pop songs, songs from tv programmes, rhymes and songs from home. Explore and learn how sounds and movements can be changed. Enjoy joining in with moving, dancing and ring games. Tap out simple repeated patterns using body percussion. Use movement and sounds to express experiences, ideas and feelings.			Build a collection of songs and dances. Sing in a group or on their own, increasingly matching the pitch and following the melody. Make music in a range of ways, for example, play with sounds creatively, plays along to the beat of the song they are singing or music they are listening to. Listen to and echo repeated rhythmic patterns using non-tuned percussion instruments. Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups.		
Key Vocabulary	Instruments, know the names of the instruments, triangle, bells, tambourine ..., rhythm, beat, loud, louder, quiet, quieter, fast, faster, slow, slower, change. Musician, composers.					
Year Group Connected Concepts	Key Stage 1 Structure, Appreciation		Lower Key Stage 2 Structure, Appreciation		Upper Key Stage 2 Structure, Appreciation	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understanding Music	Use body percussion, instruments and voices. Find and keep a steady beat together. Copy back simple rhythmic patterns by clapping using long and short. Copy back simple melodic patterns by sing using high and low. Understand there is a difference between a rhythm pattern and a pitch pattern.	Use body percussion, instruments and voices. Find and keep a steady beat together. Copy back and create simple rhythmic patterns using long and short. Copy back and create simple melodic patterns using high and low. Sing short phrases independently. Understand the difference between creating a rhythm and a pitch pattern.	Identify if a song is major or minor in tonality. Use body percussion, instruments and voices. Explore the time signatures of: 2/4, 3/4 and 4/4. Find and keep a steady beat. Copy back and improvise simple rhythmic patterns using minims, crotchets, quavers and their rests. Copy back and improvise simple melodic patterns using the notes: C, D, E	Use body percussion, instruments and voices. Find and keep a steady beat. Listen and copy rhythmic patterns made of semibreves, minims, dotted crotchets, crotchets, quavers, semiquavers and their rests, by ear or from notation. Copy back and improvise within major and minor scales, using the notes: C, D, E D, E, A F, G, A	Use body percussion, instruments and voices. In the time signatures of: 2/4, 3/4, 4/4, 5/4 and 6/8. Find and keep a steady beat. Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation. Copy back melodic patterns using the notes: C, D, E	Use body percussion, instruments and voices. In the key centres of: C major, G major, D major, A minor and D minor. In the time signatures of: 2/4, 3/4, 4/4, 5/4 and 6/8. Find and keep a steady beat. Listen and copy rhythmic patterns made of minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.



		Understand the speed of the beat can change, creating a faster or slower tempo.	G, A, B F, G, A A, B, C Know the difference between crotchets and paired quavers.	D, F, G Understand the difference between creating a rhythm and a pitch pattern.	C, D, E, F, G, A, B, D, E, F#, G, A A, B, C, D, E, F#, G F, G, A, Bb, C, D, E, G, A, B C, D, E, F#	Copy back melodic patterns using the notes: D, E, F, G, A C, D, E, F, G, A, B G, A, B, C, D, E, F# D, E, F#, G, A, B, C# A, B, C, D, E, F, G
Key Vocabulary	<i>Beat, pulse, rhythm, high/low pitch, long and short notes, audience, composer.</i>	<i>Melodic pattern, pitch pattern, choral music, major, minor, melody.</i>	<i>Minim, crotchet, quaver, rest, time signature 2/4, 3/4, 4/4, improvise, notation, staccato.</i>	<i>Semi quaver, semibreve, dotted crotchet, bass clef, composition, melody.</i>	<i>Flat, sharp, triplet quaver, semiquaver, bridge, chords, chorus, note values, syncopation.</i>	<i>Dotted minim, dotted quaver, stave, triple crotchet, stave.</i>
Assessment and indicators	Perform in time and accurately. Share actions and musical responses using long and short, high and low. Use simple music vocabulary. Apply musical patterns and ideas. Create musical ideas that are in time with a steady beat and with a variety of rhythmic patterns. Repeat vocal patterns in tune.	Perform in time and accurately. Share actions and musical responses. Use simple music vocabulary. Apply musical patterns and ideas. Create musical ideas that are in time with a steady beat and with a variety of rhythmic patterns. Repeating vocal patterns in tune.	Remain in time when using body percussion, instruments and voices. Create a four or six bar melody according to the instructions given for the Music Notepad composition task on Charanga. Follow the instrumental part on the screen when playing instrumental parts with the song, playing by ear or with the notation provided. Make an informed decision as to which notes to use when composing and improvising with the song.	Remain in time when using body percussion, instruments and voices. Create a four or six bar melody according to the instructions given for the Music Notepad composition task on Charanga. Follow the instrumental part on the screen when playing instrumental parts with the song, playing by ear or with the notation provided. Make an informed decision as to which notes to use when composing and improvising with the song.	Remain in time when using body percussion, instruments and voices. Create a four, six or eight bar melody according to the instructions given for the Music Notepad composition task on Charanga. Follow the instrumental part on the screen. Playing is secure – by ear or with the notation provided. (Children should aim to be able to read at least the simplest part of the piece). Make an informed decision as to which notes to use when composing and improvising with the song..	Remain in time when using body percussion, instruments and voices. Create a four, six, eight or 12bar melody according to the instructions given for the Music Notepad composition task on Charanga. Follow the instrumental part on the screen. Playing is secure – by ear or with the notation provided. (Children should aim to be able to read at least the simplest part of the piece). In Year 6, this includes any musical expression considered for the performance. Make an informed decision as to which notes and expression to use when composing and improvising with the song.
