Long Melford Church of England Primary School

Music Progression Map

EYFS and KS1	Nursery	Reception	Year 1	Year 2	End of Key Stage Expectations
Controlling sounds through singing and playing (performing)	• Take part in signing • Follow instructions on when to sing or to play an instrument	• Take part in signing • Follow instructions on when to sing or to play an instrument	• Take part in singing showing awareness of melody • Follow instructions on how and when to sing/play an instrument. • Take notice of others when performing. • Make and control long and short sounds (duration) in different ways including hitting, blowing and shaking • Imitate changes in pitch– high and low.	• Sing songs in ensemble following the tune (melody) well. • Use voice to good effect understanding the importance of warming up first. • Perform in ensemble with instructions from the leader. • Make and control long and short sounds using voices and instruments, playing by ear and including simple improvisation (duration). • Carefully choose instruments to combine layers of sound, showing awareness of the combined effect • Use own voice in different ways, including using a loud or soft voice and sing simple repeated phrases	• use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music.

Creating and developing musical ideas (composing)	• Clap short, rhythmic patterns
	• Make different sounds:
	  ○ (high and low – pitch;
	  ○ loud and quiet – dynamics;
	  ○ fast and slow – tempo;
	• quality of the sound – smooth, crisp, scratchy, rattling, tinkling etc…- timbre)
		• Clap short, rhythmic patterns
		• Make different sounds:
		  ○ (high and low – pitch;
		  ○ loud and quiet – dynamics;
		  ○ fast and slow – tempo;
		• quality of the sound – smooth, crisp, scratchy, rattling, tinkling etc…- timbre)
			• Carefully choose sounds to achieve an effect (including use of ICT).
			• Order sounds to create an effect (structure- beginnings/endings).
			• Create short musical patterns.
			• Create sequences of long and short sounds- rhythmic patterns (duration) in different ways – e.g hitting, blowing, shaking, clapping.
			• Control playing instruments so they sound as they should.
			• Use pitch changes to communicate an idea.
			• Start to compose with two or three notes.
			• Create a simple rhythm by clapping or using percussion
				• Compose and perform melodies using two or three notes.
				• Use sound to create abstract effects (including using ICT).
				• Create/ improvise repeated patterns (ostinati) with a range of instruments.
				• Effectively choose, order, combine and control sounds (texture/ structure).	

Responding and reviewing (appraising)	• Take note of others when performing	• Take note of others when performing	• Hear the pulse in music. • Hear different moods in music. • Identify texture– one sound or several sounds? • Choose sounds to represent different things (ideas,	• Identify the pulse in music. • Recognise changes in timbre: ○ (sound quality- smooth, crisp, scratchy, rattling, tinkling etc.),	

			thoughts, feelings, moods etc.). • Say what they like or dislike about a piece of music	○ dynamics (loud and quiet), ○ tempo (fast and slow) ○ pitch (high and low). • Start to recognise different instruments. • Explain what they like about a piece of music and why	
Listening and applying knowledge and understanding	• Choose sounds to represent different things (the thunder, sea etc…)	• Choose sounds to represent different things (the thunder, sea etc…)	• Listen for different types of sounds. • Know how sounds are made and changed. • Make sounds with a slight difference, with help. • Use voice in different ways to create different effects. • Begin to represent sounds with drawing • Listen to a piece of music, describing if it is fast or slow, happy or sad	• Listen carefully and recall short rhythmic and melodic patterns. • Use changes in dynamics, timbre and pitch to organise music. • Change sounds to suit a situation. • Make own sounds and symbols to make and record music. • Start to look at basic formal notation- play by ear first. • Know music can be played or listened to for a variety of purposes (in history/ different cultures). • Follow a simple piece of written rhythmic notation • Describe basic elements of a piece of music (e.g. pace, volume, emotion)	

				• Describe how an instrument has been used • To represent a sound or object (e.g. a flute for a bird or a drum for thunder)	

KS2	Year 3	Year 4	Year 5	Year 6	End of Key Stage Expectations
Controlling sounds through singing and playing (performing)	• Sing songs from memory with accurate pitch and in tune. • Show control in voice and pronounce the words in a song clearly (diction). • Maintain a simple part within an ensemble. • Play notes on instruments clearly and including steps/ leaps in pitch. • Improvise (including call and response) within a group using 1 or 2 notes. • Perform own part with increased control or accuracy when singing or playing both tuned and untuned instruments • Sing songs confidently both solo and in groups	• Sing in tune, breathe well, pronounce words, change pitch and dynamics. • Sustain a rhythmic ostinato/ drone/ melodic ostinato (riff) (to accompany singing) on an instrument (tempo/ duration/ texture). • Perform with control and awareness of what others are singing/ playing. • Improvise within a group using more than 2 notes. • Perform significant parts from memory and from notation, either on a musical instrument or vocally • Maintain a simple part within an ensemble	• Show control, phrasing and expression in singing. • Hold part in a round (pitch/structure). • Perform in solo and ensemble contexts using a variety of techniques, confidently, expressively and in tune. • Improvise on own with increasing aural memory. • Maintain own part in a performance with confidence, accuracy and an awareness of what others are playing • Maintain a more complex part within an ensemble (e.g. sing in a round or use harmony)	• Sing or play from memory with confidence. • Take turns to lead a group. • Maintain own part in a round/ sing a harmony/ play accurately with awareness of what others are playing. • Play more complex instrumental parts. • Take the lead in a performances and provide suggestions to others • Identify how sounds can be combined and used expressively, layering sounds and singing in tune with other performances • Improvise using 5 notes of the pentatonic scale	• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and
Creating and developing musical ideas (composing)	• Compose and perform melodies using three or four notes.	• Compose and perform melodies using four or five notes.	• Compose and perform melodies using five or more notes.	• Make a sequence of long and short sounds with help (duration). • Clap longer rhythms with help.	

