Music - Progression Map

EYFS

The most relevant early years outcomes for music is Expressive Arts and Design. The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Children at the expected level of development for the strand 'being imaginative' at the end of F2 (ELG) will:

- 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 to the music



National Curriculum Key stage 1

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

National Curriculum Key stage 2

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

Music - Progression Map

- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

MPPS Key Knowledge Progression Documents

EYFS – F1 and F2

Singing	S	1	Sing a range of songs including nursery rhymes and action songs	D*	Key Vocab: Tambour/drum tambourine Shaker/maraca scraper, triangle Beater glockenspiel/glock ukulele Beat, Rest Loud – quiet Fast – slow High-low
		2	Control voices in different ways (high, low, loud, soft)	D	
Listening	L	1	Listen and move in response to music	D	
		2	Listen with attention to sound, and identify basic instruments	D	
		3	Listen to a variety of music from different backgrounds and celebrations through the year	D	
Composing	C	1	Explore sounds and how they can be changed (loud/quiet, fast/slow etc)	D	
Musicianship	M	1	Move expressively to music	D	
		2	Move and react to music, stopping or changing pace appropriately	D	
		3	Copy simple rhythms using clapping/stamping etc		

Highlighted areas show substantive knowledge
*Blank areas show disciplinary knowledge

Music - Progression Map

Highlighted areas show substantive knowledge	*Blank areas show disciplinary knowledge

Key Stage 1 – Year 1

Singing	S	1	a) Sing simple songs, chants and rhymes from memory, b) singing collectively and at the same pitch, c) responding to simple visual directions (e.g. stop, start, loud, quiet) and counting in, d) keeping a steady pulse e) conveying different moods (happy, sad, angry)	D*	Key Vocab: High, low Pulse/Beat Quiet, loud Rhythm Pitch Compose Graphic score Fast, slow Percussion rest orchestra Piano Tambour Tambourine Triangle Wood block Scraper Shaker/maraca Chime bar Beater
		2	a) Singing simple songs with a very small range of 3 notes (mi-so) b) With a slightly wider range c) Pentatonic songs	D	
		3	Control vocal pitch and match the pitch they hear with accuracy in call and response songs	D	
Listening	L	1	Show a basic understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing	S	
		2	Listen to music and move or clap in time to the pulse	D	
		3	Listen to recorded and live performances	D	
Composing	C	1	Improvise simple vocal chants using question-and-answer phrases	D	
		2	Create musical sound effects and short sequences of sounds in response to a stimulus, e.g. a rainstorm or train journey.	D	
		3	Combine sounds to create a story, choosing and playing classroom instruments or sound makers	D	
		4	Understand the difference between creating a rhythm pattern and a pitch pattern	S	
		5	Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns	D	
		6	Use music technology to capture, change, and combine sounds	D	
		7	a) Recognise how graphic notation can represent created sounds. b) Explore and invent own symbols	S	
		8	Control playing to produce the longest, shortest, quietest, loudest sound	D	
Musicianship Pulse/Beat	M	1	Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes	D	
		2	Use body percussion and classroom percussion, maintaining a steady beat to play: a) repeated rhythm patterns (ostinato) b) short, pitched patterns on tuned instruments,	D	
		3	Respond to the pulse in recorded/live music through movement and dance	D	
Musicianship Rhythm	M	4	Perform short copycat rhythm patterns accurately, led by the teacher	D	
		5	Perform short repeating patterns while keeping in time with a steady beat	D	
		6	Perform word-pattern chants (e.g. cat-er-pil-lar crawl), cerate, retain and perform their own rhythm patterns.	D	
Musicianship Pitch	M	7	Listen to sounds in the local school environment, comparing high and low sounds	D	
		8	Sing familiar songs in both low and high voices and talk about the difference in sound	D	
Musicianship Other	M	9	Follow pictures and symbols to guide singing and playing	D	
		10	Explore percussion sounds to enhance storytelling	D	

