

Music	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Progression Map	<p><u>Three and Four-Year-Olds</u></p> <p><i>Communication and Language:</i> Sing a large repertoire of songs.</p> <p><i>Physical Development:</i> Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p><i>Expressive Arts and Design:</i> 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'). 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. Play instruments with increasing control to express their feelings and ideas.</p>	<b>Performance</b>						
		Know some songs, chants and rhymes. Increasing in complexity and structure.						
							Read and understand simple notation.	Read and understand more complex notation.
		Use their voices to expressively speak and chant.	Follow a melody accurately when singing.	Sing in tune with expression. Show control of the voice when singing.	Maintain a part in a group showing awareness of others.  Memorise songs and perform with accuracy (pitch).	Sing or play using correct phrasing showing understanding of how to add expression.	Confidently sing a harmony part with accuracy.	
		Copy sounds using percussion instruments and their own voices.	Perform with others songs/simple rhythmic patterns on an instrument.	Play clear notes on an instrument/sing clearly (diction).	Improvise using repeated patterns.	Hold their own part in a group - improvising melody and rhythm, singing a harmony part, drones/ostinati etc.	Perform from memory. Perform a solo or solo part in an ensemble.	
		Perform short rhythmic patterns.	Keep a steady pulse when performing simple patterns.  Perform keeping the beat whilst showing simple changes in tempo.		Rhythmically perform a simple part (singing and on an instrument), including rests.	Perform by ear and using simple notations.  Perform music using a variety of structural Forms.	Provide rhythmic support in a performance from notation.  Perform from a variety of notations.	
		<b>Composing</b>						
		Read and understand some simple pictures and symbols used to notate sounds.			Read and understand simple notation.		Read and understand increasing complex musical notation.	
		<u>Reception</u>	Use their voice to create different sounds.	Make connections between notations and musical sounds.	Use different elements in their work.	Compose a short song (lyrics and melody) and perform.	Compose a piece of music from given criteria using a variety of musical devices e.g. rhythm, chords, melody, tempo, timbre, structure etc.	Combine several musical devices when composing.
		<i>Communication and Language:</i> Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs.						
<i>Physical Development:</i> Combine different movements with	Play an instrument		Compose repeated patterns	Create a song showing an				

<p>ease and fluency.</p> <p><i>Expressive Arts and Design:</i> 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. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups.</p>	creating different sounds.		on a range of instruments.	understanding of the link between lyrics and melody.		
	Create and repeat short rhythmic and melodic patterns.	Order sounds into a structure (beginning, middle, end).	Create accompaniments to a melody (e.g. drones).			
	Create a sequence of sounds.	Create music from different starting points.	Choose and combine different sounds to create an intended effect.			
	Use pictures to represent sound.	Notate their sounds using pictures/symbols.	Use basic rhythmic notation to transcribe Ideas.	Notate composition ideas using basic notation (notes of the staff) and use to record performance.	Notate composition ideas using basic notation (notes of the staff) and use to record performance.	Use relevant notations for your composition work.
						Use digital technologies to aid with the creation and recording of ideas.
<b>Listening and Appraising</b>						
Know, understand and use an increasingly wide range of vocabulary to discuss and appraise music, e.g. rhythm, pitch, timbre etc.						
	Recognise repeating patterns/ ideas when listening to music.	Recognise repeating patterns/ ideas when listening to music.	Identify, using musical vocabulary, the different purposes of music.  Begin to recognise the differences of eras in music.  Explain the how silence can effect a musical piece or idea.	Expand knowledge of different eras od music, composers and begin to show some awareness of musical influences over time.		Identify different musical devices in a variety of musical genres and show some awareness of the influence and place music has had in society over time
<p><b>ELG</b></p> <p><i>Expressive Arts and Design</i> <i>Being Imaginative and Expressive</i> Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems</p>	Respond to different moods in music saying how music makes them feel. Choose sounds to illustrate different moods.	Listen to and improve their own work.  Listen and recognise particular elements of music (timbre/pitch /dynamics).	Listen to and improve their own work.	Improve their own work and suggest improvements to the work of others.  Evaluate their work, using appropriate musical vocabulary stating	Improve their own work and suggest improvements to the work of others.  Evaluate their work, using appropriate musical vocabulary stating	Improve their own work and suggest improvements to the work of others.  Evaluate their work, using appropriate musical vocabulary stating

	and stories with others, and (when appropriate) try to move in time with music.				what was successful/unsuccessful and why.	what was successful/unsuccessful and why.	what was successful/unsuccessful and why.
	Follow instructions about performing - when to play and sing.	Follow instructions about performing - when to play/sing/breathe/be louder etc.				Use digital technologies to aid with the creation and recording of ideas.	Use digital technologies to aid with the creation and recording of ideas.
						Show an awareness of audience, venue and occasion.	Show an awareness of audience, venue and occasion.