



Music - Progression Map

Area of Learning (EYFS) & National Curriculum Strand (NC)

Music at Foundation Stage is covered mainly through 'Communication and Language', 'Physical Development', and 'Expressive Arts and Design'. Children develop their musical understanding through singing, listening, moving to music, and exploring sounds with instruments. These early experiences build the foundations for Key Stage 1, where pupils learn to perform, compose, and appraise music with increasing skill and understanding.

At a Glance

Early Years: Children sing songs, listen attentively to music, respond to rhythm and beat, explore instruments, and begin to create their own simple songs and sound patterns.

Year 1 (KS1 - Term 1 & 2): Pupils perform using voices and instruments, begin to compose and improvise, and listen and appraise music with growing musical vocabulary.

Year 2 (KS1 - Term 3): Pupils develop more complex compositional skills, use notation, perform with greater control and expression, and appraise music using musical terminology.

KS1 National Curriculum Expectations

Pupils should be taught to:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes (Performing)
- Play tuned and untuned instruments musically (Performing)
- Listen with concentration and understanding to a range of high-quality live and recorded music (Listening)
- Experiment with, create, select and combine sounds using the inter-related dimensions of music (Composing)

Strand - Improvise and Compose

Key Knowledge

EYFS

Key Knowledge:

- Listening and responding to different styles of music, embedding foundations of the interrelated dimensions of music
- Learning to sing or sing along with nursery rhymes and action songs
- Improvising leading to playing classroom instruments
- Sharing and performing the learning that has taken place
- Understand that 'high' and 'low' notes exist
- Recognise that different sounds can be long or short
- Recognise music that is 'fast' or 'slow'
- Understand that body movements can match the speed (tempo) or pulse (beat) of music
- Know that signals can tell us when to start or stop playing

Year 1

Key Knowledge:

- Understand that pitch means how high or low a note sounds
- Understand that 'tuned' instruments play more than one pitch of notes
- Understand that music can be represented by pictures or symbols
- Know that music has layers called 'texture'

Year 2

Key Knowledge:

- Know that some tuned instruments have a lower range of pitches and some have a higher range of pitches
- Understand that a melody is made up from high and low pitched notes played one after the other, making a tune
- Know that 'notation' means writing music down so that someone else can play it
- Know that a graphic score can show a picture of the structure and/or texture of music
- Know that dynamics means how loud or soft a sound is
- Understand that sounds can be adapted to change their mood, e.g. through dynamics

Key Skills

EYFS

Key Skills:

- Sing a song in a high voice
- Sing a song in a low voice
- Sing in a high or low voice to copy another singer
- Make up their own song
- Sing for other people

Term 1:

- Make up new words and actions about different emotions and feelings
- Explore making sound with voices and percussion instruments to create different feelings and moods
- Explore storytelling elements in the music and create a class story inspired by the piece
- Make up a simple accompaniment using percussion instruments
- Make up new lyrics and vocal sounds for different kinds of transport

Term 2:

- Explore the range and capabilities of voices through vocal play
- Create a sound story using instruments to represent different animal sounds/movements
- Make up new lyrics and accompanying actions

Term 3:

- Improvise a vocal/physical soundscape about minibeasts
- Develop a song by composing new words and adding movements and props
- Improvise music with different instruments, following a conductor
- Compose music based on characters and stories developed through listening to Beethoven's 5th Symphony
- Compose a 3-beat body percussion pattern and perform it to a steady beat
- Invent and perform actions for new verses

Year 1

Key Skills:

Term 1:

- Use props to create a group performance
- Compose music to march to using tuned and untuned percussion
- Experiment with sounds (timbre) to create music and draw the sounds using graphic symbols

Term 2:

- Compose word patterns in groups and melodies in pairs using mi-re-do (E-D-C)
- Compose musical sound effects and short sequences of sounds in response to a stimulus
- Improvise question-and-answer conversations using percussion instruments

Term 3:

- Create rhythm patterns, sequencing them, and 'fixing' them as compositions using simple notation
- Attempt to record compositions with stick and other notations
- Create musical phrases from new word rhythms that children invent

Year 2

Key Skills:

Term 1:

- Improvise rhythms along to a backing track using the note C or G
- Compose call-and-response music
- Select instruments and compose music
- Invent simple patterns using voices, body percussion, and then instruments
- Follow signals given by a conductor/leader
- Structure musical ideas into a bigger piece
- Improvise solos using instruments

