



Music Progression Components Map

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sing and Play	<p>Using their voices:</p> <p>Speak and chant short phrases together.</p> <p>Find their singing voices and begin to develop an awareness of pitch over a small range of notes.</p> <p>Make changes in their voices to express different moods/feelings.</p> <p>Sing short phrases or responses on their own.</p> <p>Sing a variety of songs both accompanied and unaccompanied.</p> <p>Using instruments:</p> <p>Play instruments by shaking, scraping, rattling, tapping etc.</p> <p>Start and stop together.</p> <p>Begin to develop a sense of beat, using instruments or body sounds.</p> <p>Respond to symbols or hand signs.</p> <p>Play loudly, quietly, fast, slow.</p> <p>Copy a simple rhythm pattern or number of beats played on an instrument.</p> <p>Play along to music showing a development awareness of the beat.</p> <p>Play with a sense of purpose and enjoyment.</p>	<p>Using their voices:</p> <p>Speak and chant together.</p> <p>Sing songs showing increasing vocal control (singing more in tune, breathing deeply, singing words clearly).</p> <p>Sing songs in different styles conveying different moods (happy, sad, angry etc) and with sense of enjoyment.</p> <p>Co-ordinate actions to go with a song.</p> <p>Sing in time to a steady beat.</p> <p>Perform an action or a sound (clapping, stamping, etc) on the steady beat whilst singing.</p> <p>Using instruments:</p> <p>Play instruments by shaking, scraping, rattling, tapping etc.</p> <p>Start and stop together.</p> <p>Play in time to a steady beat, using instruments or body sounds.</p> <p>Play loudly, quietly, fast, slow.</p> <p>Imitate a rhythm pattern on an instrument.</p> <p>Play a repeated rhythmic pattern (rhythmic ostinato) to accompany a song.</p> <p>Play a single pitched note to accompany a song (drone).</p> <p>Play with help the rhythmic pattern of a spoken sentence, e.g. 'hungry caterpillar'.</p> <p>Follow simple hand signals indicating: loud/quiet and start/stop.</p>	<p>Using their voices:</p> <p>Sing a variety of songs with more accuracy of pitch.</p> <p>Sing words clearly and breathing at the end of phrases.</p> <p>Convey the mood or meaning of the songs.</p> <p>Sing with a sense of control of dynamics (volume) and tempo (speed).</p> <p>Echo sing a short melodic phrases.</p> <p>Identify if the pitch is getting higher or lower, or is staying the same and copy with their voices.</p> <p>Follow a leader (teacher) starting and stopping together.</p> <p>Using instruments:</p> <p>Play with control: a) Maintaining steady beat b) Getting faster or slower c) Getting louder or quieter</p> <p>Perform a repeated two note melodic ostinato to accompany a song.</p> <p>Perform a rhythm accompaniment to a song.</p> <p>Perform a sequence of sounds using a graphic score.</p> <p>Work and perform in smaller groups.</p> <p>Follow a leader (teacher) starting and stopping together.</p> <p>Demonstrate some confidence in performing as a group and as an individual.</p>	<p>Using their voices:</p> <p>Sing songs in a variety of styles with confidence singing an increasing number from memory.</p> <p>Show increasing accuracy of pitch and awareness of the shape of a melody.</p> <p>Imitate increasingly louder phrases with accuracy.</p> <p>Understand that posture, breathing and diction are important.</p> <p>Demonstrate an awareness of character or style in performance.</p> <p>Chant or sing a round in two parts.</p> <p>Sing songs with a recognised structure (verse and chorus/call and response).</p> <p>Using instruments:</p> <p>Keep a steady beat on an instrument in a group or individually.</p> <p>Maintain a rhythm or melodic ostinato simultaneously with a different ostinato and/or steady beat.</p> <p>Use tuned percussion with increasing confidence.</p> <p>Play using symbols including graphic and / or simple traditional notation.</p> <p>Follow simple hand directions from a leader.</p> <p>Perform with an awareness of others.</p> <p>Combine musical sounds with narrative and movement.</p>	<p>Using their voices:</p> <p>Sing songs in a variety of styles with an increasing awareness of the tone of their voices and the shape of the melody.</p> <p>Sing songs showing musical expression (phrasing, changes of tempi, dynamics; reflecting the mood and character of the song and its context).</p> <p>Sing two/three-part rounds with more confidence and increasing pitch accuracy.</p> <p>Sing confidently as part of a small group of solo being aware of posture and good diction.