

# Music Progression Map



	Nursery	Reception	Key Stage 1
Communication and Language	Sing a large repertoire of songs.	Listen carefully to rhymes and songs, paying attention to how they sound.  Learn rhymes, poems and songs	<b>KS1 National Curriculum Expectations:</b> Pupils should be taught to: <ul style="list-style-type: none"> <li>• Use their voices expressively and creatively by singing songs and speaking chants and rhymes. (performing)</li> <li>• Play tuned and un-tuned instruments musically. (Performing)</li> <li>• Listen with concentration and understanding to a range of high-quality live and recorded music. (Listening)</li> <li>• Experiment with, create, select and combine sounds using the inter-related dimensions of music. (Composing)</li> </ul>
Physical Development	Use large-muscle movements to wave flags and streamers, paint and make marks.	Combine different movements with ease and fluency	
Expressive Arts and Design	Listen with increased attention to sounds.  Respond to what they have heard, expressing their thoughts and feelings.  Remember and sing entire songs.  Sing the pitch of a tone sung by another person ('pitch match').	Explore, use and refine a variety of artistic effects to express their ideas and feelings.  Return to and build on their previous learning, refining ideas and developing their ability to represent them.  Create collaboratively, sharing ideas, resources and skills.  Listen attentively, move to and talk about music, expressing their feelings and responses.	

	<p>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.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	
<p>ELG Expressive Arts and Design</p> <p>Being Imaginative</p>		<p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>	
<b>Strand - Improvise and Compose</b>			
<b>Key Learning</b>	<p>Listening and responding to different styles of music, embedding foundations of the interrelated dimensions of music, listening to, learning to sing or sing along with nursery rhymes and action songs, improvising leading to playing classroom instruments and, share and perform the learning that has taken place.</p>	<p>To understand that what 'high' and 'low' notes are.</p> <p>To recognise that different sounds can be long or short.</p> <p>To recognise music that is 'fast' or 'slow'. To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music.</p> <p>To know that signals can tell us when to start or stop playing.</p>	<b>Knowledge</b>
			<p>To understand that pitch means how high or low a note sounds.</p> <p>To understand that 'tuned' instruments play more than one pitch of notes.</p> <p>To understand that music can be represented by pictures or symbols.</p> <p>To know that music has layers called 'texture'.</p>
			<p>To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches.</p> <p>To understand that a melody is made up from high and low pitched notes played one after the other, making a tune.</p> <p>To know that 'notation' means writing music down so that someone else can play it I know that a graphic score can</p>