Year Group Connected Concepts	Key Stage 1 Structure, Appreciation		Lower Key Stage 2 Structure, Appreciation		Upper Key Stage 2 Structure, Appreciation	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening and Appraising	Talk about feelings created by the music. Move and dance with the music.	Identify the beat groupings in the music you sing and listen, e.g. 2time, 3time etc. Move and dance with the music confidently.	Share your thoughts and feelings about the music together. Identify some instruments you can hear playing, recognising that some are	Identify 2/4, 3/4, and 4/4 metre. Identify the tempo as fast, slow or steady. Discuss the structures of songs. Identify:	Identify 2/4, 3/4, 6/8 and 5/4 metre. Identify instruments by ear and through a range of media.	Identify 2/4, 4/4, 3/4, 6/8 and 5/4. Identify the musical style of a song using some musical vocabulary to discuss its Musical Elements.



	<p>Recognise some band and orchestral Instruments.</p> <p>Describe tempo as fast or slow.</p> <p>Describe dynamics as loud and quiet.</p> <p>Begin to understand where the music fits in the world.</p> <p>Begin to understand about different styles of music.</p>	<p>Talk about thoughts and feelings when hearing music.</p> <p>Mark the beat of a listening piece by tapping or clapping and recognising tempo, as well as changes in tempo.</p> <p>Describe tempo as fast or slow.</p> <p>Describe dynamics as loud or quiet.</p> <p>Start to talk about the style of a piece of music.</p> <p>Recognise some band and orchestral instruments.</p> <p>Start to talk about where music might fit into the world.</p>	<p>band instruments and some orchestral instruments.</p> <p>Find the beat or groove of the music.</p> <p>Invent different actions to move in time with the music.</p> <p>Discuss where the music fits into the world.</p> <p>Talk about what the song or piece of music means.</p> <p>Talk about the style of the music.</p>	<p>Call and response</p> <p>A solo vocal or instrumental line and the rest of the ensemble</p> <p>A change in texture</p> <p>Articulation on certain words.</p> <p>Programme music.</p> <p>Identify major and minor tonality.</p> <p>Recognise the sound and notes of the pentatonic scale by ear and from notation.</p> <p>Recognise musical styles and any important musical features that distinguish the style.</p> <p>Talk about the words of a song, thinking about why the song or piece of music was written.</p> <p>Explain what a main theme is and identify when it is repeated.</p> <p>Know and understand what a musical introduction is and its purpose.</p> <p>Describe legato and staccato.</p>	<p>Discuss the structure of the music with reference to verse, chorus, bridge, repeat, signs, chorus and final chorus, improvisation, call and response, and AB form.</p> <p>Identify major and minor tonality.</p> <p>Recognise the sound and notes of the pentatonic and Blues scales, by ear and from notation.</p> <p>Recognise musical styles and any important musical features that distinguish the style.</p> <p>Talk about feelings created by the music, justifying a personal opinion with reference to Musical language.</p> <p>Identify the musical style of a song or piece of music.</p> <p>Explain a bridge passage and its position in a song.</p> <p>Explain rapping.</p> <p>Explain the role of a main theme in musical structure.</p> <p>Know and understand what a musical introduction is and its purpose</p>	<p>Identify instruments by ear and through a range of media.</p> <p>Discuss the structure of the music with reference to verse, chorus, bridge and an instrumental break.</p> <p>Identify chord triads I, IV and V, and intervals within a major scale.</p> <p>Identify the sound of a Gospel choir and soloist, Rock band, symphony orchestra and A Cappella groups.</p> <p>Continue to talk about feelings created by the music.</p> <p>Strongly justify a personal opinion with reference to Musical Elements.</p> <p>Recognise musical styles and any important musical features that distinguish the style.</p> <p>Identify major and minor triads.</p> <p>Explain a bridge passage and its position in a song.</p> <p>Explain the role of a main theme in musical structure.</p> <p>Know and understand what a musical introduction and outro is, and its purpose.</p>
Key vocabulary	<p><i>Mood, orchestra, tempo, audience, fast and slow, high and low sounds, pitch, smooth and spikey sounds, string instruments.</i></p>	<p><i>Pulse, beat, style, 2-time, 3-time, dynamics, call and response, detached sounds, structure and form, musical style, woodwind.</i></p>	<p><i>Composer, forte, legato, major, minor, ostinato, pentatonic scale, texture.</i></p>	<p><i>Timbre, major, minor, orchestral, staccato, articulation, composition, crescendo, diminuendo, fortissimo, mezzo forte, mezzo piano, pentatonic scale, pianissimo, piano, tonality, unison.</i></p>	<p><i>Compare, bridge, chords, interlude, syncopation, composition, interlude.</i></p>	<p><i>Analyse, phrases, note names, note values, musical elements, key signature.</i></p>