</p> <p>Copy short phrases and be able to sing up and down in step independently.</p> <p>Using instruments:</p> <p>Maintain two or more different ostinato patterns in a small instrumental group against a steady beat.</p> <p>Play music that includes RESTS.</p> <p>Use tuned percussion instruments with increasing confidence to accompany songs and improvise.</p> <p>Play music in a metre of two of three time.</p> <p>Read and play from some conventional music symbols.</p> <p>Combine instrumental playing with narrative and music.</p>	<p>Using their voices:</p> <p>Sing songs in a wide variety of styles, showing accuracy and expression.</p> <p>Sing as part of a three-part round. Sing a second part of a two-part song with increasing confidence.</p> <p>Sing a song with an understanding of its history and purpose (i.e. song about the environment, gospel song, protest song).</p> <p>Perform a song showing an awareness of phrasing and the shape of the melody.</p> <p>Using instruments:</p> <p>Play and improvise as part of a group and as a solo performer.</p> <p>Maintain own part in a small instrumental group.</p> <p>Play with a sense of pulse in a variety of metres.</p> <p>Perform a piece of music using notation (graphic or conventional).</p> <p>Play by ear – copy back; finding phrases or melodies on instruments with increasing confidence.</p> <p>Sustain a melodic ostinato or drone to accompany singing/other instruments.</p> <p>Perform expressively showing an understanding of the music and its context.</p> <p>Perform in a variety of styles/genres.</p>	<p>Using their voices:</p> <p>Sing confidently in a wide variety of styles with expression.</p> <p>Communicate the meaning and mood of the song.</p> <p>Sing a simple second part of a two-part song with confidence.</p> <p>Maintain own part in a round.</p> <p>Perform a song from memory with attention to phrasing, dynamics and accuracy of pitch, for a special occasion.</p> <p>Using instruments:</p> <p>Perform on a range of instruments in mixed groups to an audience, with confidence.</p> <p>Read and play with confidence from conventional or graphic notation.</p> <p>Continue to play by ear on pitched instruments, extending the length of phrases, melodies played.</p> <p>Lead/conduct a group of instrumental performers.</p> <p>Maintain a rhythmic or melodic accompaniment to a song.</p> <p>Maintain own part on a pitched instrument in a small ensemble.</p> <p>Perform own compositions to an audience.</p> <p>Use an mp3 recorder/video recorder to keep a record of work in progress and record performance.</p>

				Perform a composed piece to a friendly audience.	Follow a leader, stopping / starting, playing faster / slower and louder / quieter. Perform to an audience of adults.		
Improvise and compose	<p>Exploring:</p> <p>Different sounds made by the voice, hands, found objects and conventional instruments (timbre) High and low sounds (pitch) Long and quiet sounds (duration) Fast and slow sounds (tempo)</p> <p>Begin to be aware of the effect that different sounds have to convey mood or meaning.</p> <p>Composing:</p> <p>Begin to create and manipulate different effects on a sound source or instrument.</p> <p>Add chosen sound effects at an appropriate moment in a story or song.</p> <p>Sort and name different sounds.</p> <p>Create a sequence of different sounds in response to a given stimuli.</p>	<p>Exploring:</p> <p>Different sounds made by the voice and hands (timbre). High and low sounds (pitch) Long and quiet sounds (duration) Fast and slow sounds (tempo)</p> <p>Pitch shapes (moving up and down) and rhythmic patterns.</p> <p>Composing:</p> <p>Add sound effects to a story.</p> <p>Choose musical sound effects to follow a story line or match a picture.</p> <p>Use graphics/symbols to portray the sounds they have made.</p> <p>Sequence these symbols to make a simple structure (score).</p> <p>Compose own sequence of sounds without help and perform.</p>	<p>Exploring:</p> <p>Ways in which sounds are made (tapped, blown, scraped, shaken), and can be changed.</p> <p>Long and short sounds (rhythm – duration).</p> <p>The rhythm patterns of words and sentences.</p> <p>Changes in pitch (higher and lower).</p> <p>Sequences of sound (structure).</p> <p>Sounds in response to a stimulus (visual or aural).</p> <p>How sounds can be manipulated to convey different effects and moods.</p> <p>Composing:</p> <p>Short melodic phrases.</p> <p>Short repeated rhythmic patterns (ostinati).