

Music Progression Map – Year 1 to Year 6

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Singing	Sing simple songs with a limited range, and chants and rhymes from memory. Singing collectively at the same pitch, responding to simple visual directions. Sing call-and-response songs to control and match vocal pitch. Understand how to warm voices ready to sing.	Sing songs with a small pitch range accurately with increasing vocal control. Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing. Understand good posture to support singing.	Sing unison songs with widening pitch range, in varying styles, tunelessly and with expression. Perform actions confidently and in time. Perform as a choir in school assemblies.	Sing unison songs with an octave range, pitching accurately, and following choral directions. Sing rounds and partner songs with different time signatures. Sing songs with a simple second part to introduce vocal harmony. Perform a range of songs in school assemblies	Sing songs with a sense of ensemble and performance. Observe phrasing, accurate pitching and appropriate style. Sing three-part rounds, partner songs, and songs with a verse and a chorus. Perform in school assemblies and other performance opportunities.	Sing songs with syncopated rhythms. Sing as part of a choir, with a sense of ensemble and performance. Observe rhythm, phrasing, accurate pitching and appropriate style. Experiment with positioning singers. Perform in school and to a wider audience.
Playing instruments	Play untuned percussion.	Play untuned/tuned percussion and classroom instruments using notes G, A, and B.	Play untuned/tuned percussion, classroom and whole-class instruments (if appropriate) using notes G, A, B, D, and E.	Play tuned percussion, classroom and whole-class instruments (if appropriate) using notes C, D, E, F, G, A, and B.	Play tuned percussion, classroom and whole-class instruments (if appropriate) using major and minor scales and chords.	Play tuned percussion, classroom and whole-class instruments (if appropriate) using major and minor scales and chord progressions.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening	Listen attentively and with understanding to music from different historical periods.	Recognise the sound of different families of instruments and how each makes a sound. Listen to music from around the world.	Aurally identify dimensions in music, such as pitch and texture. Appreciate and respond to music from across historical periods and traditions.	Listen with attention to detail and recall sounds with increasing aural memory. Understand contrasting traditions and stories.	Develop and expand musical understanding through critical listening. Understand the stories, origins, traditions, history and social context of Brazilian samba.	Further develop students' knowledge and understanding of the music they are listening to.
Creating	Improvise simple vocal chants using question-and-answer phrases. Create musical sound effects in response to a stimulus. Combine sequences of sounds to make a story. Understand the difference between creating a rhythm pattern and a pitch pattern. Invent, remember and perform rhythm and pitch patterns. Recognise and create graphic notation to represent sounds.	Sing and play, using percussion instruments, simple, improvised question and answer phrases. Create music in response to a non-musical stimulus. Use graphic symbols and dot or stick notation to record composed pieces.	Develop improvising skills using voices and untuned and tuned instruments, inventing short 'on-the-spot' responses with a limited note-range. Compose in response to different types of stimuli. Structure musical ideas to create music that has a beginning, middle and end. Create and simply notate three-note phrases. Compose song accompaniments on untuned percussion.	Improvise with a limited range of notes, paying attention to musical features such as legato and staccato (smooth and detached) articulation. Make compositional decisions about the overall structure of improvisations. Create and play short pentatonic phrases using five notes.	Improvise freely over a drone or groove, developing a sense of shape and character. Experiment with a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo). Compose melodies made from pairs of phrases in a major and minor key. Compose a short ternary piece. Enhance these melodies with rhythmic or chordal accompaniment.	Extend improvised melodies beyond 8 beats. Develop improvisation skills to create music with multiple sections that include repetition and contrast. Use chord changes as part of an improvised sequence.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Music Technology	Use the Rhythm Grids tool to create and read simple rhythm patterns. Use the Percussion Writer tool to write and read symbols that represent sounds. Optional: use the Quickbeats tool to explore drum patterns.	Use the Rhythm Grids tool to create and read more complex rhythm patterns. Use the Music Notepad tool to recognise and write music. Use the Listen Out tools to explore music from around the world.	Use the Music Explorer tool to write and read music. Use video to capture and record creative ideas.	Use the Music Explorer tool to write sequences of 2, 3 or 4-beat phrases, arranged into bars. Use the YuStudio DAW to explore musical components and sound effects by composing music for a video. Use YuStudio to introduce major and minor chords. Use video to capture and record creative ideas.	Use the Music Notepad tool to create a ternary piece. Use YuStudio to explore major and minor chords and to evoke a specific atmosphere, mood or environment.	Use the Music Notepad tool to plan, compose, notate, and play melodic phrases that incorporate rhythmic variety and interest. Use YuStudio to create and produce music with multiple sections, and be able to explain how musical contrasts are achieved. Use YuStudio to remix real instrument loops.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Musicianship or Performing and Notation	Walk, move or clap a steady pulse/beat with others, keeping in time as the tempo of the music changes. Create and repeat rhythm patterns and ostinati using body and classroom percussion in time with the beat. Move and dance to the pulse in recorded/live music. Listen for high and low sounds. Sing familiar songs with different voices and talk about the difference in sound. Explore percussion sounds to enhance storytelling. Follow pictures and symbols to guide singing and playing.	Move in time to the beat. Understand and keep in time with changes of speed. Begin to group beats in twos and threes. Play and invent copycat rhythms. Create rhythms using word phrases. Represent rhythms with notation including crotchets, quavers and crotchet rests. Recognise dot notation and match to 3-note tunes played on tuned percussion. Sing short phrases independently within a singing game.	Learn to play a tuned instrument. Play and perform melodies following staff notation with a small range of notes. Listen and accurately repeat short melodic phrases played at different tempos. Recognise a stave and a clef. Understand the differences between crotchets and paired quavers. Apply word chants to rhythms.	Develop instrumental and musical skills. Play and perform more complex melodies following staff notation as a class and in groups. Play and perform in two or more parts from simple notation. Understand the differences between minims, crotchets, paired quavers and their rests. Follow and perform simple rhythmic scores, and be able to maintain an individual part.	Play and perform melodies following staff notation written up to one octave. Understand and play triads/chords. Add chordal accompaniments to songs. Combine acoustic instruments to form mixed ensembles. Develop the skill of playing by ear, copying longer phrases and familiar melodies. Understand semibreves, minims, crotchets, paired quavers and semiquavers. Understand the differences between 2/4, 3/4 and 4/4 time signatures.	Confidently read and perform from notation, identifying note names and duration. Play melodies, making decisions about dynamic range. Engage with others through ensemble playing, taking on melody or accompaniment roles. Understand the difference between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests.

The Music Progression Map, which outlines the learning in this Creative Music Scheme, is based on two key documents:

- The [National Curriculum for Music](#) – A statutory framework that outlines what pupils must be taught.
- The [Model Music Curriculum \(MMC\)](#) – A non-statutory guide offering detailed progression and practical examples to meet those statutory goals.

Key Features

- Cumulative Learning: Musical understanding and skills build over time, with previous knowledge revisited and deepened across year groups.
- Clear Skill Development: Progression across singing, playing instruments, listening, creating, music technology, musicianship and performing.
- Purposeful Sequencing: Each unit is deliberately placed to reinforce and extend key musical concepts.
- Integrated Terminology & Concepts: The Unit Teaching Guides introduce and explain all relevant vocabulary and techniques.

Please also refer to

- Key Learning and I Can Statements document.
- Unit Learning Objectives document.