Assessment and indicators	<p>Move, dance and respond with their bodies in any way they can.</p> <p>Invent different actions to move in time with the music.</p> <p>Describe their thoughts and feelings when hearing the music. Identifying some of the instruments they can hear.</p> <p>Identify a fast or slow tempo.</p> <p>Identify loud and quiet sounds</p>	<p>Find and keep a steady beat</p> <p>Describe what they see in their imaginations when listening.</p> <p>Talk about why they like/don't like the music.</p> <p>Identify some of the instruments they can hear.</p> <p>Discuss together what the song or piece of music is about.</p> <p>Continue to understand and talk about different styles of music.</p> <p>Identify a fast or slow tempo.</p> <p>Identify loud and quiet sounds</p>	<p>Find the beat of the music and demonstrate it through clapping and/or movement.</p> <p>Talk about why they like or dislike the music, and sharing their ideas about it.</p> <p>Talking about the key instruments they hear.</p> <p>Discussing the style of the music and any other music they have heard that is similar.</p>	<p>Find the beat of more complex music and demonstrate it through clapping/movement.</p> <p>Talk about why they like or don't like the music, and sharing their thoughts and feelings about it (with each other).</p> <p>Using appropriate musical language to describe and discuss the music with relation to the structure, tempo and tonality of the music.</p> <p>Talk about the style of the music and any other music they have heard that is similar.</p>	<p>Find the beat of more complex music and demonstrate it through clapping/movement with confidence.</p> <p>Using appropriate musical language to describe and discuss the music with relation to the structure, tempo and tonality of the music.</p> <p>Recognise that some instruments are band instruments and some are orchestral instruments.</p> <p>Talk about what the song or piece of music might mean.</p>	<p>Find the beat of complex music and demonstrate it securely through clapping/movement.</p> <p>Identify and describe their feelings in depth when hearing the music.</p> <p>Using appropriate musical language to describe and discuss the music with relation to the structure, with growing complexity.</p> <p>Discuss the style of the music with fluency in correct musical vocabulary around musical concepts, elements and structure.</p>
Year Group Connected Concepts	Key Stage 1 Structure, Appreciation		Lower Key Stage 2 Structure, Appreciation		Upper Key Stage 2 Structure, Appreciation	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Singing	<p>Sing, rap, rhyme, chant and use spoken word. Demonstrate good singing posture.</p> <p>Sing songs from memory.</p> <p>Use actions and/ or movement to a song.</p> <p>Follow the leader or conductor.</p> <p>Understand the meaning of a song.</p>	<p>Sing as part of a choir.</p> <p>Demonstrate good singing posture.</p> <p>Sing songs from memory and/or from notation.</p> <p>Sing to communicate the meaning of the words.</p> <p>Sing in unison and sometimes in parts, and with more pitching accuracy.</p> <p>Understand and follow the leader or conductor.</p> <p>Use actions and/ or movement to a song.</p> <p>Understand the meaning of a song.</p>	<p>Sing as part of a choir and in unison.</p> <p>Sing a widening range of unison songs, of varying styles and structures.</p> <p>Demonstrate good singing posture, with an awareness of breathing and phrasing.</p> <p>Perform actions confidently and in time to a range of action songs.</p> <p>Sing songs from memory and/or from notation.</p> <p>Sing with awareness of following the beat.</p> <p>Sing with attention to clear diction.</p> <p>Sing expressively, with attention to the meaning of the words.</p>	<p>Rehearse and learn songs from memory and/or with notation.</p> <p>Sing in different time signatures: 2/4, 3/4 and 4/4.</p> <p>Sing as part of a choir with awareness of size: the larger, the thicker and richer the musical texture.</p> <p>Demonstrate good singing posture.</p> <p>Demonstrate vowel sounds, blended sounds and consonants.</p> <p>Sing 'on pitch' and 'in time'.</p> <p>Sing expressively, with attention to breathing and phrasing.</p> <p>Sing expressively, with attention to staccato and legato.</p>	<p>Rehearse and learn songs from memory and/or with notation.</p> <p>Sing in 2/4, 3/4, 4/4 and 6/8 time.</p> <p>Sing in unison and parts, and as part of a smaller group.</p> <p>Sing 'on pitch' and 'in time'.</p> <p>Sing a second part in a song.</p> <p>Self-correct if lost or out of time.</p> <p>Sing expressively, with attention to breathing and phrasing.</p> <p>Sing expressively, with attention to dynamics and articulation.</p> <p>Develop confidence as a soloist.</p>	<p>Rehearse and learn songs from memory and/or with notation.</p> <p>Sing a broad range of songs as part of a choir, including those that involve syncopated rhythms, with a good sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style.</p> <p>Continue to sing in parts where appropriate.</p> <p>Sing in 2/4, 4/4, 3/4, 5/4 and 6/8.</p> <p>Sing with and without an accompaniment.</p> <p>Sing syncopated melodic patterns.</p>