</p> <p>Rhythm patterns from words.</p> <p>A piece of music that has a beginning, middle and end (structure).</p> <p>Music that has long and short sounds, and/or changes in tempo, timbre and dynamics, in small groups.</p> <p>Music that conveys different moods.</p>	<p>Exploring:</p> <p>Longer – shorter / faster – slower / higher – lower – quieter sounds on tuned and untuned percussion and voices.</p> <p>Pitch notes moving by step (notes adjacent to each other) and by leap (notes with gaps between them).</p> <p>Symbols to represent sound (graphic scores / traditional notation).</p> <p>The sounds of different instruments – TIMBRE and how they can represent pictures/stories/moods.</p> <p>The different sounds (timbres) that one instrument can make.</p> <p>How the musical elements can be combined to compose descriptive music.</p> <p>Composing:</p> <p>Words and actions to go with songs.</p> <p>A simple rhythmic accompaniment to go with a song, using ostinato patterns.</p> <p>Music that has a recognisable structure; Beginning, Middle and End or verse/chorus.</p> <p>Music that tells a story, paints a picture or creates a mood.</p> <p>Music that uses repetition / echo.</p>	<p>Exploring:</p> <p>Sounds to create particular effects (timbre).</p> <p>Rhythm patterns in music from different times and places (duration).</p> <p>The pentatonic scale.</p> <p>Pitched notes that move by steps and/ or leaps to make short phrases/melodies.</p> <p>Music that describes feelings or moods using ‘tense’ or ‘calm’ sounds using dynamics, different tempi, different timbres etc.</p> <p>Combining and controlling sounds to achieve a desired effect.</p> <p>Music that incorporates effective silences (rests).</p> <p>Different groupings of beats (metre of 2/3).</p> <p>Composing:</p> <p>A simple rhythmic accompaniment to a song using ostinato patterns and drones.</p> <p>A simple melody from a selected group of notes (i.e. a pentatonic scale).</p> <p>Music that has a recognisable structure.</p> <p>A piece of music that reflects images/ and atmosphere, that has a clearly defined plan, making subtle adjustments to achieve and the intended effect.</p> <p>Arrange a song using tuned and untuned</p>	<p>Exploring:</p> <p>Conventional and graphic notation to record simple rhythmic/melodic compositions.</p> <p>Short rhythmic and melodic ostinatos on tuned and untuned instruments through improvisation.</p> <p>Layering rhythmic and melodic ostinatos.</p> <p>Different metres, syncopation and how to swing the beat.</p> <p>Improvising over a drone.</p> <p>Chords / note clusters.</p> <p>Different computer programmes for sampling, sequence, and composing music.</p> <p>Techniques for recording and sharing music.</p> <p>Composing:</p> <p>Music for a special occasion (i.e. a fanfare)</p> <p>Lyrics to match a melody.</p> <p>Descriptive music in groups, using the musical elements and musical devices such as repetition, ostinatos, drones, combining musical phrases and effects.</p> <p>A group / class arrangement of a song using voices and instruments.</p> <p>Refine and record compositions either graphically or using ICT.</p>	<p>Exploring:</p> <p>Chords / harmony – concord and discord.</p> <p>Scales, such as PENTATONIC, RAG, BLUES.</p> <p>Texture created by layering rhythmic and/or melodic ostinatos.</p> <p>Developing ideas, using musical devices such as repetition, question and answer, ostinato.</p> <p>Characteristics of various styles, for example Blues, Rap, Gospel, folk, African etc.</p> <p>Improvising in a variety of styles.</p> <p>Composing:</p> <p>Create own simple songs reflecting the meaning of the word.</p> <p>Compose music that reflects given intentions, e.g. descriptive music, a rap, a melody with an ostinato accompaniment.</p> <p>Arrange a song for class performance with an appropriate pitched and unpitched accompaniment.</p> <p>Refine own compositions after discussion.</p> <p>Use a range of symbols (conventional or graphic) to record compositions.</p> <p>Use ICT (computers/ipads/tablets/M P3 recorders and manipulate sound to create soundscapes / compositions.</p>

					<p>accompaniments developed from the song and perform to a friendly audience.</p> <p>Use a range of ICT to sequence, compose, record and share work.</p>		
