Music Progression Map

New learning Consolidate learning Deepen learning Skills

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Singing	30-50 Enjoys joining in with dancing and ring games. Sings a few familiar songs. 40-60 Begins to build a repertoire of songs and dances. ELG **Children sing songs**	To find their singing voice and use their voices confidently. Sing a melody accurately at their own pitch. Sing songs expressively Begin to sing with control of pitch (e.g. following the shape of the melody).	Sing with a sense of awareness of pulse and control of rhythm. Follow pitch movements with their hands and use high, low and middle voices Sing with control of pitch (e.g. following the shape of the melody). Sing with an awareness of other performers.	Sing with confidence using a wider vocal range. Sing in tune. Sing with awareness of pulse and control of rhythm. Recognise simple structures. (Phrases). Sing expressively with awareness and control at the expressive elements. E.g. tempo, dynamics.	Sing with confidence using a wider vocal range. Sing in tune. Sing with awareness of pulse and control of rhythm. Recognise simple structures. (Phrases). Sing expressively with awareness and control at the expressive elements. E.g. timbre, tempo, dynamics. Sing songs and create different vocal effects. Understand how mouth shapes can affect voice sounds. Internalise sounds by singing parts of a song 'in their heads.'	Sing songs with increasing control of breathing, posture and sound projection. Sing songs in tune and with an awareness of other parts. Identify phrases through breathing in appropriate places. Sing with expression and rehearse with others. Sing a round in two parts and identify the melodic phrases and how they fit together. Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice.	Sing songs with increasing control of breathing, posture and sound projection. Sing songs in tune and with an awareness of other parts. Identify phrases through breathing in appropriate places. Sing with expression and rehearse with others. Sing a round in two parts and identify the melodic phrases and how they fit together. Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice.

Listening		Recall and remember short songs and sequences and patterns of sounds. Respond physically when performing, composing and appraising music.	Identify different sound sources. Identify well-defined musical features.	Create sequences of movements in response to sounds. Explore and chose different movements. Demonstrate the ability to recognise the use of structure and expressive elements through dance. Identify ways sounds are used to accompany a song. Analyse and comment on how sounds are used to create different moods. (CW) Explore and perform different types of accompaniment. (CW) Explore and select different melodic patterns. (CW) Recognise and explore different combinations of pitch sounds. (CW)	Create sequences of movements in response to sounds. Explore and chose different movements. Demonstrate the ability to recognise the use of structure and expressive elements through dance. Identify phrases that could be used as an introduction, interlude and ending. Identify ways sounds are used to accompany a song. Analyse and comment on how sounds are used to create different moods. (CW) Explore and perform different types of accompaniment. (CW) Explore and select different melodic patterns. (CW) Recognise and explore different combinations of pitch sounds. (CW)	Internalise short melodies and play these on pitched percussion (play by ear). Create dances that reflect musical features. Identify different moods and textures. Identify how a mood is created by music and lyrics. Listen to longer pieces of music and identify features.	Internalise short melodies and play these on pitched percussion (play by ear). Create dances that reflect musical features. Identify different moods and textures. Identify how a mood is created by music and lyrics. Listen to longer pieces of music and identify features.

				CW- Collective Worship	CW- Collective Worship		
Rhythm		Identify the pulse in different pieces of music Identify long and short sounds in music Begin to internalise and create rhythmic patterns Accompany a chant or song by clapping or playing the pulse or rhythm.	Identify the pulse and join in getting faster and slower together. Identify long and short sounds in music Perform a rhythm to a given pulse Begin to internalise and create rhythmic patterns Accompany a chant or song by clapping or playing the pulse or rhythm.	Perform a repeated pattern to a steady pulse. Identify and recall rhythmic and melodic patterns. Identify repeated patterns used in a variety of music.	Recognise rhythmic patterns. Identify and recall rhythmic and melodic patterns. Identify repeated patterns used in a variety of music.	Identify different speeds of pulse (tempo) by clapping and moving. Improvise rhythm patterns. Perform an independent part keeping to a steady beat. Identify the metre of different songs through recognising the pattern of strong and weak beats. Subdivide the pulse while keeping to a steady beat.	Identify different speeds of pulse (tempo) by clapping and moving. Improvise rhythm patterns. Perform an independent part keeping to a steady beat. Identify the metre of different songs through recognising the pattern of strong and weak beats. Subdivide the pulse while keeping to a steady beat.

Exploring sounds	30-50 Taps out simple repeated rhythms. 30-50 Explores and learns how sounds can be changed. 40-60 Explores the different sounds of instruments . ELG Children make music	To explore different sound sources Identify and name classroom instruments Create and chose sounds in response to a given stimulus. Identify how sounds can be changed.	To explore different sound sources Identify and name classroom instruments Create and chose sounds in response to a given stimulus. Identify how sounds can be changed. Make sounds and recognise how they can give a message Change sounds to reflect different stimuli.				
Instruments		Play instruments in different ways and create sound effects. Handle and play instruments with control. Identify different groups of instruments.	Play instruments in different ways and create sound effects. Handle and play instruments with control. Identify different groups of instruments.	Identify melodic phrases and play them by ear.	Select instruments to describe visual images Choose instruments on the basis of internalised sounds.	Identify and control different ways percussion instruments make sounds. Play accompaniments with control and accuracy. Create different effects using combinations of pitched sounds. Use ICT to change and manipulate sounds.	Identify and control different ways percussion instruments make sounds. Play accompaniments with control and accuracy. Create different effects using combinations of pitched sounds. Use ICT to change and manipulate sounds.
Composition		Contribute to the creation of a class composition. Basic skills developments for composition in KS1 are to be found within	Contribute to the creation of a class composition.		Create textures by combining sounds in different ways.	Identify different starting points or composing music. Explore, select combine and exploit a range of different	Identify different starting points or composing music. Explore, select combine and exploit

		'Exploring sounds'.			Compose music in pairs and make improvements to their own work.	sounds to compose a soundscape. Write lyrics to a known song. Compose a short song to own lyrics based on everyday phrases. Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition.	a range of different sounds to compose a soundscape. Write lyrics to a known song. Compose a short song to own lyrics based on everyday phrases. Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition.
Reading and writing with notation		Perform long and short sounds in response to symbols. Create long and short sounds on instruments.		Perform long and short sounds in response to symbols. Create long and short sounds on instruments. Play and sing phrase from dot notation. Record their own ideas. Make their own symbols as part of a class score.	Perform long and short sounds in response to symbols. Create long and short sounds on instruments. Play and sing phrase from dot notation. Record their own ideas. Make their own symbols as part of a class score.	Perform using notation as a support. Sing songs with staff notation as support.	Perform using notation as a support. Sing songs with staff notation as support.
Performance skills			Perform together and follow instructions that combine the musical elements.	Perform in different ways, exploring the way the performers are a musical resource. Perform with awareness of different parts. (CW, class assemblies and school concerts)	Perform in different ways, exploring the way the performers are a musical resource. Perform with awareness of different parts. (CW, class assemblies and school concerts)	Improve their work through analysis, evaluation and comparison.	Improve their work through analysis, evaluation and comparison.

Evaluating		Choose sounds and instruments carefully and make improvements to their own and others' work.	Choose sounds and instruments carefully and make improvements to their own and others' work.	Recognise how music can reflect different intentions.	Recognise how music can reflect different intentions.	Present performances effectively with awareness of audience, venue and occasion.	Present performances effectively with awareness of audience, venue and occasion.