

Progression map

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Singing	<ul style="list-style-type: none"> • Sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions and counting in. • Begin with simple songs with a very small range, mi-so and then slightly wider • Sing a wide range of call and response songs, control vocal pitch and match pitch with accuracy. 	<p>Sing songs regularly with a pitch range of do-so with increasing vocal control.</p> <ul style="list-style-type: none"> • Sing songs with a small pitch range, pitching accurately. • Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g. crescendo) 	<p>Sing a widening range of unison songs of varying styles and structures with a pitch range of do–so, tunefully and with expression. Perform forte and piano, loud and soft.</p> <ul style="list-style-type: none"> • Perform actions confidently and in time to a range of action songs. • Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. • Perform as a choir in school assemblies. 	<p>Continue to sing a broad range of unison songs with the range of an octave (do–do) pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo).</p> <ul style="list-style-type: none"> • Sing rounds and partner songs in different time signatures (2, 3 and 4 time) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony. • Perform a range of songs in school assemblies 	<ul style="list-style-type: none"> • Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and appropriate style. • Sing three-part rounds, partner songs and songs with a verse and a chorus. • Perform a range of songs in school assemblies and in school performance opportunities. 	<p>Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style.</p> <ul style="list-style-type: none"> • Continue to sing three- and four-part rounds or partner songs, and experiment with positioning singers randomly within the group – i.e. no longer in discrete parts – in order to develop greater listening skills, balance between parts and vocal independence. • Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.
Listening	<p>Teachers should develop pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and</p>	<p>Teachers should develop pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. Listening to</p>	<p>Teachers should develop pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. Listening to recorded performances should be complemented by</p>	<p>Teachers should develop pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening</p>	<p>Teachers should develop pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are</p>	<p>Teachers should develop pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are</p>

	<p>playing. Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school.</p>	<p>recorded performances should be complemented by opportunities to experience live music making in and out of school</p>	<p>opportunities to experience live music making in and out of school.</p>	<p>to, singing and playing. Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school.</p>	<p>listening to, singing and playing. Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school.</p>	<p>listening to, singing and playing. Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school.</p>
<p>Composing</p>	<ul style="list-style-type: none"> • Improvise simple vocal chants, using question and answer phrases. • Create musical sound effects and short sequences of sounds in response to stimuli. Combine sounds to make a story, choosing and playing instruments or sound-makers. • Understand the difference between creating a rhythm pattern and a pitch pattern. • Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns. • Use music technology, if available, to capture, change and combine sounds. • Recognise how graphic notation can represent created sounds. Explore and invent own symbols. 	<ul style="list-style-type: none"> • Create music in response to a non-musical stimulus. • Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation. • Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces. • Use music technology, if available, to capture, change and combine sounds. Town, village, factory, farm, house, office, port, harbour and shop 	<ul style="list-style-type: none"> • 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. • Structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end. Pupils should compose in response to different stimuli, e.g. stories, verse, images (paintings and photographs) and musical sources. 	<ul style="list-style-type: none"> • Improvise on a limited range of pitches on the instrument they are now learning, making use of musical features including smooth (legato) and detached (staccato). • Begin to make compositional decisions about the overall structure of improvisations. Changes over time. 	<ul style="list-style-type: none"> • Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments. • Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano) 	<ul style="list-style-type: none"> • Create music with multiple sections that include repetition and contrast. • Use chord changes as part of an improvised sequence. • Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape

KS1 Musicianship Instrument/Beat Rhythm Pitch	Pulse/Beat. <ul style="list-style-type: none"> Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. Use body percussion, (e.g. clapping, tapping, walking) and classroom percussion (shakers, sticks and blocks, etc.), playing repeated rhythm patterns (ostinato) and short, pitched patterns on tuned instruments (e.g. glockenspiels or chime bars) to maintain a steady beat. Respond to the pulse in recorded/live music through movement and dance. 	Pulse / Beat <ul style="list-style-type: none"> Understand that the speed of the beat can change, creating a faster or slower pace (tempo). Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo. Walk in time to the beat of a piece of music or song. Know the difference between left and right to support coordination and shared movement with others. Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats. Identify the beat groupings in familiar music that they sing regularly and listen to. 	Performing Instrumental Performance. <ul style="list-style-type: none"> Develop facility in playing tuned percussion or a melodic instrument, such as violin or recorder. Play and perform melodies following staff notation using a small range (e.g. Middle C–E/do–mi) as a whole class or in small groups (e.g. trios and quartets). Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-mi. Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow. Extend to question-and-answer phrases. 	Pupils should be taught to: <ul style="list-style-type: none"> Develop facility in the basic skills of a selected musical instrument over a sustained learning period. Play and perform melodies following staff notation using a small range (e.g. Middle C–G/do–so) as a whole-class or in small groups. Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching. Identify static and moving parts. Copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A). 	Performance Instrumental performance <ul style="list-style-type: none"> Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave and using notes within the octave range (do–do); make decisions about dynamic range, including very loud, very quiet, moderately loud and moderately quiet. Understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments to familiar songs. Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra. Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies 	Performance Instrumental Performance <ul style="list-style-type: none"> Play a melody following staff notation written on one stave and using notes within an octave range (do–do); make decisions about dynamic range, including very loud, very quiet, moderately loud and moderately quiet. Accompany this same melody, and others, using block chords or a bass line. Engage with others through ensemble playing with pupils taking on melody or accompaniment roles
	KS2 Performing Instrumental Performance Reading Notation	Rhythm Perform short copycat rhythm patterns accurately, led by the teacher. <ul style="list-style-type: none"> Perform short repeating rhythm patterns (ostinato) while keeping in time with a steady beat. Perform word-pattern chants; create, retain and perform their own rhythm patterns Pitch <ul style="list-style-type: none"> Listen to sounds in the local school environment, comparing high and low sounds. Sing familiar songs in both low and high voices and talk about the difference in sound. Explore percussion sounds to enhance storytelling. 	Rhythm. <ul style="list-style-type: none"> Play copycat rhythms, copying a leader, and invent rhythms for others to copy on un-tuned percussion. Create rhythms using word phrases as a starting point. Read and respond to chant rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests. Create and perform their own chanted rhythm patterns with the same stick Pitch Play a range of singing games based on the cuckoo interval matching voices accurately, supported by a leader playing the melody. <ul style="list-style-type: none"> Sing short phrases independently within a singing game or short song. 	Performing Reading Notation <ul style="list-style-type: none"> Understand the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch. Understand the differences between crotchets and paired quavers. Apply word chants to rhythms, understanding how to link each syllable to one musical note 	Performing Reading Notation <ul style="list-style-type: none"> Understand the differences between minims, crotchets, paired quavers and rests. Read and perform pitch notation within a defined range (e.g. C–G/do–so). Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble 	Performing Reading and Notation <ul style="list-style-type: none"> Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers. Understand the differences between 2/4, 3/4 and 4/4 time signatures. Read and perform pitch notation within an octave (e.g. C–C'/do–do). Read and play short rhythmic phrases at sight from prepared cards,

	<ul style="list-style-type: none">• Follow pictures and symbols to guide singing and playing.	<ul style="list-style-type: none">• Respond independently to pitch changes heard in short melodic phrases, indicating with actions.• Recognise dot notation and match it to 3-note tunes played on tuned percussion.			using conventional symbols for known rhythms and note durations	
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EYFS	
<u>Singing</u>	<p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by Another person (pitch match)</p> <p>Sing the melodic shape (moving Melody such as up and down, down and Up) of familiar songs.</p> <p>Create their own songs or improvise a Song around one they know.</p> <p>Listen to songs paying attention to how they sound.</p> <p>Learn rhymes poems and songs.</p> <p>Sing in a group or on their own Increasingly matching the pitch and following the melody.</p>
<u>Listening</u>	<p>Listen with increased attention to sound.</p> <p>Respond to what they have heard expressing their thoughts and feelings.</p> <p>Listen carefully to rhymes and songs paying attention to how they sound.</p> <p>Listen attentively move to talk about music expressing their feelings and responses.</p>
<u>Composing</u>	<p>Create their own songs or improvise a song around one they know.</p> <p>Combine different movements with ease and fluency.</p> <p>Explore use and refine a variety of artistic effects to express their ideas and feelings.</p>

	<p>Create collaboratively sharing ideas resources and skills.</p> <p>Explore and engage in music making dance performing solo or in groups</p>
<u>Musicianship</u>	<p>Sing the pitch of a tone sung by another person.</p> <p>Sing the melodic shape such as up and down- of familiar sounds</p> <p>Create their own songs or improvise a Song around one they know.</p> <p>Play instruments with increasing Control to express their ideas and feelings.</p> <p>Return to and build on their previous learning refining ideas and develop their ability to represent them.</p> <p>Sing in a group or on their own increasingly matching pitch and following melody.</p> <p>Explore and engage in music making and dance performing solo or in groups.</p>