

Music Curriculum - Progression Map

EYFS	Key Stage One			Key Stage Two				
To thread through every area: All Communication and Language Early Learning Goals .		Year 1	Year 2	National Curriculum Learning Objectives	Year 3	Year 4	Year 5	Year 6
Perform								
Expressive Arts and Design – being imaginative and expressive: 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 the music.	Use their voices expressively and creatively by singing songs and speaking chants and rhymes.	Use voices in different ways such as speaking, singing and chanting.	Use voices expressively and creatively. To sing with the sense of shape of the melody	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.	To sing in unison, becoming aware of pitch.	To sing in unison maintaining the correct pitch and using increasing expression.	To sing in unison with clear diction, controlled pitch and sense of phrase.	To sing in solo, unison and in parts with clear diction, controlled pitch and with sense of phrase.
	Play tuned and untuned instruments musically.	To create and choose sounds. To perform simple rhythmical patterns, beginning to show an awareness of pulse.	To create and choose sounds for a specific effect. To perform rhythmical patterns and accompaniments, keeping a steady pulse.		To perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes.	To play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics.	To play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression.	To play and perform with accuracy, fluency, control and expression
Compose								
Personal, Emotional and Social Development – self-regulation: Give focused attention to what the teacher says, responding appropriately even when engaged in activity and show an ability to follow instructions involving several ideas or actions.	Experiment with, create, select and combine sounds using the inter-related dimensions of music.	To know about and experiment with sounds.	Repeat short rhythmic and melodic patterns.	Improvise and compose music for a range of purposes using the inter-related dimensions of music.	To create simple rhythmical patterns that use a small range of notes.	To create rhythmical and simple melodic patterns using an increased number of notes.	To create increasingly complicated rhythmic and melodic phrases within given structures.	To create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures.
		To recognise and explore how sounds can be organised. To identify and organise sounds using simple criteria,	To begin to explore and choose and order sounds using the inter-related dimensions of music*.		To begin to join simple layers of sound.	To join layers of sound, thinking about musical dynamics of each layer and understanding the effect.		
		To recognise and explore how sounds can be organised. To identify and organise sounds using simple criteria,	To begin to explore and choose and order sounds using the inter-related dimensions of music*.	Use and understand staff and other musical notations.	To begin to recognise simple notations to represent music, including pitch and volume.	To understand and begin to use established and invented musical notations to represent music.	To recognise and use a range of musical notations including staff notation.	To use and apply a range of musical notations including staff notation, to plan, revise and refine musical material.

Listen								
Literacy – comprehension: Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role play.	Listen with concentration and understanding to a range of high-quality live and recorded music.	To begin to identify simple repeated patterns and follow basic musical instructions.	To identify and recognise repeated patterns and follow a wider range of musical instructions.	Listen with attention to detail and recall sounds with increasing aural memory.	To listen with attention and begin to recall sounds.	To listen to and recall patterns of sounds with increasing accuracy.	To listen to and recall a range of sounds and patterns of sounds confidently.	To listen to, internalise and recall sounds and patterns of sounds with accuracy and confidence.
		To begin to understand that musical elements can be used to create different moods and effects.	To understand how musical elements create different moods and effects.		To begin to understand how different musical elements are combined and used to create an effect.	To understand how different musical elements are combined and used expressively.	To begin to identify the relationship between sounds and how music can reflect different meanings.	To identify and explore the relationship between sounds and how music can reflect different meanings.
		To listen to short, simple pieces of music and talk about when and why they may hear it.	To listen to pieces of music and discuss where and when they may be heard explaining why using simple musical vocabulary.	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.	To listen to and begin to respond to music drawn from different traditions and great composers and musicians.	To listen to, understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians.	To listen to a range of high quality, live and recorded music from different traditions, composers and musicians and begin to discuss their differences and how music may have changed over time.	To develop an understanding of the history of music from different, cultures, traditions, composers and musicians evaluating how venue, occasion and purpose effects the way that music is created and performed.

N.B. National Curriculum Objective ‘To develop an understanding of the history of music’ threads through all areas of the KS2 Music Curriculum.

***Inter-related dimensions of music (dynamics):**

- **PULSE:** the steady beat of a piece of a piece of music
- **PITCH:** the melody and the way the notes change from low to high and vice versa.
- **RHYTHM:** or duration is the pattern of long and short sounds in a piece of music
- **DYNAMICS:** Loud and soft
- **TEMPO:** Fast and slow
- **TIMBRE:** The type of sound – whisper/hum/sing/talk (examples with the voice) or twinkly/hard/soft (examples with instruments)
- **TEXTURE:** Layers of sound (number of instruments or voices playing together)
- **STRUCTURE:** The way the music is laid out –e.g. Verse, chorus, verse.

‘Nobody else is quite like me’