

Music Progression Map



EYFS		Year 1	Year 2	NC- KS1
Listening and Evaluating				
Listening and responding to music	Listening appropriately to someone leading a short musical phrase, song or rhyme. Exploring spontaneous movement with different parts of their body in response to music. Expressing different spontaneous emotional reactions to music, (smiling, movement, body language). Using artwork or creative play as a way of expressing feelings and responses to music	Coordinating the speed of their movements to match the speed of the music (not the beat). Beginning to move in time with the beat of the music. Beginning to articulate how a piece of music affects them	Confidently moving in time with the beat of the music when modelled. Beginning to keep movements to the beat of different speeds of music. Beginning to explain why the music has a certain effect on them, which could be related to the music or a personal experience.	Pupils should be taught to: Listen with concentration and understanding to a range of high-quality live and recorded music
Analysing	Identifying and imitating sounds from a variety of music. Considering whether background music and sound effects can enhance storytelling.	Identifying some common instruments when listening to music. Relating sounds in music to real-world experiences. (e.g. it sounds like squelching mud). Recognising simple patterns and repetition in rhythm. (e.g. where a pattern of beats is repeated). Recognising simple patterns and repetition in pitch (e.g. do re mi). Talking about the tempo of music using the vocabulary of fast and slow Talking about the dynamics of the music, using the vocabulary of loud, quiet and silent. Talking about the pitch of music, using the vocabulary of high and low.		
Evaluating	Showing preferences for certain music or sounds.	Stating what they enjoyed about their peers' performances. Giving positive feedback relating to the tempo of practices and performances using the vocabulary of fast and slow. Giving positive feedback related to the dynamics of practices and performances, using the vocabulary of loud, quiet and silent.		
Cultural and historical awareness	Listening to music from a wide variety of cultures and historical periods. To recognise and name at least two instruments from Groups A and B.	Appreciating music from a wide variety of cultures and historical periods. To know that sections of music can be described as fast or slow and the meaning of these terms. To know that sections of music can be described as loud, quiet or silent and the meaning of these terms. To know that sounds within music can be described as high or low sounds and the meaning of these terms.		
Creating Sound				
Singing repertoire*	Singing short, rhythmic rhymes and songs.	Singing simple songs, chants and rhymes from memory. Practising singing songs with a wider pitch range (e.g. pentatonic melodies) which is gradually getting higher or lower.		Pupils should be taught to: Use their voices expressively and creatively by singing songs and speaking chants and rhymes
		Competently singing songs with a very small pitch range (two notes that are different but close together).	Competently singing songs or short phrases with a small pitch range (up to five notes that are different but close together).	
Singing technique	Using both speaking and singing voices. Unconsciously beginning to sing to the pulse of a song. Exploring vowel sounds through call and response activities.	Breathing at appropriate times when singing. Exploring changing their singing voice in different ways. Singing a range of call and response chants, attempting to match the pitch and tempo they hear.	Adapting their singing voice to be loud or soft at the direction of a leader. Singing a range of call and response songs, matching the pitch and tempo they hear with accuracy. Singing part of a given song in their head (using their 'thinking voice').	
Instruments	Exploring different ways of making sound with everyday objects and instruments. (Groups A, B and C.) Exploring different ways of holding a range of instruments. (Groups A, B and C.) Starting to show a preference for a dominant hand when playing instruments. (Groups A, B and C.)	Developing an awareness of how sound is affected by the way an instrument is held. (Groups A, B and C.) Developing an awareness of how dynamics are affected by the force with which an instrument is played. (Groups A, B and C.) Learning to use instruments to follow the beat by first observing and then mimicking the teacher's modelling. (Group A.) Using instruments imaginatively to create soundscapes which convey a sense of place. (Group B.)		Pupils should be taught to: Play tuned and untuned instruments musically.
	Using instruments expressively to music. (Group B.)	Using bilateral and hand-eye co-ordination to play/hold instruments using both hands. (Group A.)		
	Using instruments to begin to follow a beat, with guidance. (Group A.)	Starting to understand how to produce different sounds on pitched instruments. (Group C.)		
Posture	Finding a comfortable static position when playing instruments or singing.	Maintaining a comfortable position when sitting or standing to sing and play instruments.		
Notation				
Notation	N/A	Reading different types of notation by moving eyes from left to right as sound occurs. To know that notation is read from left to right.		The National curriculum attainment targets for Key Stage 1 do not refer to music notation.
Pitch	Developing an awareness of high and low through pictorial representations of sound.	To know that in all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds. Recognising pitch patterns using dots.	Using a simplified version of a staff to notate known musical phrases (of 2 pitches).	
Representations	Developing an awareness of how simple marks or objects can show single beats and single beat rests.	Using pictorial representations to stay in time with the pulse when singing or playing. Confidently reading simple rhythmic patterns comprising of one beat sounds (crotchets) and one beat rests (crotchet rests). Beginning to read simple rhythmic patterns which include two half beats (quavers). To know that pictorial representations of rhythm show sounds and rests.		
Improvising and composing				
Stimulus purpose	Exploring and imitating sounds from their environment and in response to events in stories.	Creating sound responses to a variety of physical stimuli such as, nature, artwork and stories.		Pupils should be taught to: Experiment with, create, select and combine sounds using the interrelated dimensions of music.
Improvising	Exploring and imitating sounds.	Improvising simple question and answer phrases, using untuned percussion or voices.		
Creating selecting sounds	Experimenting with creating sound in different ways using instruments, body percussion and voices. Selecting classroom objects to use as instruments. Selecting sounds that make them feel a certain way or remind them of something.	Experimenting with creating different sounds using a single instrument. Experimenting with creating loud, soft, high and low sounds. Selecting objects and/or instruments to create sounds to represent a given idea or character.	Experimenting with adapting rhythmic patterns by changing either the dynamics, tempo or instrument. Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.	
Sequencing	Playing sounds at the relevant point in a storytelling.	Playing and combining sounds under the direction of a leader (the teacher).	Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time.	
Performing				
Understanding evaluating	Beginning to say what they liked about others' performances.	Offering positive feedback on others' performances.		Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically.
Awareness music	N/A	Starting to maintain a steady beat throughout short singing performances.		
Awareness of self	Facing the audience when performing. Spontaneously expressing feelings around performing.	Keeping head raised when singing. Keeping instruments still until their part in the performance.	Standing or sitting appropriately when performing or waiting to perform. Beginning to acknowledge their own feelings around performance.	
Awareness of others	Performing actively as part of a group. Demonstrating being a good audience member, by looking, listening and maintaining attention.	Performing actively as part of a group; keeping in time with the beat. Showing awareness of leader particularly when starting or ending a piece.	Performing actively as a group, clearly keeping in time with the beat. Following a leader to start and end a piece appropriately.	