					<p>show a picture of the structure and / or texture of music.</p> <p>To know that dynamics means how loud or soft a sound is. To understand that sounds can be adapted to change their mood, eg through dynamics.</p> <p>To know that a graphic score can show a picture of the layers, or 'texture', of a piece of music.</p>
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	<p>I sing a song in a high voice.  I sing a song in a low voice.  I sing in a high or low voice to copy another singer.  I make up my own song.  I sing for other people.  .</p>	<p><b>TERM 1</b>  Make up new words and actions about different emotions and feelings.</p> <p>Explore making sound with voices and percussion instruments to create different feelings and moods</p> <p>Explore storytelling elements in the music and create a class story inspired by the piece.  Make up a simple accompaniment using percussion instruments.</p> <p>Make up new lyrics and vocal sounds for different kinds of transport</p> <p><b>TERM TWO</b>  Explore the range and capabilities of voices through vocal play</p> <p>Create a sound story using instruments to represent different animal sounds/ movements.</p> <p>Make up new lyrics and accompanying actions.</p>	<p style="text-align: center;"><b>Skills</b></p>	<p><b>TERM 1</b>  Use props to create a group performance.</p> <p>Compose music to march to using tuned and untuned percussion.</p> <p>Experiment with sounds (timbre) to create music and draw the sounds using graphic symbols.</p> <p><b>TERM 2</b>  Compose word patterns in groups and melodies in pairs using mi-re-do (E-D-C).</p> <p>Compose musical sound effects and short sequences of sounds in response to a stimulus.</p> <p>Improvise question-and answer conversations using percussion instruments.</p> <p><b>TERM 3</b>  Create rhythm patterns, sequencing them, and ‘fixing’ them as</p>	<p><b>TERM 1</b>  Improvise rhythms along to a backing track using the note C or G.</p> <p>Compose call-and response music.</p> <p>Select instruments and compose music</p> <p>Invent simple patterns using voices, body percussion, and then instruments.</p> <p>Follow signals given by a conductor/leader.</p> <p>Structure compositional ideas into a bigger piece.</p> <p>Improvise solos using instruments.</p> <p><b>TERM 2</b>  Compose 4-beat patterns to create a new rhythmic accompaniment, using a looping app</p>
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		<p>Improvise a vocal/physical soundscape about minibeasts</p> <p><b>TERM 3</b></p> <p>Develop a song by composing new words and adding movements and props.</p> <p>Improvise music with different instruments, following a conductor.</p> <p>Compose music based on characters and stories developed through listening to Beethoven's 5th symphony</p> <p>Compose a 3-beat body percussion pattern and perform it to a steady beat</p> <p>Invent and perform actions for new verses</p>		<p>compositions using simple notation.</p> <p>Attempt to record compositions with stick and other notations.</p> <p>Create musical phrases from new word rhythms that children invent.</p>	<p>Improvise and compose, structuring short musical ideas to form a larger piece. Begin to understand duration and rhythm notation.</p> <p>Structure musical ideas into a whole-class composition.</p> <p><b>TERM 3</b></p> <p>Create action patterns in 2- and 3-time.</p> <p>Compose a soundtrack to a clip of a silent film.</p> <p>Use notes of different duration.</p> <p>Use notes of different pitch.</p> <p>Use dynamics.</p>
<p><b>Key Vocabulary</b></p>	<p>Loud Pattern Quiet Beat (linking to heart beat) Sound Song Instrument Music</p>	<p>Loud Pattern Quiet Beat (linking to heart beat) Sound Song Instrument Music</p>	<p><b>Key Vocabulary</b></p>	<p>Pulse Tempo Rhythm Unison Beat Perform Ensemble Pitch</p>	<p>(All previously taught vocab) Compose Pulse Tempo Beat Dynamics Melody Rhythmical pattern</p>

	Movement	Movement		Volume	Melodic pattern Steady
<b>STRAND – Sing and Play</b>					
<b>Key Learning</b>	Children should sing to self and make up simple songs. They should imitate sounds begin to do it spontaneously when adults aren't there.	<p>To understand that instruments can be played loudly or softly.</p> <p>To recognise music that is 'fast' or 'slow'. To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music.</p>	<b>Knowledge</b>	<p>To know that 'timbre' means the quality of a sound; eg that different instruments would sound different playing a note of the same pitch.</p> <p>To know that my voice can create different timbres to help tell a story.</p>	<p>To know that musical instruments can be used to create 'real life' sound effects.</p> <p>To understand an instrument can be matched to an animal noise based on its timbre.</p> <p>To know that a graphic score can show a picture of the layers, or 'texture', of a piece of music.</p>
	<p>I sing with other people.</p> <p>I sing a song in a high voice.</p> <p>I sing a song in a low voice.</p> <p>I can make up my own song.</p> <p>I sing for other people.</p> <p>I can play an instrument by shaking it.</p>	<p><b>TERM 1</b></p> <p>Sing with a sense of pitch, following the shape of the melody with their voices.</p> <p>Mark the beat of the song with actions</p>		<b>Skills</b>	<p><b>TERM 1</b></p> <p>Sing a cumulative song from memory, remembering the order of the verses.</p>