			<p>Understand and follow the leader or conductor.</p> <p>Discuss what the song or music maybe about.</p>	<p>Talk about the different styles of singing used for different styles of song.</p> <p>Talk about how the songs and their styles connect to the world.</p>	<p>Respond to a leader or conductor.</p> <p>Talk confidently about how connected you feel to the music and how it connects in the world.</p> <p>Talk about the different styles of singing used for different styles of song.</p>	<p>Demonstrate and maintain good posture and breath control whilst singing.</p> <p>Sing expressively, with attention to breathing and phrasing.</p> <p>Sing expressively, with attention to dynamics and articulation.</p> <p>Lead a singing rehearsal.</p> <p>Talk about the different styles of singing used for the different styles of songs sung in this year.</p> <p>Discuss with others how connected you are to the music and songs, and how the songs and styles are connected to the world.</p>
Key Vocabulary	<i>Chant, loud, quiet, chorus, repeat, vocals, high and low sounds.</i>	<i>Melody, pitch, rest, fast, slow, choral music, dynamics, lyrics.</i>	<i>Expression, control, notes, conductor, melodic, unison, articulation, lead singer.</i>	<i>Part, memorise, harmony, scale, posture, notation, tonality.</i>	<i>Melodic phrase, rhythmic phrase, round, pitch, expressively, connected.</i>	<i>Solo, lead, syncopated melodic pattern, phrases, breath control, dynamics.</i>
Assessment and indicators	<p>Sing in small groups.</p> <p>Begin to demonstrate good singing posture – standing up straight with relaxed shoulders.</p> <p>Add actions to a song.</p>	<p>Sing, rap or rhyme as part of a choir/group.</p> <p>Demonstrate good singing posture.</p> <p>Listen for being 'in time' or 'out of time'.</p> <p>Understand and following the leader or conductor</p> <p>Sing unit songs from memory.</p>	<p>Sing as part of a choir and in unison.</p> <p>Sing the unit songs from memory or notation.</p> <p>Listen for being 'in time' or 'out of time', with an awareness of following the beat.</p> <p>Sing with attention to clear diction.</p> <p>Re-join the group with help if they get lost or out of time.</p> <p>Have a go at singing a solo.</p>	<p>Sing as part of a choir and in unison with developing confidence.</p> <p>Sing the unit songs from memory or notation.</p> <p>Listen for being 'in time' or 'out of time', with an awareness of following the beat.</p> <p>Sing expressively, with attention to breathing and phrasing.</p> <p>Sing expressively, with attention to the meaning of the words.</p>	<p>Sing as part of a choir and in unison with confidence.</p> <p>Demonstrate excellent singing posture.</p> <p>Develop confidence as a soloist.</p> <p>Connect with and trying to understand the meaning, emotion and intent of the song.</p> <p>Respond to a leader or conductor.</p> <p>Perform actions confidently and in time.</p>	<p>Sing as part of a choir and in unison with confidence.</p> <p>Demonstrate excellent singing posture.</p> <p>Make suggestions on how to sing expressively, with attention to dynamics</p> <p>Sing expressively, with attention to staccato and legato.</p> <p>Lead a singing session.</p>
Year Group Connected Concepts	Key Stage 1 Structure, Appreciation		Lower Key Stage 2 Structure, Appreciation		Upper Key Stage 2 Structure, Appreciation	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Playing Instruments	Rehearse and learn to play a simple melodic instrumental part by ear or from simple notation.	Rehearse and learn to play a simple melodic instrumental part by ear or from notation.	Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major and E major.	Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F	Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F	Rehearse and learn to play one of four differentiated instrumental parts by ear or from notation, in the tonal centres of C major, F



			Develop facility in playing tuned percussion or a melodic instrument, such as a violin or recorder.	major, G major and D major.	major, G major, E \flat major, C minor and D minor. Understand how to rehearse a piece of music in order to improve.	major, G major, D major, E major, A major, E \flat major, D minor and F minor. Play a melody following staff notation written on one stave and using notes within an octave range (do-do); make decisions about dynamic range. Understand how to rehearse a piece of music in order to improve.