Music - Progression Map

Key Stage 1 – Year 2

Singing	S	1	Sing songs with a pitch range of 5 notes (do-so) with increasing vocal control	D	Key Vocab: **Pitch**: High, low Pulse/Beat **Dynamics**: Quiet, loud **Compose** Rhythm **Notation** **Tempo** Fast, slow Percussion **Composer** **Improvise** **Musical Alphabet** **Echo** **Ostinato** **Notation, sleep, stride, walk, running** Instrument names: Piano Tambour Tambourine Triangle Wood block Scraper Shaker/maraca Chime bar **Glockenspiel** **Recorder** Beater
		2	Control pitching accurately in songs with a small pitch range and short phrases *(e.g. Rain, Rain Go Away).*	D	
		3	Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to: a) the leader's directions b) visual symbols (e.g. crescendo, decrescendo, pause)	D	
		4	Sing a range of songs with coordinated actions	D	
Listening	L	1	Know something of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing	S	
		2	Listen to recorded and live performances a) recognise the sound made by main instruments and how that sound is produced	D	
Composing	C	1	Create music in response to a non-musical stimulus e.g. storm, car race, rocket launch	D	
		2	Improvise simple question-and-answer phrases, to be sung and played on untuned percussion, creating a musical conversation	D	
		3	Use graphic symbols, dot notation and stick notation, as appropriate, to create a record/basic music map for composed pieces	D	
		4	Use music technology, if available, to capture, change and combine sounds	D	
Musicianship Pulse/Beat	M	1	Understand that the speed of the beat can change, creating a faster or slower pace (tempo)	S	
		2	Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo	D	
		3	Walk in time to the beat of a piece of music. Know the difference between left and right to support coordination and shared movement	D	
		4	Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats	D	
		5	Identify beat groupings in music that they sing or listen to	S	
Musicianship Rhythm	M	6	Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion	D	
		7	Create rhythms using word phrases as a starting point	D	
		8	Read and respond to chanted rhythm patterns; represent them with stick notation including crotchets, quavers and crotchet rests	D	
		9	Create and perform their own chanted rhythm patterns with the same stick notation	D	
Musicianship Pitch	M	10	Play singing games based on the cuckoo interval (so-mi, e.g. Little Sally Saucer) matching voices accurately, supported by a leader playing the melody	D	
		11	Sing short phrases independently within a singing game/short song	D	
		12	Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g. stand up/sit down, hands high/hands low)	D	
		13	Recognise dot notation and match it to 3-note tunes on tuned percussion	S	

Music - Progression Map

KS2 – Year 3

Singing	S	1	Sing a widening range of unison songs of varying styles and structures with a pitch range of a 5th (do–so) tunefully and with expression	D	Key Vocab: Dynamics: **forte, piano** **downbeat** sleep, stride, walk, running, shh **Bar** **Stave – lines, spaces** **Major, minor, atonal** **Blues** **Orchestra** **conductor** **Ostinato** **Pentatonic** **Ternary form** **Melody** **Accompaniment** **3/4 and 4/** **Violin, Viola, Cello** **Strings** **Bow, arco, pizz, bridge, fingerboard, pegs** **E, A, D, G string**
		2	Perform actions confidently and in time to a range of action songs (e.g. Heads and Shoulders).	D	
		3	Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes	D	
		4	Copy back phrases of a song with accuracy of rhythm and pitch	D	
Listening	L	1	Develop an understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing	S	
		2	Show, through movement or simple conducting gestures, that they can hear the pulse/beat; difference between music with 2 beats in a bar and 3 beats in a bar and feel where the strong downbeat (first beat of the bar) comes	D	
		3	Identify key instruments across different styles of music listened to e.g. violin, flute, trumpet, trombone, sitar, tabla, guitar, drum kit	D	
		4	Identify when the dynamics of a piece of music are b) loud (forte) or quiet (piano) c) High and low pitch	D	
Composing: Improvising	C	1	Invent short 'on-the-spot' responses (using voices, tuned and untuned percussion), using a limited note-range e.g. in short gaps in a backing track or drum circle, or by making up an 'answer' to a musical 'question'	D	
		2	Structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end	D	
Composing: compose	C	3	Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi)	D	
		4	Compose song accompaniments on untuned percussion using crotchets, minims and paired quavers	D	
Performing: Instrumental	P	1	Show a basic facility in playing tuned percussion or a melodic instrument such as a recorder	D	
		2	Play and perform melodies using a small range following written notation (stave or other)	D	
		3	Use listening skills to identify or put in order phrases using a one-line stave or dot notation, showing different arrangements of notes such as C-D-E/do-re-mi	D	
		4	Individually copy rhythms and stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow	D	
Performing: Reading notation	P	5	Understand concepts of stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch.	S	
		6	Understand the differences between crotchets, minims and paired quavers and perform these accurately in time with a beat using body or untuned percussion	S	
		7	Apply word chants to rhythms, understanding how to link each syllable to one musical note	D	