	<p>I can play an instrument by tapping it.</p> <p>I can identify and name a drum, tambourine, bell and maracas.</p>	<p>Use the voice to adopt different roles and characters.</p> <p>Match the pitch of a 4-note (la-so-mi-do) call-and response song.</p> <p>Sing a tune with 'stepping' and 'leaping' notes</p> <p>Play a steady beat on percussion instruments.</p> <p><b>TERM 2</b></p> <p>Develop a sense of beat by performing actions to music</p> <p>Sing an action song with changes in speed.</p> <p>Play along with percussion instruments.</p> <p>Perform the story as a class</p> <p>Sing and play a rising and falling melody, following the shape with voices and on tuned percussion.</p> <p>Sing in call-and-response and change voices to make a buzzing sound</p>		<p>Play classroom instruments on the beat.</p> <p>Copy a leader in a call and-response song, show the shape of the pitch moving with actions, and sing using mi-re-do.</p> <p>Sing a unison song rhythmically and in tune.</p> <p>Play percussion instruments expressively, representing the character of their composition.</p> <p><b>TERM 2</b></p> <p>Chant together rhythmically, marking rests accurately.</p> <p>Play a simple ostinato on untuned percussion.</p> <p>Sing an echo song while tapping the beat, and clap the rhythm of the words, understanding there is one beat for each syllable.</p>	<p>Chant rhythmically and perform to an accompaniment children create.</p> <p>Chant and play rhythms using the durations of 'walk' (crotchet), 'jogging' (quavers), and 'shh' (crotchet rest) from stick notation.</p> <p>Learn a clapping game that shows the rhythm.</p> <p>Sing and play, performing composed pieces for an audience.</p> <p>Learn a simple rhythm pattern and perform it with tempo and volume changes.</p> <p>Learn about the musical terms crescendo, diminuendo, accelerando, ritenuto.</p> <p>Follow signals from a conductor.</p> <p><b>TERM 3</b></p> <p>Demonstrate an internalised sense of pulse through singing games</p>
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Play an accompaniment using tuned and untuned percussion, and recognise a change in tempo.

**TERM 3**

Sing a song that uses a call-and-response structure.

Play sea sound effects on percussion instruments

With some support, play a call-and-response phrase comprising a short, stepping tune (C-D-E).

Play different instruments with control.

Explore dynamics with their voices and instruments.

Sing a melody in waltz time and perform the actions.

Transfer actions to sounds played on percussion instruments.

Sing a song while performing a sequence of dance steps.

Sing a simple singing game, adding actions to show a developing sense of beat.

Create, interpret, and perform simple graphic scores.

**TERM 3**

Perform actions to music, reinforcing a sense of beat.

Sing and chant songs and rhymes expressively.

Sing either part of a call and-response song.

Play the response sections on tuned percussion using the correct beater hold.

Echo sing a line independently with teacher leading, then move on to pair singing in echo format.

Sing confidently and play a cumulative game with spoken call and-response sections

Play an accompaniment on tuned percussion and invent a 4-beat body percussion pattern.



		Play a two-note accompaniment, playing the beat, on tuned or untuned percussion.		
<b>Key Vocabulary</b>	Loud Pattern Quiet Beat (linking to heart beat) Sound Song Instrument Music Movement	Loud Pattern Quiet Beat (linking to heart beat) Sound Song Instrument Music Movement	<b>Key Vocabulary</b>	Pulse Tempo Rhythm Unison Beat Perform Ensemble Pitch Volume  (All previously taught vocab) pulse Compose Pulse Tempo Beat Dynamics Melody Rhythmical pattern Melodic pattern Steady
<b>STRAND – Listen and Appraise</b>				
<b>Key Learning</b>	Children should begin to choose sounds and make patterns. Express self through sound. Sing nursery rhymes together in a group.	To recognise that voices and instruments can imitate sounds from the world around us (eg. vehicles).  To know that music often has more than one instrument being played at a time.  To recognise the chorus in a familiar song.	<b>Knowledge</b>	To know that a piece of music can have more than one section, eg a verse and a chorus.  To know that rhythm means a pattern of long and short notes.  To know that dynamics means how loud or soft a sound is. To understand that sounds can be adapted to change their mood, eg through dynamics.  To understand that structure means the organisation of sounds within music, eg a chorus and verse pattern in a song.  To know that the long and short sounds of a spoken phrase can be represented by a rhythm.  To know that 'duration' means how long a note, phrase or whole piece of music lasts.