Key Vocabulary	<i>Instruments, xylophone, long, short, high, low, audience, rhythm, sound, loud, quiet, chorus, repeat.</i>	<i>Melody, pitch, pulse, tempo, increasing, decreasing, rest, note, notation, untuned, beat, ostinato, riff.</i>	<i>Expression, control, melodic instrument, major, minor, conductor.</i>	<i>Part, memorise, harmony, texture, timbre, treble clef.</i>	<i>Form, round, rondo, rhythmic phrase, solo, lead.</i>	<i>Fortissimo, pianissimo, mezzo forte, mezzo piano.</i>
Assessment and indicators	Play a part on an untuned instrument by ear. Rehearse and perform their parts within the context of the unit song. Learn to treat instruments carefully and with respect. Play together with everybody. Performing short, repeating rhythm patterns.	Play a part on an untuned instrument by ear or from notation. Rehearse and perform their parts within the context of the unit song. Learning to treat instruments carefully and with respect. Play together with everybody while keeping in time with a steady beat. Perform short, repeating rhythm patterns (ostinato or riffs) while keeping in time with a steady beat.	Play a part on a tuned instrument by ear. Play the right notes with more secure rhythms. Play together with everybody while keeping the beat. Listen to and follow musical instructions from a leader. Treat instruments carefully and with respect. Play their instruments with good posture.	Play a part on a tuned instrument by ear or from notation. Play the right notes with more secure rhythms. Rehearse and performing their parts within the context of the unit song. Play together with everybody while keeping the beat. Listen to and following musical instructions from a leader. Treat instruments carefully and with respect. Play their instruments with good posture.	Play a part on a tuned instrument by ear or from notation. Play the right notes with secure rhythms. Rehearse and performing their parts within the context of the unit song with confidence. Play together with everybody while keeping the beat. Listen to and following musical instructions from a leader. Treat instruments carefully and with respect. Play their instruments with good posture.	Play a part on a tuned instrument by ear or from notation. Play the right notes with secure rhythms. Rehearse and performing their parts within the context of the unit song. Play together with everybody while keeping the beat. Listen to and following musical instructions from a leader. Treat instruments carefully and with respect. Play their instruments with good posture. Play a harder part.
Year Group Connected Concepts	Key Stage 1 Structure, Appreciation		Lower Key Stage 2 Structure, Appreciation		Upper Key Stage 2 Structure, Appreciation	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6



Creating: Improvising	<p>Explore improvisation within a major and minor scale using the notes: C, D, E D, E, A F, G, A D, F, G</p> <p>Improvise simple vocal patterns using 'Question and Answer' phrases.</p> <p>Understand the difference between creating a rhythm pattern and a pitch pattern.</p>	<p>Explore improvisation within a major scale using the notes: C, D, E C, G, A G, A, B F, G, A</p> <p>Work with a partner and in the class to improvise simple 'Question and Answer' phrases, to be sung and played on untuned percussion, creating a musical conversation.</p> <p>Understand that improvisation is about making up your own very simple tunes on the spot.</p>	<p>Explore improvisation within a major scale using the notes: C, D, E C, D, E, F, G C, D, E, G, A G, A, B, G, A, B, D, E G, A, B, C, D F, G, A, F, G, A, C, D</p> <p>Become more skilled in improvising (using voices, tuned and untuned percussion, and instruments played in whole class/group/individual/instrumental teaching), inventing short 'on the spot' responses using a limited note range.</p> <p>Structure musical ideas (e.g. using echo or 'Question and Answer' phrases) to create music that has a beginning, middle and end.</p>	<p>Explore improvisation within a major scale using the notes: C, D, E C, D, E, G, A C, D, E, F, G D, E, F\sharp, D, E, F\sharp, A, B</p> <p>Improvise on a limited range of pitches on the instrument you are now learning, making use of musical features, including smooth (legato) and detached (staccato) articulation.</p> <p>Improvise over a simple chord progression.</p> <p>Explore improvisation within a major scale, using more notes.</p>	<p>Explore improvisation within a major scale, using the notes: C, D, E\flat, F, G C, D, E, F, G C, D, E, G, A F, G, A, B\flat, C D, E, F, G, A</p> <p>Improvise over a simple groove, responding to the beat and creating a satisfying melodic shape.</p> <p>Experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano).</p>	<p>Explore improvisation within a major scale, using the notes: C, D, E, F, G G, A, B\flat, C, D G, A, B, C, D F, G, A, C, D</p> <p>Improvise over a groove, responding to the beat, creating a satisfying melodic shape with varied dynamics and articulation.</p>
Key Vocabulary	<i>Improvise, instruments, rhythm, pattern, sequence, long, short, high, low</i>	<i>Symbol, notation, structure, phrase, duration, pitch, graphic score</i>	<i>Metre, beat, contrast, scale, pentatonic scale, ostinato, key signature.</i>	<i>Record, standard notation, scale, dynamics, forte, legato.</i>	<i>Effect, syncopated, contrast, fortissimo, pianissimo, mezzo forte, mezzo piano.</i>	<i>Compose, composition, dimensions of music, improvisation.</i>
Assessment and indicators	<p>Begin to create personal musical ideas using the given notes for this unit.</p> <p>Follow a steady beat and staying 'in time'.</p>	<p>Begin to create personal musical ideas using the given notes for this unit.</p> <p>Follow a steady beat and staying 'in time'.</p>	<p>Following a steady beat and stay 'in time'.</p> <p>Becoming more skilled in improvising; perhaps trying more notes and rhythms.</p> <p>Create music with 'phrases' made up of notes, rather than just lots of notes played one after the other.</p>	<p>Following a steady beat and stay 'in time'.</p> <p>Becoming more skilled in improvising; perhaps trying more notes and rhythms.</p> <p>Becoming more skilled in improvising; perhaps trying to use melodic jumps that might get higher and lower.</p> <p>Exploring rhythm patterns created from quavers, crotchets, semiquavers and their rests.</p> <p>Including rests or silent beats.</p> <p>Thinking about creating music with 'phrases' made up of notes, rather than just</p>	<p>Following a steady beat and stay 'in time'.</p> <p>Becoming more skilled in improvising with more notes and rhythms.</p> <p>Becoming more skilled in improvising; trying to use melodic jumps that might get higher and lower.</p> <p>Exploring rhythm patterns created from quavers, crotchets, semiquavers, minims and their rests.</p> <p>Including rests or silent beats.</p> <p>Include smooth (legato) and detached (staccato) articulation when playing notes.</p>	<p>Follow a steady beat and stay 'in time'.</p> <p>Become more skilled in improvising; trying more notes and rhythms.</p> <p>Include rests or silent beats.</p> <p>Think about creating music with 'phrases' made up of notes, rather than just lots of notes played one after the other.</p> <p>Challenge themselves to play for longer periods, both as a soloist and in response to others in a group.</p>



				lots of notes played one after the other.	Thinking about creating music with 'phrases' made up of notes, rather than just lots of notes played one after the other.	