Music - Progression Map

KS2 – year 4

Singing	S	1	Sing a broad range of unison songs with musical expression, pitching the voice accurately within the range of an octave (do–do) and following directions for getting louder (crescendo) and quieter (decrescendo)	D	Key Vocab: Dynamics: forte, piano, **crescendo, decrescendo** downbeat **harmony: major/minor, atonal** **Smooth, detached (legato, staccato)** minim, crotchet, quaver, rest **tremolo** Bar Stave – lines, spaces Violin, Viola, Cello Strings Bow, arco, pizz, bridge, fingerboard, pegs **1st finger B and E (and F#, A)** **Sarangi, erhu, rebab, fiddle** **Bhangra3**
		2	Sing rounds and partner songs in different time signatures	D	
		3	Sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony	D	
Listening	L	1	Develop an understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing	S	
		2	Identify, across a range of music played and listened to: a) the time, place and cultural tradition the music comes from b) the key instruments and types of ensembles in that tradition	 S S	
		3	Listen to live and recorded performances	D	
		4	Used focussed listening and aural memory to identify details in music: a) counting in 2, 3 and 4 time, including rests b) minor or major chords c) which instruments are playing d) tempo, dynamic and harmonic changes	D	
Composing: Improvising	C	1	Improvise solo on the instrument they are learning for 1 or 2 bars over a backing track, using: a) a limited range of pitches b) musical features e.g. smooth or detached	D	
Composing: compose	C	2	Compose pieces to perform on the instruments they are learning using notation: a) creating sequences of 2-, 3- or 4-beat phrases made up of minim, crotchet, crotchet rest and paired quavers arranged into bars b) creating short phrases that combine rhythmic notation with letter names, using a 5 note pentatonic scale (eg do, re, mi, so, la)	D	
		3	Explore developing knowledge of musical components by composing music to create a specific mood, e.g. to accompany a film clip	D	
		4	Capture and record creative ideas using graphic symbols, notation or music technology	D	
Performing: Instrumental	P	1	Develop facility in the basic skills of a selected musical instrument over a sustained learning period: a) Control basic instrumental technique (e.g. tonguing/bowing) b) Pitch a small range of notes accurately (e.g. open strings to 1st/2nd finger on violin, or 5-6 notes on brass/wind) c) Play with simple expression e.g. loud, soft, legato, staccato d) Play melodies in time with a backing track, and play accompaniment parts to recorded melodies e) Learn short melodies by ear with musical expression, and be able to reproduce them accurately later	D	
Performing: Reading notation	P	2	Understand differences between minims, crotchets, paired quavers, rests.	S	
		3	Read and perform melodies following staff notation, including pieces composed themselves, using the small range of notes learned	D	
		4	Perform in two or more parts from simple notation, achieving a sense of ensemble	D	