				<p>To know that the 'pulse' is the steady beat that goes through music. To know that tempo is the speed of the music.</p>	<p>To know that dynamics can change the effect a sound has on the audience.</p> <p>To understand that the tempo of a musical phrase can be changed to achieve a different effect</p>
	<p>I listen to music. I listen to the sounds different instruments make. I move to music.</p>	<p><b>TERM 1</b></p> <p>Identify and describe contrasts in tempo and dynamics.</p> <p>Begin to use musical terms (louder/ quieter, faster/slower, higher/lower).</p> <p>Respond to music in a range of ways (e.g. movement, talking, writing).</p> <p><b>TERM 2</b></p>	<p><b>Skills</b></p>	<p><b>TERM 1</b></p> <p>Listen and move in time to the song.</p> <p>Respond to musical characteristics through movement.</p> <p>Describe the features of a march using music vocabulary (e.g. that it has a steady beat, that soldiers 'march' to music, naming the instruments playing in the clips).</p>	<p><b>TERM 2</b></p> <p>Recognise and play echoing phrases by ear</p> <p>Listen with increased concentration to sounds/music and respond by talking about them using music vocabulary, or physically with movement and dance.</p> <p>Identify different qualities of sound (timbre) (e.g. smooth, scratchy, clicking, ringing, and how they are made).</p>

		<p>Develop 'active' listening skills by recognising the 'cuckoo call' in a piece of music (so-mi).</p> <p>Enjoy moving freely and expressively to music.</p> <p>Listen to music and show the beat with actions.</p> <p>Use appropriate hand actions to mark a changing pitch.</p> <p>Listen to a piece of classical music and respond through dance.</p> <p><b>TERM 3</b></p> <p>Listen to a range of sea-related pieces of music and respond with movement.</p> <p>Develop listening skills, identifying dynamics (forte, piano, crescendo, and diminuendo) across a range of different musical styles.</p> <p>Listen actively to music in 3/4 time.</p> <p>Find the beat and perform a clapping game with a partner</p>		<p>Reflect characters of music through movement.</p>	<p>Recognise and respond to changes of speed (tempo), the length of notes (duration – long/ short), short/detached/ smooth (articulation), and pitch (high/low) using music vocabulary, and/or movement</p> <p><b>TERM 2</b></p> <p>Show the following durations with actions: 'walk' (crotchet) and 'jogging' (quavers).</p> <p>Listen and appraise, with focus and attention to detail, recalling sounds and patterns.</p> <p>Listen to and analyse four pieces of music inspired by travel/vehicles.</p> <p><b>TERM 3</b></p> <p>Listen actively and mark the beat by tapping, clapping, and swinging to the music.</p> <p>Listen and move, stepping a variety of rhythm patterns ('walk', 'jogging', 'skipty').</p> <p>Understand and explain how beats can be grouped into</p>
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		Listen to and talk about folk songs.			<p>patterns and identify them in familiar songs.</p> <p>Move freely and creatively to music using a prop.</p> <p>Listen and match the beat of others and recorded music, adapting speed accordingly.</p> <p>Listen to traditional and composed music from Poland. Begin to understand how music helps people share tradition and culture.</p>
<p><b>Key Vocabulary</b></p>	<p>Loud Pattern Quiet Beat (linking to heart beat) Sound Song Instrument Music Movement</p>	<p>Loud Pattern Quiet Beat (linking to heart beat) Sound Song Instrument Music Movement</p>	<p><b>Key Vocabulary</b></p>	<p>Pulse Tempo Rhythm Unison Beat Perform Ensemble Pitch Volume Rap, Melody Keyboard Bass Guitar, Percussion Trumpets Saxophones</p>	<p>All previously taught vocab) pulse Compose Pulse Tempo Beat Dynamics Melody Rhythmical pattern Melodic pattern Steady</p>

			Perform	
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