

Music Skills and Progression Map

Last updated 25/01/24

EYFS/KS1 Key Skills	EYFS	Year 1	Year 2
<i>Singing</i>	<p>Sing a range of well-known nursery rhymes and songs either solo or within a group.</p> <p>Match the pitch and follow a melody when singing as part of a group or on their own.</p>	<p>Sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions and counting in.</p> <p>Begin with simple songs in their natural range within an octave</p> <p>Sing a wide range of call and response songs, control vocal pitch and match pitch with accuracy. Introduce round singing.</p>	<p>Sing songs regularly with a pitch range an octave with increasing vocal control.</p> <p>Sing songs within an octave pitching as accurately as possible and more complex rounds.</p> <p>Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g. crescendo, decrescendo, and pause).</p>
<i>Listening</i>	<p>Listen attentively to a variety of music from across the globe, discussing changes and patterns as the music piece develops.</p> <p>Move to and discuss their response to different genres of music, including their feelings and previous experiences.</p>	<p>Develop pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.</p> <p>Listen to recorded performances.</p>	<p>Develop pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.</p> <p>Listening to recorded performances is complemented by opportunities to experience live music making in school.</p>
<i>Composing Improvisation and Notation</i>	<p>Exploring and playing instruments with increasing control to express feelings and ideas.</p> <p>Using body percussion and other simple percussion to respond to and illustrate a fairy story.</p>	<p>Improvise simple vocal chants, using question and answer phrases.</p> <p>Create music in response to a non-musical stimulus.</p> <p>Create musical sound effects and short sequences of sounds in response to stimuli (walk through rainforest). Combine sounds to make a story, choosing and playing instruments or sound-makers.</p> <p>Understand the difference between creating a rhythm pattern and a pitch pattern.</p> <p>Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns.</p>	<p>Work with a partner to improvise simple question and answer phrases, to be sung and played on un-tuned percussion, creating a musical conversation.</p> <p>Recognise how graphic notation can represent created sounds.</p> <p>Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.</p> <p>Arrange individual notation of known note values (i.e. minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars.</p>
<i>Pulse and Beat</i>	<p>Begin to keep a simple beat going when chanting for example patting knees or clapping hands.</p>	<p>Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</p>	<p>Understand that the speed of the beat can change, creating a faster or slower pace (tempo).</p>

	<p>Marching to the sound of a drum and moving to different types of sound.</p> <p>Tap the syllables of names, objects, animals and lyrics.</p>	<p>Use body percussion, (e.g. clapping, tapping, walking) and classroom percussion (shakers, sticks and blocks, etc.), playing repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments (e.g. glockenspiels or chime bars) to maintain a steady beat.</p> <p>Respond to the pulse in recorded/live music through movement and dance.</p>	<p>Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo.</p> <p>Walk in time to the beat of a piece of music or song. Know the difference between left and right to support coordination and shared movement with others.</p> <p>Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats.</p> <p>Identify the beat groupings in familiar music that they sing regularly and listen to.</p>
Rhythm	<p>Listen to and copy simple rhythmic patterns using either body percussion or musical instruments.</p> <p>Explore creating their own rhythm patterns.</p>	<p>Perform short copycat rhythm patterns accurately, led by the teacher.</p> <p>Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat.</p> <p>Perform word-pattern chants; create, retain and perform their own rhythm patterns.</p>	<p>Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion.</p> <p>Create rhythms using word phrases as a starting point.</p> <p>Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests.</p> <p>Create and perform their own chanted rhythm patterns with the same stick notation.</p>
Pitch	<p>Engage in pitch-matching games such as humming or short bursts of song</p>	<p>Listen to sounds in the local school environment, comparing high and low sounds.</p> <p>Sing familiar songs in both low and high voices and talk about the difference in sound.</p> <p>Explore percussion sounds to enhance storytelling.</p>	<p>Play a range of singing games based on the cuckoo interval matching voices accurately, supported by a leader playing the melody.</p> <p>Sing short phrases independently within a singing game or short song.</p> <p>Respond independently to pitch changes heard in short melodic phrases, indicating with actions.</p> <p>Recognise dot notation and match it to 3-note tunes played on tuned percussion.</p>
Music appreciation/ Evaluating	<p>Discuss and adapt songs, rhymes and musical pieces they have produced or performed, thinking about how they felt when they made it and how they think it made others feel.</p>	<p>Discuss and adapt songs, rhymes and musical pieces they have produced or performed, thinking about how they felt when they made it and how they think it made others feel.</p>	<p>Discuss and adapt songs, rhymes and musical pieces they have produced or performed, thinking about how they felt when they made it and how they think it made others feel.</p>

