

Music Pupil Progression Plan

EYFS Expectations	Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
<p><i>The objectives set out in the Progression Map below are taken from the Development Matters Guidance.</i></p> <p>Children’s learning of music in EYFS is based on the following key areas: Communication and Language, Physical Development and Expressive Arts and Design.</p>	<p>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><i>The objectives set out in the Progression Map below are taken from the Model Music Curriculum.</i></p> <p>.</p>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • To play and perform in solo and ensemble context, 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 composer and musicians. • To develop an understanding of the history of music. <p><i>The objectives set out in the Progression Map below are taken from the Model Music Curriculum.</i></p>

Musicianship - understanding music

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Respond to new experiences - being introduced to different styles of music.	Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.	Understand that the speed of the beat can change, creating a faster or slower pace (tempo).	The inter-related dimensions of music are covered in other music areas taught (outlined below).	The inter-related dimensions of music are covered in other music areas taught (outlined below).	The inter-related dimensions of music are covered in other music areas taught (outlined below).	The inter-related dimensions of music are covered in other music areas taught (outlined below).

<p>Use intonation, pitch and changing volume when 'talking'.</p> <p>Clap and stamp to music.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Respond emotionally and physically to music when it changes.</p> <p>Move and dance to music.</p> <p>Anticipate phrases and actions in rhymes and songs, like 'Peepo'.</p> <p>Explore a range of soundmakers and</p>	<p>Use body percussion and classroom percussion playing repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments to maintain a steady beat.</p> <p>Respond to the pulse in recorded/live music through movement and dance.</p> <p>Create, retain and perform their own rhythm patterns.</p> <p>Listen to sounds in the local school environment, comparing high and low sounds.</p> <p>Sing familiar songs in both low and high voices and talk about the difference in sound.</p>	<p>Mark the beat of a listening piece (e.g. Bolero by Ravel) by tapping or clapping and recognising tempo as well as changes in tempo.</p> <p>Walk in time to the beat of a piece of music or song.</p> <p>Know the difference between left and right to support coordination and shared movement with others.</p> <p>Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats.</p> <p>Identify the beat groupings in familiar music that they sing regularly and listen to.</p> <p>Play copycat rhythms, copying a leader, and invent rhythms for others</p>				
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<p>instruments and play them in different ways.</p>	<p>Explore percussion sounds to enhance storytelling.</p> <p>Follow pictures and symbols to guide singing and playing.</p>	<p>to copy on untuned percussion.</p> <p>Create rhythms using word phrases as a starting point (e.g. Hel-lo Si-mon or Can you come and play?).</p> <p>Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests.</p> <p>Play a range of singing games based on the cuckoo interval (so-mi, e.g. Little Sally Saucer) matching voices accurately, supported by a leader playing the melody.</p> <p>Sing short phrases independently within a singing game or short song.</p> <p>Respond independently to pitch changes</p>				
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		heard in short melodic phrases, indicating with actions. Recognise dot notation and match it to 3-note tunes played on tuned percussion.				
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Singing

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<p>Turn towards familiar sounds. They are also startled by loud noises and accurately locate the source of a familiar person's voice, such as their key person or a parent.</p> <p>Gaze at faces, copying facial expressions and movements like sticking out their tongue. Make eye contact for longer periods.</p> <p>Enjoy singing, music and toys that make sounds.</p> <p>Listen and respond to a simple instruction.</p> <p>Sing a large repertoire of songs.</p> <p>Know many rhymes, be able to talk</p>	<p>Sing simple songs, chants and rhymes. Sing collectively and at the same pitch, responding to simple visual directions e.g. stop/start and counting in.</p> <p>Begin with simple songs with a very small range and then slightly wider.</p> <p>Sing a wide range of call and response songs to control vocal pitch and to match the pitch they hear with accuracy.</p>	<p>Sing songs regularly with a pitch range of do-so with increasing vocal control.</p> <p>Sing songs with a small pitch range, pitching accurately.</p> <p>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 and (b) visual symbols (e.g. crescendo, decrescendo, pause).</p>	<p>Sing a widening range of unison songs of varying styles and structures with a pitch range of do-so, tunefully and with expression.</p> <p>Perform forte and piano, loud and soft.</p> <p>Perform actions confidently and in time to a range of action songs (e.g. Heads and Shoulders).</p> <p>Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</p> <p>Perform as a choir in school assemblies.</p>	<p>Continue to 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).</p> <p>Sing rounds and partner songs in different time signatures and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony.</p> <p>Perform a range of songs in school assemblies.</p>	<p>Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and appropriate style.</p> <p>Sing three-part rounds, partner songs, and songs with a verse and a chorus.</p> <p>Perform a range of songs in school assemblies and in school performance opportunities.</p>	<p>Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style.</p> <p>Continue to sing three- and four-part rounds or partner songs, and experiment with positioning singers randomly within the group.</p> <p>Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.</p>

<p>about familiar books, and be able to tell a long story.</p> <p>Enjoy songs and rhymes, tuning in and paying attention.</p> <p>Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</p> <p>Say some of the words in songs and rhymes.</p> <p>Sing songs and say rhymes independently, for example, singing whilst playing.</p> <p>Explore their voices and enjoy making sounds.</p> <p>Join in with songs and rhymes, making some sounds.</p> <p>Make rhythmical and repetitive sounds.</p>						
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<p>Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Create their own songs or improvise a song around one they know.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>						
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Listening

