

Music Progression Map

Linked to the [DfE Model Music Curriculum](#)

	Vocal	Instrumental	Composition	Listening and Appreciation
Early Years	<ul style="list-style-type: none"> Children sing songs, make music and dance, and experiment with ways of changing them. Children sing a range of well-known nursery rhymes and songs 	<ul style="list-style-type: none"> Children can use instruments to copy basic rhythm patterns and create simple patterns Children know they can move with the pulse of the music Children can use instruments to create simple 2 note patterns. 	<ul style="list-style-type: none"> Children have and develop their own musical ideas, make links between ideas, and develop strategies for doing things Children can talk about high and low sounds of characters in stories and nursery rhymes. 	<ul style="list-style-type: none"> Children listen attentively in a range of musical situations. They learn that music can touch people's feelings Children perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.
Nursery 3 – 4 years	<p>Communication and Language</p> <ul style="list-style-type: none"> Sing a large repertoire of songs. Know many rhymes <p>Personal Social and Emotional Development</p> <ul style="list-style-type: none"> Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them <p>Physical development</p> <ul style="list-style-type: none"> Skip, hop, stand on one leg and hold a pose for a game like musical statues <p>Literacy</p> <ul style="list-style-type: none"> Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word <p>Understanding the World</p> <ul style="list-style-type: none"> Know that there are different countries in the world and talk about the differences they have experienced or can hear in world music and songs <p>Expressive Arts and Design</p> <ul style="list-style-type: none"> 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. Create their own songs or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas 			
Reception	<p>Communication and language</p> <ul style="list-style-type: none"> Listen carefully to rhymes and songs, paying attention to how they sound Learn rhymes, poems and songs. <p>Personal Social and Emotional Development</p> <ul style="list-style-type: none"> Express their feelings and consider the feelings of others. (music appreciation) <p>Physical Development</p> <ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently – instrumental playing <p>Expressive Arts and Design</p> <ul style="list-style-type: none"> Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody Explore and engage in music making and dance, performing solo or in groups 			

	<ul style="list-style-type: none"> Recognise some similarities and differences between life in this country and life in other countries – music and songs from around the world ELGs: <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 			
Year 1	<ul style="list-style-type: none"> Sing a melody accurately at their own pitch Sing simple songs, chants and rhymes from memory, Sing collectively and at the same pitch, Respond to simple visual directions (e.g. stop, start, loud, quiet) and counting in. Control and match own vocal pitch and to match the pitch the pitch of the adult with accuracy. Sing familiar songs in both low and high voices and talk about the difference in sound. 	<ul style="list-style-type: none"> Accompany a chant or song by clapping the rhythm Identify and name classroom instruments Play untuned instruments with control Create long and short sounds using classroom instruments Perform short copycat rhythm patterns accurately, led by the teacher. Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat. Perform word-pattern chants Create, retain and perform their own rhythm patterns. Follow pictures and symbols to guide singing and playing 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 (ostinati) Use tuned instruments (e.g. glockenspiels or chime bars) to create short pitched patterns Maintain a steady beat. 	<ul style="list-style-type: none"> Contribute to the creation of a class composition Create musical sound effects and short sequences of sounds in response to stimuli, Combine to make a piece, choosing and playing classroom instruments (e.g. rainmaker) or sound-makers (e.g. rustling leaves). 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. 	<ul style="list-style-type: none"> Respond physically when performing music Perform and be part of an audience Respond to the pulse in recorded/live music through movement and dance, Listen to sounds in the local school environment, comparing high and low sounds.
Year 2	<ul style="list-style-type: none"> Recognise phrase length and know when to breathe Follow pitch movements with their hands and use high, low and middle voices Sing a simple notated phrase 	<ul style="list-style-type: none"> Identify long and short sounds in music Play a simple notated phrase Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion. 	<ul style="list-style-type: none"> Create and choose sounds in response to a given stimulus Change sounds to reflect different stimuli Play instruments in different ways to create sound effects 	<ul style="list-style-type: none"> Mark the beat of a listening piece (e.g. <i>Bolero</i> by Ravel) 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 (e.g. <i>La Moursique</i> by Susato). Know the difference