		Talk about the music of different artists, comparing and contrasting genres, voices, etc.	Talk about the music of different artists, comparing and contrasting genres, voices, etc.
<i>Playing instruments</i>	Introduction to percussion instruments: tuned and un-tuned including boom whackers and glockenspiels	Percussion – un-tuned and tuned instruments.	Percussion – un-tuned and tuned instruments. Recorders

KS2 Key Skills	Year 3	Year 4	Year 5	Year 6
Singing	<p>Sing a widening range of unison songs of varying styles and structures with an octave pitch range tunefully and with expression and dynamics.</p> <p>Introducing simple 2nd part vocal harmony and concept of part singing. Beginning to read the words of songs confidently.</p> <p>Perform actions confidently and in time to a range of action songs.</p> <p>Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</p> <p>Perform a range of songs in school assemblies and in school performance opportunities.</p>	<p>Continue to sing a broad range of unison songs with the range of an octave pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo).</p> <p>Sing rounds and partner songs in different time signatures (2, 3 and 4 time) and begin to sing repertoire with small and large leaps as well developing more complex second part vocal harmony.</p> <p>Perform a range of songs in school assemblies and in school performance opportunities.</p>	<p>Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and appropriate style.</p> <p>Sing three-part rounds, songs in different languages and songs with a more extended structure e.g a verse and a chorus.</p> <p>Perform a range of songs in school assemblies and in school performance opportunities developing solo skills, and part singing with harmonies with more complex songs.</p>	<p>Sing a broad range of songs, including those that involve more challenging rhythms (syncopation), as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style.</p> <p>Performing part singing in assemblies led by year 6.</p> <p>Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.</p>
Listening	<p>Introducing history of music timeline and beginning to look at early music and baroque and classical.</p>	<p>Continuing music timeline introducing Romantic composers</p>	<p>Continuing music timeline introducing early modern composers such as Elgar and Prokofiev.</p>	<p>Continuing music timeline introducing different styles of music and later modern music – Jazz, blues</p>
Composing/ Improvisation	<p>Become more skilled in improvising (using voices, tuned and untuned percussion and instruments played in whole-class/ group/individual/instrumental teaching), inventing short ‘on-the-spot’ responses using a limited note-range e.g pentatonic scale.</p> <p>Structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end.</p>	<p>Improvise on a limited range of pitches on ukulele, recorder and glockenspiel making use of musical features including smooth (legato) and detached (staccato).</p> <p>Begin to make compositional decisions about the overall structure of improvisations.</p>	<p>Improvise freely over a simple chord progression</p> <p>, developing sense of shape and character, using tuned percussion and melodic instruments.</p> <p>Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano).</p>	<p>Pupils extend their improvisation skills through working in small groups to:</p> <p>Create music with multiple sections that include repetition and contrast.</p> <p>Use chord changes as part of an improvised sequence.</p> <p>Extend improvised melodies beyond 8 beats creating a satisfying melodic shape.</p>