	• Make creative use of the way sounds can be changed, organised and controlled (including ICT). • Create accompaniments for tunes using drones or melodic ostinato (riffs). • Create (dotted) rhythmic patterns with awareness of timbre and duration. • Create and repeat extended rhythmic patterns, vocally or by clapping	• Use a variety of different musical devices including melody, rhythms and chords. • Record own compositions. • Create own songs (raps- structure). • Identify where to place emphasis and accents in a song to create effects (duration). • Create and repeat extended rhythmical patterns, using a range of percussion and tuned instruments	• Show confidence, thoughtfulness and imagination in selecting sounds and structures to convey an idea. • Create music reflecting given intentions and record using standard notation. • Use ICT to organise musical ideas (where appropriate). • (Combine all musical dimensions). • Create simple rhythmic patterns with an awareness of timbre (quality of sound) and duration (length of notes and intervals)	• Make different sounds (high and low– pitch; loud and quiet– dynamics; fast and slow- tempo; quality of the sound- smooth, crisp, scratchy, rattling, tinkling etc.– timbre). • Create complex rhythmic patterns using a variety of instrumentation with an awareness of timbre (quality of sound) and duration (length of notes and intervals) • Improvise using 5 or more notes to compose and perform melodies.	musicians develop an understanding of the history of music
Responding and reviewing (appraising)	• Internalise the pulse in music. • Know the difference between pulse and rhythm. • Start to use musical dimensions vocabulary to describe music– duration, timbre, pitch, dynamics, tempo, texture, structure. • Use these words to identify where music	• Know how pulse stays the same but rhythm changes in a piece of music. • Listen to several layers of sound (texture) and talk about the effect on mood and feelings. • Use more musical dimensions vocabulary to describe music– duration, timbre, pitch, dynamics,	• Know how pulse, rhythm and pitch fit together. • Use a range of words to describe music (eg. duration, timbre, pitch, dynamics, tempo, texture, structure, beat, rhythm, metre, silence, riff, ostinato, melody, harmony, chord, flat, sharp, dotted rhythm, staccato, legato,	• Know how the other dimensions of music are sprinkled through songs and pieces of music. • Use musical vocabulary confidently to describe music. • Work out how harmonies are used and how drones and melodic ostinati (riffs) are used to accompany singing. • Use knowledge of how lyrics reflect cultural	

	works well/ needs improving.	tempo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony. • Identify orchestral family timbres. • Identify cyclic patterns.	crescendo, diminuendo). • Use these words to identify strengths and weaknesses in own and others' music.	context and have social meaning to enhance own compositions. • Refine and improve own/ others' work.	
Listening and applying knowledge and understanding	• Use musical dimensions together to compose music. • Know number of beats in a minim, crotchet, quaver and semibreve and recognise symbols (duration). • Play with a sound-then-symbol approach. • Use silence for effect and know symbol for a rest (duration). • Describe different purposes of music in history/ other cultures. • Use written symbols both standard and invented to represent sounds • Use relevant musical vocabulary (e.g. pitch, rhythm, tempo and pulse) when talking about the elements of music within a piece	• Combine sounds expressively (all dimensions). • Read notes and know how many beats they represent (minim, crotchet, semibreve, quaver, dotted crotchet, rests). • Know that sense of occasion affects performance. • Describe different purposes of music in history/ other cultures. • Follow a basic melody line, using standard notation • Describe and compare and then evaluate different kinds of music using appropriate musical vocabulary • Describe how a piece of music makes them feel, making an attempt to explain why. Recall sounds	• Create music with an understanding of how lyrics, melody, rhythms and accompaniments work together effectively (pitch/texture/ structure). • Read/ work out the musical stave (notes as Year 4). • Perform songs in a way that reflects the meaning of the words, the venue and sense of occasion so that the audience appreciates it. • Describe different purposes of music in history/ other cultures. • Perform from simple notation on tuned/untuned instruments • Use musical vocabulary to explain some of the reasons	• Use increased aural memory to recall sounds accurately. • Use knowledge of musical dimensions to know how to best combine them. • Know and use standard musical notation to perform and record own music (adding dotted quavers). • Use different venues and occasions to vary performances. • (Combining all musical dimensions). • Describe different purposes of music in history/ other cultures. • Understand/use staff and use unconventional notation when composing • Describe how music can be used to create expressive effects and convey emotion • Identify and explore the relationship between	

	• Recognise changes in the music using word like 'pitch' (high/low), 'timbre' (sound quality), 'dynamics' (loud or soft) and 'tempo' (fast or slow)	with increasing aural memory	why a piece of music might have been composed • Explain how different musical elements (pitch, tempo, rhythm, melody and dynamics) have been used to create mood and effects	sounds and how different meanings can be expressed through sound and music	