Term 2:

- Compose 4-beat patterns to create a new rhythmic accompaniment, using a looping app
- Improvise and compose, structuring short musical ideas to form a larger piece
- Begin to understand duration and rhythm notation
- Structure musical ideas into a whole-class composition

Term 3:

- Create action patterns in 2- and 3-time
- Compose a soundtrack to a clip of a silent film
- Use notes of different duration
- Use notes of different pitch
- Use dynamics

Key Vocabulary

EYFS

Loud, Pattern, Quiet, Beat (linking to heartbeat), Sound, Song, Instrument, Music, Movement

Year 1

Pulse, Tempo, Rhythm, Unison, Beat, Perform, Ensemble, Pitch, Volume

Year 2

(All previously taught vocabulary) Compose, Pulse, Tempo, Beat, Dynamics, Melody, Rhythmical pattern, Melodic pattern, Steady

Strand - Sing and Play

Key Knowledge

EYFS

Key Knowledge:

- Children should sing to self and make up simple songs
- Imitate sounds and begin to do it spontaneously when adults aren't there
- Can identify and name a drum, tambourine, bell and maracas
- Can play an instrument by shaking it
- Can play an instrument by tapping it

Year 1

Key Knowledge:

- Know that instruments can be played loudly or softly
- Recognise music that is 'fast' or 'slow'
- Understand that body movements can match the speed (tempo) or pulse (beat) of music
- Know that 'timbre' means the quality of a sound; e.g. that different instruments would sound different playing a note of the same pitch
- Know that my voice can create different timbres to help tell a story

Year 2

Key Knowledge:

- Know that musical instruments can be used to create 'real life' sound effects
- Understand an instrument can be matched to an animal noise based on its timbre
- Know that a graphic score can show a picture of the layers, or 'texture', of a piece of music

Key Skills

EYFS

Key Skills:

- Sing with other people
- Sing a song in a high voice
- Sing a song in a low voice
- Make up their own song
- Sing for other people

Term 1:

- Sing with a sense of pitch, following the shape of the melody with their voices
- Mark the beat of the song with actions
- Use the voice to adopt different roles and characters
- Match the pitch of a 4-note (la-so-mi-do) call-and-response song
- Sing a tune with 'stepping' and 'leaping' notes
- Play a steady beat on percussion instruments

Term 2:

- Develop a sense of beat by performing actions to music
- Sing an action song with changes in speed
- Play along with percussion instruments
- Perform the story as a class
- Sing and play a rising and falling melody, following the shape with voices and on tuned percussion
- Sing in call-and-response and change voices to make a buzzing sound

Term 3:

- Play an accompaniment using tuned and untuned percussion, and recognise a change in tempo
- 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
- Sing a song while performing a sequence of dance steps
- Sing a simple singing game, adding actions to show a developing sense of beat

Year 1

Key Skills:

Term 1:

- Sing a cumulative song from memory, remembering the order of the verses
- Play classroom instruments on the beat
- Copy a leader in a call-and-response song, show the shape of the pitch moving with actions, and sing using mi-re-do
- Sing a unison song rhythmically and in tune
- Play percussion instruments expressively, representing the character of their composition

Term 2:

- Chant together rhythmically, marking rests accurately
- Play a simple ostinato on untuned percussion
- Sing an echo song while tapping the beat, and clap the rhythm of the words, understanding there is one beat for each syllable

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

Year 2

Key Skills:

Term 1:

- Play the melody on a tuned percussion instrument
- Sing with good diction

Term 2:

- Chant rhythmically and perform to an accompaniment children create
- Create and play rhythms using the durations of 'walk' (crotchet), 'jogging' (quavers), and 'shh' (crotchet rest) from stick notation
- Learn a clapping game that shows the rhythm
- Sing and play, performing composed pieces for an audience
- Learn a simple rhythm pattern and perform it with tempo and volume changes
- Learn about the musical terms crescendo, diminuendo, accelerando, ritenuto
- Follow signals from a conductor

Term 3:

- Demonstrate an internalised sense of pulse through singing games
- 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

Key Vocabulary

EYFS

Loud, Pattern, Quiet, Beat (linking to heartbeat), Sound, Song, Instrument, Music, Movement