<p>Composing/ Notation</p>	<p>Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi) using finale.</p> <p>Compose song accompaniments on untuned percussion using known rhythms and note values.</p>	<p>Working in groups to combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt. Sing and play these phrases as self-standing compositions.</p> <p>In groups, arrange individual notation of known note values (i.e. minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars.</p> <p>Introduce major and minor chords.</p> <p>Include instruments played in whole-class/ group/individual teaching to expand the scope and range of the sound palette available for composition work.</p> <p>Capture and record creative ideas using graphic symbols, rhythm notation and time signatures, staff notation or technology.</p>	<p>Compose melodies in a key suitable for the instrument chosen. Melodies enhanced with rhythmic or chordal accompaniment.</p> <p>Use chords to compose music to evoke a specific atmosphere, mood or environment.</p> <p>Capture and record creative ideas using graphic symbols, rhythm notation and time signatures, staff notation or technology.</p>	<p>Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody.</p> <p>Melodies enhanced with rhythmic or chordal accompaniment.</p> <p>Compose a ternary piece; use available music software/apps to record it, discussing how musical contrasts are achieved.</p>
<p>Playing instruments and performing</p>	<p>Develop facility in playing tuned percussion or a melodic instrument, such as recorder. Play and perform melodies following staff notation using a small range as a whole class.</p> <p>Use listening skills to order phrases using dot notation, showing different arrangements of notes BAG.</p> <p>Wholeclass copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow. Extend to question-and-answer phrases.</p>	<p>Develop facility in the basic skills of a selected musical instrument over a sustained learning period, progressing from year 3.</p> <p>Play and perform melodies following staff notation using a small range as a whole-class or in small groups.</p> <p>Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching.</p> <p>Copy short melodic phrases including those using the pentatonic scale.</p>	<p>Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on a staff and using notes within the Middle C–C'/do–do range.</p> <p>Understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards.</p> <p>Perform simple, chordal accompaniments to familiar songs.</p> <p>Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra.</p> <p>Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies.</p>	<p>Play a melody following staff notation written on one staff and using notes within an octave range (do–do); make decisions about dynamic range, including very loud, very quiet, moderately loud and moderately quiet.</p> <p>Accompany this same melody, and others, using block chords and pentatonic scale.</p> <p>Engage with others through ensemble playing with pupils taking on melody or accompaniment roles.</p>

Instruments	Recorder, Drum Circle, Percussion, Glockenspiel	Recorder, Drum Circle, Ukulele, Percussion, Glockenspiel	Recorder, Drum Circle, Ukulele, Percussion, Glockenspiel and xylophone and keyboards. Other orchestral instruments Guitars	Recorder, Drum Circle, Ukulele, Percussion, Glockenspiel, xylophone and Keyboards Other orchestral instruments Guitars
Notation	<p>Understand the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch.</p> <p>Understand the differences between semibreves, minims, crotchets, quavers and rests.</p> <p>Apply word chants to rhythms, understanding how to link each syllable to one musical note.</p> <p>Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble</p> <p>Understand the differences between 2/4, 3/4 and 4/4 time signatures.</p>	<p>Understand the differences between minims, crotchets, quavers and rests and introduce dotted notes.</p> <p>Read and perform pitch notation within a defined range.</p> <p>Understand the differences between 2/4, 3/4 and 4/4 time signatures and introduce 6/8.</p> <p>Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble, building on year 3.</p>	<p>Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.</p> <p>Understand the differences between 2/4, 3/4 and 4/4 time signatures.</p> <p>Read and perform pitch notation within an octave.</p> <p>Read and play short rhythmic phrases at sight on smart board using finale, using conventional symbols for known rhythms and note durations.</p>	<p>Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests.</p> <p>Further develop the skills to read and perform pitch notation within an octave.</p> <p>Read and play more confidently from rhythm notation and rhythmic scores that contain known rhythms and note durations.</p> <p>Read and play from notation a four-bar phrase, confidently identifying notes</p> <p>Performing - Reading notation names and durations.</p>
Music Appreciation and Evaluating	<p>Begin to explore a range of composers and musicians in history.</p> <p>Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding artists and techniques.</p>	<p>Begin to explore a range of composers and musicians in history.</p> <p>Discuss and review own and others work, expressing thoughts and feelings, identify modifications and see how they can be developed further.</p>	<p>Explore a range composers and musicians in history.</p> <p>Discuss and review own and others work, expressing thoughts and feelings, identify styles and see how they could be developed further.</p> <p>Identify musicians who have been inspired by others in history.</p>	<p>Explore a range of composers and musicians in history.</p> <p>Discuss styles and similarities amongst musicians and create short written presentations/project work on a person of interest involved in music.</p>