	<ul style="list-style-type: none"> • Sing songs regularly with a pitch range of do-so with increasing vocal control. • Sing songs with a small pitch range (e.g. <i>Rain, Rain Go Away</i>), pitching accurately. • Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing • Sing short phrases independently within a singing game or short song. • Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g. stand up/sit down, hands high/hands low). 	<ul style="list-style-type: none"> • Create rhythms using word phrases as a starting point (e.g. Hel-lo Simon or Can you come and play?). • Read and respond to chanted 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 notation. Identify the pulse and join in getting faster and slower together • Accompany a chant or song by clapping the pulse • Understand that the speed of the beat can change, creating a faster or slower pace (tempo). • Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats. 	<ul style="list-style-type: none"> • Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch). • 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. 	<p>between left and right to support coordination and shared movement with others.</p> <ul style="list-style-type: none"> • Identify the beat groupings in familiar music that they sing regularly and listen to • Identify different sound sources • Respond physically when composing music • identify well-defined musical features • Recognise the need for performance and audiences
Year 3	<ul style="list-style-type: none"> • Sing with awareness of pulse and rhythm • Sing with control of pitch • Understand pitch as high and low, rising and falling • Introduce dot notation for pitch do, re me • Sing and recognise the pitch range of do re me fa so • Compose song accompaniments on untuned percussion using known rhythms and note values. 	<ul style="list-style-type: none"> • Develop facility in playing the recorder. • Recognise rhythmic patterns • Perform a repeated pattern to a steady pulse • Select appropriate instruments • Recognise Rhythmic features including downbeats, Fast (Allegro), slow (Adagio), pulse, beat • Recognise rhythm notation for crotchets, paired quavers, minims • Understand dynamics Loud (Forte), Quiet (Piano) 	<ul style="list-style-type: none"> • Create textures by combining sounds in different ways • Create music that describes contrasting moods/emotions • Understand texture including unison, layered, solo • Understand that a drone is a form of harmony • Compose in response to different stimuli • Structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end. • Explore different melodic patterns 	<ul style="list-style-type: none"> • Explore and choose different movements to describe sounds • Identify ways sounds are used to accompany a song • Recognise forms of music including Call and Response; Question Phrase; Answer Phrase; Echo; Ostinato
Year 4	<ul style="list-style-type: none"> • Understand how the mouth shapes can affect voice sounds • Sing expressively with awareness and control • Begin to understand and recognise pitch features including pentatonic 	<ul style="list-style-type: none"> • Identify and recall rhythmic and melodic patterns • Identify melodic phrases • Play accompaniments with control and accuracy 	<ul style="list-style-type: none"> • Create descriptive music in pairs or small groups • Use repetition and contrast within composition 	<ul style="list-style-type: none"> • Analyse how sounds are used to create different moods • Recognise how music can reflect different intentions Perform with an awareness of different parts