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p> <p>Show attention to sounds and music.</p> <p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p>	<p>Experience live music making in and out of school including performances by other school ensembles or year groups or provided by other Music Education Hubs partners, which may include local or national ensembles.</p>	<p>Experience live music making in and out of school including performances by other school ensembles or year groups or provided by other Music Education Hubs partners, which may include local or national ensembles.</p>	<p>Experience live music making in and out of school including performances by other school ensembles or year groups or provided by other Music Education Hubs partners, which may include local or national ensembles.</p>	<p>Experience live music making in and out of school including performances by other school ensembles or year groups or provided by other Music Education Hubs partners, which may include local or national ensembles.</p>	<p>Experience live music making in and out of school including performances by other school ensembles or year groups or provided by other Music Education Hubs partners, which may include local or national ensembles.</p>	<p>Experience live music making in and out of school including performances by other school ensembles or year groups or provided by other Music Education Hubs partners, which may include local or national ensembles.</p>

Composing

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
	<p>Improvise simple vocal chants, using question and answer phrases.</p> <p>Create musical sound effects and short sequences of sounds in response to stimuli.</p> <p>Combine sounds to make a story choosing and playing classroom instruments.</p> <p>Understand the difference between creating a rhythm pattern and a pitch pattern.</p> <p>Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns.</p> <p>Use music technology, if available, to capture, change</p>	<p>Create music in response to a non-musical stimulus.</p> <p>Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation.</p> <p>Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.</p> <p>Use music technology, if available, to capture, change and combine sounds.</p>	<p><u>Improvise:</u> Become more skilled in improvising (using voices, tuned and untuned percussion and instruments played in whole-class/group/individual/instrumental teaching) inventing short ‘on-the-spot’ responses using a limited note-range.</p> <p>Structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end. Pupils should compose in response to different stimuli.</p> <p><u>Compose:</u> Combine known rhythmic notation with letter names to create rising and falling phrases using just three</p>	<p><u>Improvise:</u> 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).</p> <p>Begin to make compositional decisions about the overall structure of improvisations.</p> <p><u>Compose:</u> Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt. Sing and play these phrases as self-standing compositions.</p>	<p><u>Improvise:</u> Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments.</p> <p>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).</p> <p><u>Compose:</u> Compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. These melodies can be</p>	<p><u>Improvise:</u> Create music with multiple sections that include repetition and contrast.</p> <p>Use chord changes as part of an improvised sequence.</p> <p>Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape.</p> <p><u>Compose:</u> Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody.</p>

	<p>and combine sounds.</p> <p>Recognise how graphic notation can represent created sounds.</p> <p>Explore and invent own notation symbols.</p>		<p>notes.</p> <p>Compose song accompaniments on untuned percussion using known rhythms and note values.</p>	<p>Arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars.</p> <p>Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip.</p> <p>Introduce major and minor chords.</p> <p>Include instruments played in whole-class/group/individual teaching to expand the scope and range of the sound palette available for composition work.</p> <p>Capture and record creative ideas using any of: graphic</p>	<p>enhanced with rhythmic or chordal accompaniment.</p> <p>Working in pairs, compose a short ternary piece.</p> <p>Use chords to compose music to evoke a specific atmosphere, mood or environment. Equally, pupils might create music to accompany a silent film or to set a scene in a play or book.</p> <p>Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology.</p>	<p>Compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen.</p> <p>Either of these melodies can be enhanced with rhythmic or chordal accompaniment.</p> <p>Compose a ternary piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved.</p>
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Performing

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<p>Play instruments with increasing control to express their feelings and ideas.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Perform short copycat rhythm patterns accurately, led by the teacher.</p> <p>Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat.</p> <p>Perform word-pattern chants.</p>	<p>Create and perform their own chanted rhythm patterns with the same stick notation.</p>	<p>Develop facility in playing tuned percussion or a melodic instrument (ukulele). Play and perform melodies following staff notation using a small range as a whole class or in small groups.</p> <p>Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-mi.</p> <p>Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow. Extend to question-and-answer phrases.</p> <p>Introduce the stave, lines and spaces, and clef.</p>	<p>Develop facility in the basic skills of a selected musical instrument over a sustained learning period. This can be achieved through working closely with your local Music Education Hub who can provide whole-class instrumental teaching programmes (ukulele).</p> <p>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.</p> <p>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</p>	<p>Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave and using notes within the Middle C-C'/do-do range. This should initially be done as a whole class with greater independence gained each lesson through smaller group performance.</p> <p>Understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments to familiar songs.</p> <p>Perform a range of repertoire pieces and arrangements combining acoustic instruments to form</p>	<p>Play a melody following staff notation written on one stave and using notes within an octave range; make decisions about dynamic range, including very loud, very quiet, moderately loud and moderately quiet.</p> <p>Accompany this same melody, and others, using block chords or a bass line. This could be done using keyboards, tuned percussion or tablets, or demonstrated at the board using an online keyboard.</p> <p>Engage with others through ensemble playing with pupils taking on melody or accompaniment roles. The accompaniment, if instrumental, could</p>

			<p>Use dot notation to show higher or lower pitch.</p> <p>Introduce and understand the differences between crotchets and paired quavers.</p> <p>Apply word chants to rhythms, understanding how to link each syllable to one musical note.</p>	<p>static and moving parts.</p> <p>Copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A).</p> <p>Introduce and understand the differences between minims, crotchets, paired quavers and rests.</p> <p>Read and perform pitch notation within a defined range.</p> <p>Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.</p>	<p>mixed ensembles, including a school orchestra.</p> <p>Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies.</p> <p>Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.</p> <p>Understand the differences between 2/4, 3/4 and 4/4 time signatures.</p> <p>Read and perform pitch notation within an octave.</p> <p>Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.</p>	<p>be chords or a single-note bass line.</p> <p>Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests.</p> <p>Further develop the skills to read and perform pitch notation within an octave.</p> <p>Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations.</p> <p>Read and play from notation a four-bar phrase, confidently identifying note names and durations.</p>
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