

Music Progression Map



Skills	EYFS	Year 1 and 2	Year 3 and 4	Year 5 and 6
Controlling sounds through singing and playing (performing)	<ul style="list-style-type: none"> Take part in singing Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Sing in a group or on their own, increasingly matching the pitch and following the melody Follow instructions on when to sing or play an instrument Play instruments with increasing control to express their feelings and ideas. Explore and engage in music making and dance, performing solo or in groups. 	<ul style="list-style-type: none"> Take part in singing showing awareness of melody Sing songs in ensemble Use the voice to good effect understanding the importance of warming up Follow instructions on how and when to sing/play an instrument including in ensemble Take notice of others when performing Make and control long and short sounds using voices and instruments (e.g. hitting, blowing, shaking.), playing by ear and including simple improvisation Carefully choose instruments to combine layers of sound, showing awareness of the combined effect Use own voice in different ways including a loud or soft voice and sing simple repeated phrases 	<ul style="list-style-type: none"> Sing songs from memory with accurate pitch and in tune, changing pitch and dynamics Show control in pronunciation of words (diction) Maintain a simple part within an ensemble. Sustain a rhythmic ostinato (repeated pattern) Play notes on instruments clearly and including steps/leaps in pitch. Perform with control and awareness of what others are singing/playing Improvise with a group using more 1 or 2 than 2 notes. Perform own part with increased control or accuracy when singing or playing Perform significant parts from memory and form notation vocally and on an instrument Maintain a simple part within an ensemble 	<ul style="list-style-type: none"> Show control, phrasing and expression in singing Sing or play from memory with confidence Maintain own part in a round / sing a harmony / play accurately with awareness of what others are singing/playing Take turns to lead a group Perform in solo and ensemble contexts Play more complex instrumental parts Improvise on own Identify how sounds can be combined and used expressively, layering sounds and singing in tune.
Creating and developing musical ideas (composing)	<ul style="list-style-type: none"> Clap short, rhythmic patterns Make different sounds <ul style="list-style-type: none"> pitch: high and low dynamics: loud and soft tempo: fast and slow quality of sound: smooth, crisp, scratchy, rattling, tinkling etc. <p>Create their own songs, or improvise a song around one they know</p>	<ul style="list-style-type: none"> Carefully choose sounds to achieve an effect. Compose and perform melodies using two or three notes. Create short musical patterns. Create repeated patterns (ostinati) with a range of instruments) Create sequences of long and short sounds in rhythmic patterns Effectively choose, order, combine and control sounds (texture/structure) 	<ul style="list-style-type: none"> Compose and perform melodies using three or four notes Use a variety of different musical devices including melody, rhythm and chords Record own compositions Create (dotted) rhythmic patterns with awareness of timbre and duration Create and repeat extended rhythmical patterns, vocally, by clapping, using a range of percussion and tuned instruments 	<ul style="list-style-type: none"> Compose and perform melodies using five or more notes Make a sequence of long and short sound Clap longer held rhythms Show confidence, thoughtfulness and imagination in selecting sounds and structures to convey an idea Create music using standard notation Make different sounds: smooth, crisp, scratchy, rattling, tinkling etc. Create complex rhythmic patterns using a variety of instrumentation with an aware of timbre (quality of sound) and duration (note lengths)

<p>Responding and reviewing (appraising)</p>	<ul style="list-style-type: none"> Take note of others when performing 	<ul style="list-style-type: none"> Hear and identify the pulse in music Hear different moods in music Identify texture – one sound, many sounds Recognise changes in timbre <ul style="list-style-type: none"> sound quality: smooth, crisp, scratchy, rattling, tinkling etc. dynamics: loud and soft tempo: fast and slow pitch: high and low Start to recognize different instruments Say what they like/dislike about a piece of music 	<ul style="list-style-type: none"> Internalise the pulse in music Know how pulse stays the same but rhythm changes Start to use musical vocabulary to describe music: duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, ostinato, melody, harmony. Identify orchestral family timbres 	<ul style="list-style-type: none"> Know how pulse, rhythm and pitch fit together and how the dimensions of music are sprinkled throughout songs and pieces of music Use musical vocabulary confidently to describe music: duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, ostinato, melody, harmony, flat, sharp, dotted, staccato. Legato, crescendo, diminuendo Work out how harmonies are used and how melodic ostinato (riffs) are used to accompany singing Use knowledge of how lyrics reflect cultural context and have social meaning Refine and improve own/others' work
<p>Listening and applying knowledge and understanding</p>	<ul style="list-style-type: none"> Listen attentively, move to and talk about music, expressing their feelings and responses Choose sounds to represent different things (thunder, the sea etc.) 	<ul style="list-style-type: none"> Listen for different types of sounds Listen carefully and recall short rhythmic and melodic patterns Make sounds with a slight difference Use changes in dynamics, timbre and pitch to organize music Change sounds to suit a situation Use voice in different ways to create different effects Represent sounds with drawing Make own sounds and symbols to make and record music Know music can be played for a variety of purposes (historically/culturally) Follow a simple piece of written rhythmic notation Listen to and describe basic elements of a piece of music e.g. fast/slow, happy/sad, volume Describe how and instrument has been used to represent a sound or object e.g. a flute for a bird or a drum for thunder. 	<ul style="list-style-type: none"> Know number of beats in a minim, crotchet, quaver, semibreve and recognize symbols Use silence for effect and recognize the symbol for a rest and understand the duration Describe different purposes of music in history / other cultures Follow a basic melody line using standard notation Use relevant musical vocabulary when describing and evaluating the elements within a piece of music Describe how a piece of music makes them feel, making an attempt to explain why. 	<ul style="list-style-type: none"> Create music with an understanding of how lyrics, melody, rhythms and accompaniments work together effectively (pitch/texture/structure) Use increased aural memory to recall sounds accurately Read/work out the musical stave – standard notation Use different venues and occasions to vary performances Describe different purposes of music in history /other cultures Describe how music can be used to create expressive effects and convey emotion Identify and explore the relationship between sounds and how different meanings can be expressed through sound and music.

EYFS Framework – Expressive Arts and Design	MUSIC NATIONAL CURRICULUM	
<ul style="list-style-type: none"> • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. 	<p><u>Key stage 1</u> - Pupils should be taught:</p> <ul style="list-style-type: none"> • to use their voices expressively and creatively by singing songs and speaking chants and rhymes • to play tuned and untuned instruments musically • to listen with concentration and understanding to a range of high-quality live and recorded music • to experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<p><u>Key stage 2</u> - Pupils should be taught:</p> <ul style="list-style-type: none"> • to sing and play musically with increasing confidence and control. • They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. • to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • to improvise and compose music for a range of purposes using the inter-related dimensions of music • to listen with attention to detail and recall sounds with increasing aural memory • to use and understand staff and other musical notations • to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • to develop an understanding of the history of music.