Music - Progression Map

Key Stage 2 – Year 5

Singing	S	1	Sing a broad range of songs from an extended repertoire: a) with a sense of ensemble and performance b) observing phrasing, accurate pitching and appropriate style	D	Key Vocab: **Triad** **Chord** Major minor **Fanfare** **Timbre** **Syncopation** **Verse and Chorus** **Ternary form** **ff pp, mf mp** **sample, loop, sequence** **bass line** **semibreve, semiquaver** **sharps, flats, naturals** **bass guitar** **keyboard** **drum kit (bass, snare, hi hat)** **samba: surdo, clave, repenique, reco-reco, tambourim**
		2	Sing three-part rounds, partner songs, and songs with a verse and a chorus	D	
		3	Hold their own part confidently when others are performing different parts	D	
Listening	L	1	Demonstrate understanding of the stories, origins, traditions, history, social context and key musical features of the music they are listening to, singing and playing	S	
		2	Identify the time, place and tradition in pieces similar to those already heard	S	
		3	Show awareness of a wide range of musical cultures and traditions	S	
		4	*Identify when music is in 2, 3 or 4 time, and the difference between simple/compound time signatures (e.g. VW folk song)*	S	
		5	Identify the verse, chorus and structure of a song	S	
		6	*Recognise which elements of a piece have been created using music technology, including loops and samples*	S	
Composing: Improvising	C	1	Improvise freely over a drone, developing sense of shape and character, using a wider range of dynamics, from very quiet to very loud (pp-ff)	D	
		2	Improvise over a simple groove or chord pattern, responding to the beat and style, creating a satisfying melodic shape	D	
Composing: compose	C	3	Compose melodies made from pairs of phrases in a key suitable for the instrument used, perhaps with rhythmic or chordal accompaniment	D	
		4	Working in pairs, compose a short, ternary piece.	D	
		5	Use chords to evoke a specific mood, atmosphere or environment	D	
		6	Capture and record creative ideas using graphic symbols, rhythm or staff notation or music technology	D	
Performing: Instrumental	P	1	Perform with increasing accuracy, fluency, control and expression	D	
		2	Play by ear on tuned instruments, copying longer phrases, syncopated rhythms and familiar melodies.	D	
		3	Play melodies following staff notation within the range of an octave (do-do), as appropriate to the instruments used	D	
		4	Understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards.	S	
			a) Perform simple, chordal accompaniments to familiar songs	D	
		5	Perform a range of pieces in an ensemble of mixed acoustic instruments, e.g. a school orchestra or area band a) Hold a part in an instrumental ensemble when others are performing different parts b) Follow a conductor's gestures to help count bars' rests accurately, and achieve accurate entries and endings		
Performing: Reading notation	P	6	Understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.	S	
		7	Understand the concepts of a bar, barline and the differences between 2/4-, 3/4- and 4/4-time signatures	S	
		8	Read and perform pitch notation within an octave (e.g. do–do) a) Read and play short rhythmic phrases at sight		
		9	Understand concept of sharp, flat and natural notes and their symbols		

Music - Progression Map

Key Stage 2 – Year 6

Singing	S	1	Sing a broad range of songs from a variety of different countries and traditions, with a sense of ensemble and performance including: a) rhythmic accuracy, including with syncopated rhythms b) musical phrasing c) a sense of shape and direction d) accurate pitching e) an appropriate style for the song	D	Key Vocab: **Rondo** **2/4 3/4 4/4 time sig** **8 elements of music:** Rhythm, melody, tonality, texture, harmony, form, dynamics, timbre
		2	Sing three- and four-part rounds or partner songs, holding own part, even when randomly placed within the group	D	
Listening	L	1	Demonstrate understanding of the stories, origins, traditions, history, social context and key musical features of the music they are listening to, singing and playing	S	
		2	Show increasing awareness of a wide range of musical cultures and traditions	S	
		3	Describe key features of music that is important to their own family or community	S	
		4	Identify key pieces of music listened to over their time in school and use musical vocabulary accurately to identify their musical tradition and key musical features	S	
Composing: Improvising	C	1	Improvise music with multiple sections that include repetition and contrast	D	
		2	Improvise around a fixed groove or chord sequence, creating a satisfying melodic shape beyond 8 beats, adjusting ideas to fit with chord changes	D	
Composing: compose	C	3	Compose, notate and perform melodies with rhythmic variety and interest e.g.: a) an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. CDEGA). b) made from pairs of phrases in a key with one sharp or flat.	D	
		4	Create a rhythmic or chordal accompaniment to enhance composed melodies	D	
		5	Use music technology/apps to create and record a piece that has: a) a clear structure (e.g. ternary form) with a good balance of repetition and contrast b) a variety of different textures and timbres, perhaps making use of loops or samples	D	
		6	Review the first draft of a piece, using musical language to suggest refinements for a final version	S	
Performing: Instrumental	P	1	Perform with confidence and increasing accuracy, fluency, control and expression and communicate the essence of the music to an audience	D	
		2	Play melodies both by following staff notation, and worked out by ear, using notes within an octave range.	D	
		3	Play accompaniments to melodies using chords, a bass line, or other accompaniment patterns	D	
		4	With guidance, adjust performing styles, techniques and expression as appropriate to music from different genres, cultures, and traditions	D	
		5	Engage musically with others through ensemble playing	D	
Performing: Reading notation	P	6	Read and play from notation a four-bar phrase, confidently identifying note names and durations	D	
		7	Play from or follow a simple notated band/orchestra part, accurately interpreting: a) Pitch and rhythm notation, including rests b) Time signatures c) Sharp/natural/flat d) Rests for whole bars and multiple bars e) Repeat signs f) Rehearsal marks (Figure 1, 2 etc.) g) Dynamics (pp, p, mp, mf, f, ff) and expression (staccato/legato, crescendo/diminuendo)	D	