	<p>scale, major and minor tonality, an octave scale</p> <ul style="list-style-type: none"> • Sing and perform rounds and partner songs • Recognise pitch dot notation for do, re, me fa, so • 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). • Sing rounds and partner songs in different time signatures (2, 3 and 4 time) (e.g. Our Dustbin) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony (e.g. Hear the Wind). • Perform a range of songs in school assemblies. 	<ul style="list-style-type: none"> • Recognise further rhythmic features including getting faster (accelerando), getting slower (rallentando), Bar, Metre • Understand textures including duet, melody and accompaniment • Recognise further rhythm notation of crotchet rest, quaver rest and minim rest • Develop facility in the basic skills of the recorder 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) 	<ul style="list-style-type: none"> • Understand dynamics including getting louder (crescendo), getting quieter (decrescendo) • Understand articulation including legato (smooth) and staccato (detached) • 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. • Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip. • Introduce major and minor chords. • Include instruments played in whole-class/group/individual teaching to expand the scope and range of the sound palette available for composition work. • Capture and record creative ideas using any of: <ul style="list-style-type: none"> ○ Graphic symbols ○ Rhythm notation and time signatures ○ Staff notation ○ technology 	
Year 5	<ul style="list-style-type: none"> • Sing songs with increasing control of breathing, posture and sound projection • Sing songs using notation of their own. • Sing full diatonic scales in different keys • Sing music in 3 parts, and music in 4 parts • Sing songs in Ternary form, verse and chorus form and music with multiple sections 	<ul style="list-style-type: none"> • Identify repeated patterns used in a variety of music (ostinato) • Improvise rhythmic patterns • Identify melodic phrases and play them by ear • To recognise simple time, compound time and syncopation • Play music in 3 parts and 4 parts • Recognise and use additional rhythm notation of Semibreves, semi-quavers. • Identify and follow time signatures 2/4, 3/4 . 4/4 	<ul style="list-style-type: none"> • Identify different starting points for composing music • To identify triad chords in composition • Use a wider range of dynamics including fortissimo (very loud), pianissimo (very quiet), Mezzo Forte (moderately loud), Mezzo piano (moderately quiet). • Use playing techniques to create effects in music, pizzicato, tremolo etc... 	<ul style="list-style-type: none"> • Identify phrases that could be used as an introduction, interlude and ending • Internalise short melodies and play these on pitched percussion (by ear) • Comment on how sounds are used to create different moods • Present performances effectively

	<ul style="list-style-type: none"> • Sing a broad range of songs from an extended repertoire 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 a range of songs in school assemblies and in school performance opportunities 	<ul style="list-style-type: none"> • Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one staff and using notes within the Middle C–C'/do–do range. • Understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments to familiar songs • 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"> • Compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. • Working in pairs, compose a short ternary piece. • Use chords to compose music to evoke a specific atmosphere, mood or environment. • Capture and record creative ideas using any of: <ul style="list-style-type: none"> ○ Graphic symbols ○ Rhythm notation and time signatures ○ Staff notation ○ technology 	
Year 6	<ul style="list-style-type: none"> • Sing a round in two parts and identify the melodic phrases and how they fit together • Sing full diatonic scales in different keys • Sing music in 3 parts, and music in 4 parts • Sing songs in Ternary form, verse and chorus form and music with multiple sections • Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. • Observe rhythm, phrasing, accurate pitching and appropriate style. • Continue to sing three- and four-part rounds or partner songs • Experiment with positioning singers randomly within the group 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 	<ul style="list-style-type: none"> • Perform an independent part and keep a steady beat • Subdivide the pulse keeping to a steady beat • Create different accompaniments using combinations of different pitches • Perform on instruments using staff notation as a support • To recognise simple time, compound time and syncopation • Play music in 3 parts and 4 parts • Recognise and use additional rhythm notation of Semibreves, semi-quavers. • Identify and follow time signatures 2/4, 3 /4 . 4/4 • Play a melody following staff notation written on one staff and using notes within an octave range (do–do); • make decisions about dynamic range, including fortissimo pianissimo , mezzo forte and mezzo piano 	<ul style="list-style-type: none"> • Explore, select and combine a variety of different sounds to compose a soundscape • Use a range of stimuli and develop musical ideas into a completed composition • To use triad chords in composition • To identify triad chords in composition • Use a wider range of dynamics including fortissimo (very loud), pianissimo (very quiet), Mezzo Forte (moderately loud), Mezzo piano (moderately quiet). • Use playing techniques to create effects in music, pizzicato, tremolo etc... • Plan and compose an 8- or 16-beat melodic phrase • Incorporate rhythmic variety and interest. • Compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen. 	<ul style="list-style-type: none"> • Listen to longer pieces of music and identify features • Identify different moods and textures • Show an awareness of audience, venue and occasion Improve their work through analysis, evaluation and comparison

	performance opportunities and to a wider audience.	<ul style="list-style-type: none">• 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.• The accompaniment, if instrumental, could be chords or a single-note bass line.	<ul style="list-style-type: none">• Enhance melodic compositions with rhythmic or chordal accompaniment.• Compose a ternary piece;• use available music software/apps to create and record it, discussing how musical contrasts are achieved	
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