Year 1

Pulse, Tempo, Rhythm, Unison, Beat, Perform, Ensemble, Pitch, Volume

Year 2

(All previously taught vocabulary) Compose, Pulse, Tempo, Beat, Dynamics, Melody, Rhythmical pattern, Melodic pattern, Steady

Strand - Listen and Appraise

Key Knowledge

EYFS

Key Knowledge:

- Begin to choose sounds and make patterns
- Express self through sound
- Sing nursery rhymes together in a group

Year 1

Key Knowledge:

- Recognise that voices and instruments can imitate sounds from the world around us (e.g. vehicles)
- Know that music often has more than one instrument being played at a time
- Recognise the chorus in a familiar song
- Know that a piece of music can have more than one section, e.g. a verse and a chorus
- Know that rhythm means a pattern of long and short notes
- Know that dynamics means how loud or soft a sound is
- Understand that sounds can be adapted to change their mood, e.g. through dynamics
- Know that the 'pulse' is the steady beat that goes through music
- Know that tempo is the speed of the music

Year 2

Key Knowledge:

- Understand that structure means the organisation of sounds within music, e.g. a chorus and verse pattern in a song
- Know that the long and short sounds of a spoken phrase can be represented by a rhythm
- Know that 'duration' means how long a note, phrase or whole piece of music lasts
- Know that dynamics can change the effect a sound has on the audience
- Understand that the tempo of a musical phrase can be changed to achieve a different effect

Key Skills

EYFS

Key Skills:

- Listen to music
- Listen to the sounds different instruments make
- Move to music

Term 1:

- Identify and describe contrasts in tempo and dynamics
- Begin to use musical terms (louder/quieter, faster/slower, higher/lower)
- Respond to music in a range of ways (e.g. movement, talking, writing)

Term 2:

- Develop 'active' listening skills by recognising the 'cuckoo call' in a piece of music (so-mi)
- Enjoy moving freely and expressively to music
- Listen to music and show the beat with actions
- Use appropriate hand actions to mark a changing pitch
- Listen to a piece of classical music and respond through dance

Term 3:

- Listen to a range of sea-related pieces of music and respond with movement
- Develop listening skills, identifying dynamics (forte, piano, crescendo, and diminuendo) across a range of different musical styles
- Listen actively to music in 3/4 time
- Find the beat and perform a clapping game with a partner
- Listen to and talk about folk songs

Year 1

Key Skills:

Term 1:

- Listen and move in time to the song
- Respond to musical characteristics through movement
- 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)

Term 2:

- Recognise and play echoing phrases by ear
- Listen with increased concentration to sounds/music and respond by talking about them using music vocabulary, or physically with movement and dance
- Identify different qualities of sound (timbre) (e.g. smooth, scratchy, clicking, ringing, and how they are made)
- Reflect characters of music through movement

Term 3:

- Show the following durations with actions: 'walk' (crotchet) and 'jogging' (quavers)
- Listen and appraise, with focus and attention to detail, recalling sounds and patterns
- Listen to and analyse four pieces of music inspired by travel/vehicles

Year 2

Key Skills:

Term 2:

- Recognise and respond to changes of notes (duration - long/short), short/detached/smooth (articulation), and pitch (high/low) using music vocabulary, and/or movement

Term 3:

- Listen actively and mark the beat by tapping, clapping, and swinging to the music
- Listen and move, stepping a variety of rhythm patterns ('walk', 'jogging', 'skipto')
- Understand and explain how beats can be grouped into patterns and identify them in familiar songs
- Move freely and creatively to music using a prop
- Listen and match the beat of others and recorded music, adapting speed accordingly
- Listen to and analyse four pieces of music inspired by travel/vehicles

Key Vocabulary

EYFS

Loud, Pattern, Quiet, Beat (linking to heartbeat), Sound, Song, Instrument, Music, Movement

Year 1

Pulse, Tempo, Rhythm, Unison, Beat, Perform, Ensemble, Pitch, Volume, Rap, Melody, Keyboard, Bass, Guitar, Percussion, Trumpets, Saxophones

Year 2

(All previously taught vocabulary) Compose, Pulse, Tempo, Beat, Dynamics, Melody, Rhythmical pattern, Melodic pattern, Steady, Perform