



Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education engages and inspires pupils to develop a love of music and their talent as musicians, and so increases their self-confidence, creativity and sense of achievement.

Music Curriculum Progression Map: Singing

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Sing a range of well-known nursery rhymes and songs</p> <p>Perform songs, rhymes, (poems and stories) with others</p>	<p>Sing songs, speak chants and rhymes</p> <p>Sing songs with a small range so-mi and then slightly wider including pentatonic</p> <p>Sing a wide range of call and response songs</p> <p>Develop awareness of high/low</p>	<p>Sing songs regularly with a pitch range of do-so</p> <p>Sing songs with a small pitch range, pitching accurately</p> <p>Know the meaning of dynamics and tempo and respond to directions/symbols</p> <p>Play singing games using the so-mi interval</p> <p>Respond to pitch changes with actions</p>	<p>Sing a widening range of unison songs with a pitch range of do-so</p> <p>Perform actions confidently and in time</p> <p>Walk, move or clap the steady beat with others, changing the speed as the tempo changes</p>	<p>Sing a broad range of unison songs with the range of an octave</p> <p>Sing rounds and partner songs in different time signatures</p> <p>Perform a range of songs in school assemblies</p>	<p>Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance</p> <p>Sing three-part rounds, partner songs and songs with a verse and chorus.</p> <p>Perform a range of songs in school assemblies and school performance opportunities</p>	<p>Sing a broad range of songs, including those that involve syncopated rhythms, with a sense of ensemble and performance</p> <p>Continue to sing three and four part rounds or partner songs, and experiment with positioning singers randomly rather than in discrete parts</p> <p>Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience</p>

Music Curriculum Progression Map:
Musicianship – KS1 Pulse, Rhythm, Pitch, Notation; KS2: Performing

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
When appropriate, try to move in time with music	<p>Walk, move or clap a steady beat with others</p> <p>Maintain a steady beat with instruments</p> <p>Copy and perform short rhythm patterns and word pattern chants</p> <p>Follow pictures and symbols to guide singing and playing e.g. dots</p> <p>Recognise how graphic notation can represent sounds – explore and invent own symbols</p>	<p>Understand that the speed of the beat can change</p> <p>Mark the beat of a listening piece, recognizing changes in tempo</p> <p>Begin to group beats in twos and threes and identify these in familiar music</p> <p>Play copycat rhythms Create rhythms using word phrases</p> <p>Use stick notation including crotchets, crotchet rests and quavers</p> <p>Recognize dot notation and match it to three note tunes</p>	<p>Develop facility in playing tuned percussion or a melodic instrument. Play and perform melodies following staff notation using a small range</p> <p>Use listening skills to correctly order phrases using dot notation</p> <p>Copy stepwise melodic phrases with accuracy at different speeds</p> <p>Introduce the staff, lines and spaces, and clef</p> <p>Understand crotchets and paired quavers</p> <p>Apply word chants to rhythms</p>	<p>Develop facility in the basic skills of a selected musical instrument over a sustained learning period.</p> <p>Play and perform melodies following staff notation using a small range</p> <p>Perform in two or more parts (eg melody and accompaniment) from simple notation. Identify static and moving parts</p> <p>Copy short melodic phrases</p> <p>Understand minims, crotchets, paired quavers and rests</p> <p>Read and perform pitch notation within a defined range</p> <p>Follow and perform simple rhythmic scores to a steady beat, maintaining individual parts within an ensemble</p>	<p>Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one staff and using notes within the C-C' range.</p> <p>Understand how triads are formed and play them on tuned percussion, melodic instruments or keyboards. Perform simple chordal accompaniments to familiar songs</p> <p>Perform a range of pieces as part of a mixed ensemble</p> <p>Develop the skill of playing by ear</p> <p>Understand semibreves, minims, crotchets and crotchet rests, pair quavers and semiquavers</p> <p>Read and play short rhythmic phrases at sight</p>	<p>Play a melody following staff notation on one staff as Year 5, making decisions about dynamics</p> <p>Accompany a melody using block chords or a bass line</p> <p>Engage with others through ensemble playing with pupils taking on melody or accompaniment roles</p> <p>Further understand all notes as before and their equivalent rests</p> <p>Further develop the skills to read and perform pitch notation within an octave</p> <p>Read and play confidently from rhythm cards and scores in up to 4 parts</p> <p>Read and play from notation a four bar phrase, identifying note names and durations</p>