Listen and Appraise	<p>Listening:</p> <p>Listening to sounds and respond by talking about them or physically with movement and dance.</p> <p>Recognise the sounds of the percussion instruments used in the classroom and identify and name them.</p> <p>Respond appropriately to a range of classroom songs, e.g. tidy up songs, circle time songs, line up songs.</p>	<p>Listening:</p> <p>Listen to a piece of music and move in time to its steady beat.</p> <p>Recognise and respond through movement/dance to the different musical characteristics and mood of music.</p> <p>Recognise the sounds of the percussion instruments used in the classroom and identify and name them.</p>	<p>Listening and appraising:</p> <p>Listen with increased concentration.</p> <p>Recognise the sounds of the percussion instruments used, their names, how they are played and which ones make high and low sounds.</p> <p>Recognise how sounds are made – tapping, rattling, scraping, blowing etc.</p> <p>Identify different qualities of sounds such as smooth, scratchy, clicking, ringing (timbre).</p> <p>Recognise and respond to different changes of speed (tempo)/volume (dynamics) and pitch.</p> <p>Respond through movement/dance to different musical characteristics and moods (angrily, sadly, cheerfully, daintily etc).</p> <p>Recognise and respond to the mood of a piece of music.</p> <p>Begin to use music terminology when describing how the mood is created (i.e. the mood is sad because the music is played very slowly and quietly).</p>	<p>Listening and appraising:</p> <p>Listen with concentration to longer pieces / extract of music.</p> <p>Listen to live/recorded extracts of different kinds of music and identify where appropriate</p> <ul style="list-style-type: none"> • a steady beat / no steady beat. • a specific rhythm pattern or event. • the speed (TEMPO) of the music. • the volume (DYNAMICS). • the Melody. <p>using appropriate musical terms/language.</p> <p>Identify common characteristics.</p> <p>Recognise some familiar instrumental sounds in recorded music (piano, violin, guitar, drums etc).</p> <p>Identify repetition in music i.e. a song with a chorus.</p> <p>Recognise aurally wooden, metal, skin percussion instruments and begin to know their names.</p> <p>Listen to their own compositions and use musical language to describe what happens in them.</p>	<p>Listening and appraising:</p> <p>Recognise aurally the range of percussion (tuned and untuned) used in school and some individual orchestral instruments taught in school.</p> <p>Recognise and talk about some contrasting styles of music in broad terms, using appropriate musical language (the tempo, dynamics, metre, texture, timbre).</p> <p>Recognise music from different times and countries identifying key elements that give it its unique sound.</p> <p>Identify repeated rhythmic or melodic phrases in live or recorded music.</p> <p>Identify whether a song has a verse/chorus or call and response structure.</p> <p>Identify the use of metre in 2 or 3 in a piece of recorded or live music.</p> <p>Recognise the combined effect of layers of sound by listening to their own arrangements, compositions and recordings.</p>	<p>Listening and appraising:</p> <p>Recognise aurally the range of instruments (percussion and orchestral) taught in the school.</p> <p>Recognise and talk about specific styles/traditions of music with a growing awareness of the musical differences and similarities.</p> <p>Recognise music from different times and countries identifying key elements that give it its unique sound.</p> <p>Recognise and identify features of expression (phrasing, dynamics, different tempi) in an extract of live or recorded music.</p> <p>Recognise relationships between lyrics and melody.</p> <p>Recognise chords/clusters.</p> <p>Talk about music they hear using musical terms.</p> <p>Talk about the combined effect of layers in their own arrangements and compositions and how their pieces can be refined to achieve their desired effect.</p> <p>Talk about the difference in musical styles/genres and reflect and articulate how and why these differences occur.</p>	<p>Listening and appraising:</p> <p>Recognise and identify features of expression (phrasing, melody, harmony, different dynamics, metre and tempi) in an extract of live or recorded music.</p> <p>Compare two pieces of instrumental music from different countries / times and discuss the similarities and differences.</p> <p>Use musical vocabulary and knowledge to talk about and discuss music from a variety of sources, traditions and cultures, including performances of their own and others' compositions.</p> <p>Use musical vocabulary and knowledge to help identify areas for development of refinement when composing</p>