Year Group Connected Concepts	Key Stage 1 Structure, Appreciation		Lower Key Stage 2 Structure, Appreciation		Upper Key Stage 2 Structure, Appreciation	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Creating: Composing	<p>Explore and create graphic scores:</p> <p>Create musical sound effects and short sequences of sounds in response to music and video stimulus.</p> <p>Create a story, choosing and playing classroom instruments and/or sound makers.</p> <p>Recognise how graphic notation can represent created sounds.</p> <p>Use music technology, if available, to capture, change and combine sounds.</p> <p>Use simple notation if appropriate: Create a simple melody using crotchets and minims: C, D C, D, E</p>	<p>Explore and create graphic scores;</p> <p>Create musical sound effects and short sequences of sounds in response to music and video stimulus.</p> <p>Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.</p> <p>Create a story, choosing and playing classroom instruments.</p> <p>Create and perform your own rhythm patterns with stick notation, including crotchets, quavers and minims.</p> <p>Use music technology, if available, to capture, change and combine sounds.</p>	<p>Create a melody in style of a backing track, giving the melody a shape and describing how it was created.</p> <p>Compose over a simple chord progression.</p> <p>Compose over a simple groove.</p> <p>Compose over a drone.</p> <p>Start to use simple structures within compositions, eg introduction, verse, chorus or AB form.</p> <p>Use simple dynamics.</p> <p>Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values.</p> <p>Create a simple melody using crotchets,</p>	<p>Combine known rhythmic notation with letter names, to create short, pentatonic phrases using a limited range of five pitches, suitable for the instruments being learnt.</p> <p>Compose over a simple chord progression.</p> <p>Compose over a groove.</p> <p>Compose over a drone.</p> <p>Use music technology, if available, to capture, change and combine sounds.</p> <p>Start to use simple structures within compositions, e.g. introduction, verse, chorus or AB form.</p> <p>Use simple dynamics.</p> <p>Compose song accompaniments on tuned and untuned percussion,</p>	<p>Start to use structures within compositions, e.g. introduction, multiple verse and chorus sections, AB form or ABA form (ternary form).</p> <p>Use chords to compose music to evoke a specific atmosphere, mood or environment.</p> <p>Compose song accompaniments, perhaps using basic chords.</p> <p>Use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet).</p> <p>Use full scales in different keys.</p> <p>Understand how chord triads are formed and play them on tuned percussion,</p>	<p>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.</p> <p>Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody.</p> <p>Create a simple chord progression.</p> <p>Compose a ternary (ABA form) piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved.</p> <p>Create music in response to music and video stimulus.</p> <p>Use music technology, if available, to capture,</p>



	<p>C, D, E, F C, D, E, F, G Start and end on the note C F, G F, G, A F, G, A, C F, G, A, C, D Start and end on the note F D, F D, F, G D, F, G, A D, F, G, A, C Start and end on the note D</p>	<p>Use notation if appropriate: Create a simple melody using crotchets and minims: C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C (C major) G, A G, A, B G, A, B, D G, A, B, D, E Start and end on the note G (Pentatonic on G) F, G F, G, A F, G, A, C F, G, A, C, D Start and end on the note F (Pentatonic on F)</p>	<p>minims and perhaps paired quavers: C, D C, D, E C, D, E, G C, D, E, G, A Start and end on the note C (Pentatonic on C) C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C (C major) F, G F, G, A F, G, A, B\flat F, G, A, B\flat, C Start and end on the note F (F major) G, A G, A, B G, A, B, D G, A, B, D, E Start and end on the note G (Pentatonic on G)</p>	<p>using known rhythms and note values. Create a melody using crotchets, minims, quavers and their rests. Use a pentatonic scale: C, D C, D, E C, D, E, G C, D, E, G, A Start and end on the note C (Pentatonic on C) C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C (C major) A, B A, B, C A, B, C, D A, B, C, D, E Start and end on the note A (A minor) D, E D, E, F D, E, F, G D, E, F, G, A Start and end on the note D (D minor) G, A G, A, B G, A, B, D G, A, B, D, E Start and end on the note G (Pentatonic on G)</p>	<p>melodic instruments or keyboards. Perform simple, chordal accompaniments. Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, plus all equivalent rests. Use a pentatonic and a full scale. Use major and minor tonality: F, G F, G, A F, G, A, B\flat F, G, A, B\flat, C Start and end on the note F (F major) G, A G, A, B G, A, B, C G, A, B, C, D Start and end on the note G (G major) G, A G, A, B G, A, B, D G, A, B, D, E Start and end on the note G (Pentatonic on G)</p>	<p>change and combine sounds. Start to use structures within compositions, e.g. introduction, multiple verse and chorus sections, AB form or ABA form (ternary form). Use rhythmic variety. Compose song accompaniments, perhaps using basic chords. Use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet). Use full scales in different keys. Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, and all equivalent rests. Use a pentatonic and a full scale. Use major and minor tonality: C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C (C major) G, A G, A, B G, A, B, D G, A, B, D, E Start and end on the note G (Pentatonic on G) G, B\flat G, B\flat, C G, B\flat, C, D G, B\flat, C, D, F</p>