Music - Progression Map

By the end of EYFS most children should be able to:	By the end of Y2 most children should be able to:	By the end of Y4 most children should be able to:	By the end of Y6 most children should be able to:
SINGING			
Sing a range of songs including nursery rhymes and action songs. Control voices in different ways (high, low, loud, quiet)	Sing songs across a narrow pitch range of 5 notes with vocal control, accurate pitch and musical expression	Sing songs within an octave range that include small and large leaps, with accurate pitch, musical expression and understanding of the principles of good singing.	Perform songs with appropriate musical style across a range of traditions, with accuracy of pitch and rhythm, musical phrasing, a sense of ensemble and with growing control of the principles of good singing.
Join in with well-known songs and songs they are introduced to in school.	Copy back short phrases from a song accurately	Hold own part in a round or 2-part song	Hold a harmony part or part in a 3- or 4-part round with confidence
LISTENING			
Listen and move in response to music. Identify basic instruments and listen with attention to sounds.	Listen actively to pieces of music, memorising and recognising key musical ideas and identifying when musical elements change	Use focused listening and aural memory to identify notated rhythms/pitch patterns and musical concepts such as metre, bars, melody/accompaniment, chords/harmony, dynamics and texture.	Use focused listening, aural memory and musical vocabulary to identify musical ideas from staff notation; and musical features such as chord patterns, syncopated rhythms, musical structures, instrumental playing techniques and use of technology.
Listen to a variety of music from different backgrounds and recognising different celebrations through the year.	Show a basic understanding that the sound of different pieces of music reflects the time, place and tradition that it comes from.	Show understanding of the origins and context of music across a range of cultural traditions, identifying the time, place and common instruments/ensembles used in that tradition.	Identify a wide range of different musical traditions and their characteristic musical features, including those seen across communities in Nottingham; identify specific pieces of music heard over their time in school, showing

Music - Progression Map

			understanding of the origins and context of the music.
COMPOSING/IMPROVISING			
Explore sounds and how they can be changed (loud/quiet, fast/slow)	Choose and combine sounds as appropriate for a story or other stimulus, varying musical elements to reflect changing moods	Compose an imaginative group piece inspired by music listened to, with a clear musical structure and making effective use of instruments played by the class.	Use instruments, voices or music technology/apps to compose music with a clear structure, use of chords and a variety of textures/timbres; review and refine draft versions into final pieces
	Improvise simple musical conversations	Improvise solo for 1 or 2 bars over a backing track, using a limited range of pitches; improvise question and answer phrases	Improvise pieces freely, with a growing sense of character and musical shape, and improvise around a fixed groove, adjusting ideas to fit with chord changes.
	Use visual symbols to represent a musical map of composed pieces	Compose short musical phrases to perform on the instrument they are learning, using rhythm notation and letter names.	Compose and notate longer melodic phrases with rhythmic variety, using a specific scale or key, and adding an accompaniment pattern
MUSICIANSHIP		**PERFORMING & READING NOTATION**	
Move expressively to music. Know when to move and when to stop.	Show through movement that they can feel the pulse/beat of a piece, and distinguish between music in 2 and 3 time	Demonstrate skills on a musical instrument with control of basic instrumental technique; pitch a small range of notes accurately, with simple musical expression, playing in time with a backing track and following a conductor.	Perform confidently in a mixed instrument ensemble, showing awareness of their role in the music, blending and balancing with other performers, following visual cues from a conductor for timing and musical expression.

Music - Progression Map

Can copy simple rhythms with clapping/stamping etc.	Copy back and create rhythms, and use stick notation to represent simple rhythms	Learn to play short melodies across a small range of pitches by ear, with musical expression, and from simple staff notation; be able to recall them accurately later	Play melodies and accompaniments using notes within an octave range, both by following staff notation and worked out by ear, with increasing accuracy, fluency, control and expression.
Can sing in different ways (loud/soft, fast/slow, different voices)	Identify when pitch goes up, down or stays the same	Link sound with rhythm notation symbols for minims, crotchets, paired quavers and rests; and link rises and falls of pitch with note position on the stave	Understand and play from music notation and expression marks commonly found in a simple band or orchestra part

The Model Music Curriculum, DfE 2021

Nottingham Music Hub Progression Framework for KS1-2 2023

Sing up Curriculum Mapping Overview 2023

Statutory Framework for the Early Years Foundation Stage 2021

National Plan for Music Education, DfE

Ofsted Research Review Series: Music 2021

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