**Music Curriculum Progression Map:
Composing Skills**
NB ongoing mention of use of music technology where available

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Explore the different sounds of instruments	<p>Explore how sounds can be made using instruments to create musical sound effects</p> <p>Explore percussion sounds to enhance storytelling including high/low</p> <p>Improvise simple vocal chants using question and answer phrases</p> <p>Understand the difference between a rhythm pattern and a pitch pattern and invent/perform these</p>	<p>Create music in response to a non-musical stimulus e.g. a storm/race/rocket launch</p> <p>Work with a partner to improvise simple question and answer phrases to play on untuned percussion</p> <p>Use graphic symbols, dot notation and stick notation as appropriate to keep a record of composed pieces</p>	<p>Develop improvisation skills and invent short on-the-spot responses using a limited note range</p> <p>Structure musical ideas to create music that has a beginning, middle and end</p> <p>Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do re mi)</p> <p>Compose song accompaniments on untuned percussion using known rhythms and note values</p>	<p>Improvise on a limited range of pitches on the instrument they are now learning</p> <p>Begin to make decisions about the overall structure</p> <p>Combine known rhythmic notation with letter names to create short pentatonic phrases</p> <p>Sing and play these as self standing compositions</p> <p>Compose music to create a specific mood, introducing major and minor chords</p>	<p>Improvise freely over a drone using tuned percussion and melodic instruments</p> <p>Improvise over a simple groove, responding to the beat and using dynamics</p> <p>Compose melodies using pairs of phrases in (e.g.) C major/A minor</p> <p>Working in pairs, compose a short ternary piece</p> <p>Use chords to compose music to evoke a specific atmosphere</p>	<p>Extend improvisation skills through working in small groups to:</p> <p>create music with multiple sections that include repetition and contrast</p> <p>Use chord changes as part of an improvised sequence</p> <p>Extend improvised melodies beyond 8 beats over a fixed groove</p> <p>Plan, compose and play an 8 or 16 beat melodic phrase using the pentatonic scale and incorporate rhythmic variety.</p> <p>Compose melodies made from pairs of phrases in (e.g.) G major/E minor</p> <p>Compose a ternary piece</p>

Music Progression Map: Listening/Musical Features

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Imitate movements in response to music</p> <p>Join in with dances and ring games</p>	<p>Listen for different sounds in music</p> <p>Move to different music</p> <p>Develop pupils' understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing</p>	<p>Describe what they can hear (e.g. different instrument sounds)</p> <p>Use vocabulary high/low, loud/quiet, fast/slow</p> <p>Develop pupils' understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing</p>	<p>Listen to and describe recorded music describing instruments used.</p> <p>Listen to examples of fast (allegro), and slow (adagio) music using word pulse.</p> <p>Describe music as loud (forte) or quiet (piano)</p> <p>Listen for examples of unison music and layered harmonic music and music with a drone.</p> <p>Describe music and high or low, rising or falling.</p> <p>Describe simple structure eg different sections of music and repetition.</p> <p>Develop pupils' understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing</p>	<p>Describe/compare different kinds of music listening for instruments used - including rounds, partner songs and duets.</p> <p>Listening for examples of static and moving harmony.</p> <p>Listen for/describe examples of music getting faster (accelerando) getting slower (rallentando), getting louder (crescendo) and getting softer (decrescendo),</p> <p>Describe music as legato (smooth) or staccato (detached)</p> <p>Experience major, minor, pentatonic tonality.</p> <p>Develop pupils' understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing</p>	<p>Listen for layers of sound and how they create an effect - music in 3 parts and music in 4 parts.</p> <p>Experience playing techniques and effects, for example pizzicato (e.g. mysterious) and tremolo (e.g. dark and expectant).</p> <p>Listen for triads and chord progressions</p> <p>Listen to diatonic scales in different keys.</p> <p>Develop pupils' understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing</p>	<p>Listen to different styles/genres of music for Instruments used and</p> <p>Experience ternary form, verse and chorus form, music with multiple sections</p> <p>Experience simple time, compound time and syncopation</p> <p>Wider range of dynamics including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet)</p> <p>Develop pupils' understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing</p>