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Key Vocabulary	<i>Compose, instruments, rhythm, pattern, sequence, long, short, high, low.</i>	<i>Symbol, notation, structure, phrase, duration, pitch, graphic score.</i>	<i>Metre, beat, contrast, flat, stave, time signature.</i>	<i>Standard notation, scale, dynamics, crotchets, minims, quavers, pentatonic scale</i>	<i>Eeffect, syncopated, contrast, fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet).</i>	<i>Musical devices, chord, melody, bass line, scales, key, major and minor tonality</i>
Assessment and indicators	<p>Perform their simple composition/s using two, three, four or five notes.</p> <p>Start their tune/s on note one and ending it on note one.</p> <p>Begin to understand that composing is like writing a story with music.</p>	<p>Perform their simple composition/s using two, three, four or five notes.</p> <p>Start their tune/s on note one and ending it on note one.</p> <p>Create a melody in keeping with the style of the backing track.</p>	<p>Include a home note, to give a sense of an ending; coming home.</p> <p>Perform their simple composition/s using their own choice of notes.</p> <p>Describe how their melodies were created.</p> <p>Create a tempo instruction.</p> <p>Use simple rhythmic combinations of minims, crotchets and paired quavers with their corresponding rests to create rhythm patterns.</p>	<p>Explain its musical shape, identifying melodic intervals (a melody that leaps) and melodic steps (a melody that moves to the next note).</p> <p>Include a home, to give a sense of an ending; coming home.</p> <p>Perform their simple composition using their own choice of notes.</p> <p>Describe how their melody was created.</p> <p>Successfully create a melody in keeping with the style of the backing track.</p> <p>Begin to understand the structure of the composition.</p>	<p>Explain its musical shape, Include a home note, to give a sense of an ending; coming home.</p> <p>Perform their simple composition/s using their own choice of notes.</p> <p>Describe how their melodies were created.</p> <p>Successfully create a melody in keeping with the style of the backing track</p> <p>Understand the structure of the composition.</p>	<p>Explain its musical shape, identifying melodic intervals (a melody that leaps) and melodic steps (a melody that moves to the next note).</p> <p>Including a home note, to give a sense of an ending; coming home.</p> <p>Perform their simple composition/s using their own choice of notes.</p> <p>Describe how their melodies were created.</p> <p>Successfully create a melody in keeping with the style of the backing track.</p> <p>Create their composition/s with an awareness of the</p>



						<p>basic/simple chords in the backing track.</p> <p>Understand the structure of the composition.</p>
Year Group Connected Concepts	Key Stage 1 Structure, Appreciation		Lower Key Stage 2 Structure, Appreciation		Upper Key Stage 2 Structure, Appreciation	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Performing	<p>Rehearse a song and perform it to an audience.</p> <p>Add actions and movement to the song.</p> <p>Perform the song from memory.</p> <p>Follow the leader or conductor.</p> <p>Talk about the performance afterwards, expressing what was enjoyed and what they think could have been better.</p>	<p>Rehearse a song and perform it to an audience.</p> <p>Add actions and movement to the song.</p> <p>Perform the song from memory.</p> <p>Follow the leader or conductor.</p> <p>Play tuned and untuned instruments musically within the performance.</p> <p>Use the voice expressively and creatively by singing simple songs.</p> <p>Play together as a group /band /ensemble.</p> <p>Talk about the performance afterwards; saying what they enjoyed and what they think could have been better.</p>	<p>Rehearse a song and then perform it to an audience, explaining why the song was chosen.</p> <p>Add actions to the song.</p> <p>Perform the song from memory.</p> <p>Follow the leader or conductor.</p> <p>Play tuned and untuned instruments musically within the performance.</p> <p>Use the voice expressively and creatively by singing simple songs.</p> <p>Play together as a group /band /ensemble.</p> <p>Talk about the performance afterwards; saying what they enjoyed and what they think could have been better.</p>	<p>Rehearse a song and then perform it to an audience, explaining why the song was chosen.</p> <p>Add actions to the song.</p> <p>Perform the song from memory.</p> <p>Follow the leader or conductor.</p> <p>Play tuned and untuned instruments musically within the performance.</p> <p>Use the voice expressively and creatively by singing simple songs.</p> <p>Play together as a group /band /ensemble.</p> <p>Evaluate the performance afterwards; saying what they enjoyed and what they think could have been better.</p>	<p>Create, rehearse and present a holistic performance for a specific purpose, for a friendly but unfamiliar audience.</p> <p>Perhaps perform in smaller groups, as well as with the whole class.</p> <p>Perform a range of repertoire pieces and arrangements, combining acoustic instruments to form mixed ensembles, including a school orchestra.</p> <p>Perform from memory or with notation, with confidence and accuracy. Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance.</p> <p>Create, rehearse and present a holistic performance for a specific event, for an unfamiliar audience, with a detailed understanding of the musical, cultural and historical contexts.</p>	<p>Create, rehearse and present a holistic performance for a specific purpose, for a friendly but unfamiliar audience.</p> <p>Perhaps perform in smaller groups, as well as with the whole class.</p> <p>Perform a range of repertoire pieces and arrangements, combining acoustic instruments to form mixed ensembles, including a school orchestra.</p> <p>Perform from memory or with notation, with confidence and accuracy. Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance.</p> <p>Create, rehearse and present a holistic performance for a specific event, for an unfamiliar audience, with a detailed understanding of the musical, cultural and historical contexts.</p>



					<p>Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.</p> <p>Perform from memory or with notation.</p> <p>Understand the value of choreographing any aspect of a performance.</p> <p>Understand the importance of the performing space and how to use it.</p>	<p>Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.</p> <p>Perform from memory or with notation.</p> <p>Understand the value of choreographing any aspect of a performance.</p> <p>Understand the importance of the performing space and how to use it.</p>
Key Vocabulary	<i>Rehearsing, planning, performing</i>	<i>Notation, composer</i>	<i>Ensemble, melodies</i>	<i>Ensemble, melodies</i>	<i>Repertoire, improvisatory, acoustic</i>	<i>Repertoire, improvisatory, acoustic</i>
Assessment and indicators	<p>Introduce the performance.</p> <p>Play tuned and untuned instruments musically within the performance.</p> <p>Begin to use the voice expressively and creatively by singing simple songs.</p> <p>Begin to play together as a group /band /ensemble.</p>	<p>Plan, rehearse and perform for an audience a song that has been learnt in the lesson, from memory or with notation</p> <p>Explain why the song was chosen.</p> <p>Talk about the strengths of the performance, how they felt and what they would like to change.</p> <p>Introduce the performance with an understanding of what the song is about and comment on any other relevant connections.</p> <p>Rehearse and enjoy the opportunity to share what has been learnt in the lessons.</p> <p>Explain why the song was chosen, including its composer and the historical and cultural context of the song.</p>	<p>Plan, rehearse and perform for an audience a song that has been learnt in the lesson, from memory or with notation, and with confidence.</p> <p>Explain why the song was chosen.</p> <p>Talk about the strengths of the performance, how they felt and what they would like to change.</p> <p>Introduce the performance with an understanding of what the song is about and comment on any other relevant connections.</p> <p>Perform, with confidence, a song from memory or using notation.</p> <p>Play and perform melodies following staff notation, using a small range, as a whole class or in small groups.</p> <p>Explain why the song was chosen, including its</p>	<p>Plan, rehearse and perform for an audience a song that has been learnt in the lesson, from memory or with notation, and with confidence.</p> <p>Explain why the song was chosen.</p> <p>Talk about the strengths of the performance, how they felt and what they would like to change.</p> <p>Introduce the performance with an understanding of what the song is about and comment on any other relevant connections.</p> <p>Rehearse and enjoy the opportunity to share what has been learnt in the lessons.</p> <p>Perform, with confidence, a song from memory or using notation.</p> <p>Play and perform melodies following staff notation, using a small range, as a</p>	<p>Plan, rehearse and perform for an audience a song with increasing complexity that has been learnt in the lesson, from memory or with notation, and with confidence.</p> <p>Rehearse and lead parts of the performance, individually or as a group.</p> <p>Explain why the song was chosen, including its composer and the historical and cultural context of the song.</p> <p>Lead part of the rehearsal and part of the performance.</p> <p>Record the performance and compare it to a previous performance; explain how well the performance communicated the mood of each piece.</p>	<p>Plan, rehearse and perform for an audience a song with increasing complexity that has been learnt in the lesson, from memory or with notation, and with confidence.</p> <p>Rehearse and lead parts of the performance, individually or as a group.</p> <p>Record the performance and compare it to a previous one.</p> <p>Collect feedback from the audience and reflect on how the audience believed in/supported the performance.</p> <p>Discuss how the performance might change if it were repeated in a larger/smaller performance space.</p>



			<p>composer and the historical and cultural context of the song.</p>	<p>whole class or in small groups. Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance.</p> <p>Explain why the song was chosen, including its composer and the historical and cultural context of the song.</p>	<p>Discuss and talk musically about the strengths and weaknesses of a performance.</p> <p>Collect feedback from the audience and reflect on how future performance.</p>	
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