

# Music Progression Map



## EYFS Framework

Expressive Arts and Design (Exploring and Using Media and Materials):

- Children sing songs, make music, dance and experiment with ways of changing them.

Expressive Arts and Design (Being Imaginative):

- Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

## National Curriculum for Keystage One

Pupils should be taught to:

- 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.

## National Curriculum for Keystage Two

Pupils should be taught to:

- 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 musicians;
- develop an understanding of the history of music.

**HISS**

long short

steady pulse  
steady beat

rhythms and word rhythms

spi-der spi-der bee shh!

high low ascending getting higher descending getting lower

scale  
a set of tuned notes

pentatonic  
a 5-note scale

loud quiet

crescendo  
getting louder

diminuendo  
getting quieter

fast slow

accelerando  
getting faster

rallentando  
getting slower

solo

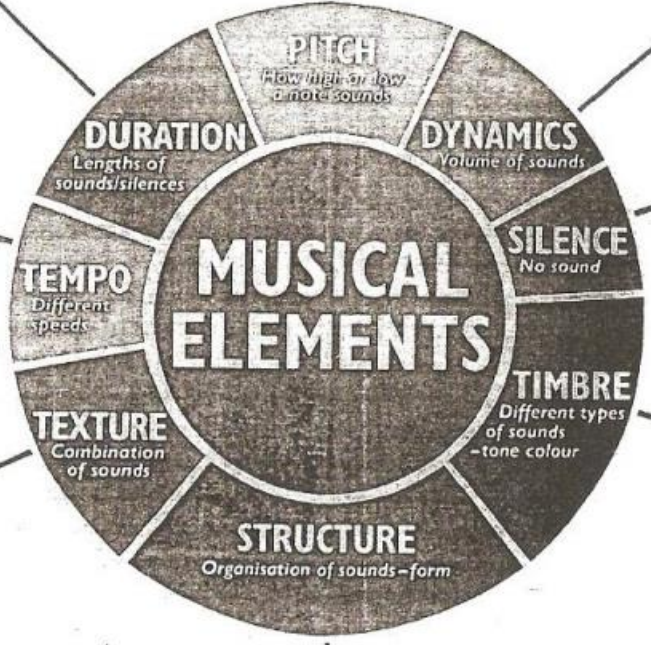
accompaniment

vocal instrumental ensemble

polyphonic  
combinations of melodies (tunes)

polyrhythmic  
combinations of rhythms

chords  
groups of notes sounding together



shh!

vocal

body percussion

tuned untuned

instrumental

environmental

electric

verse/chorus

round  
'London's Burning'

12 bar blues

question & answer

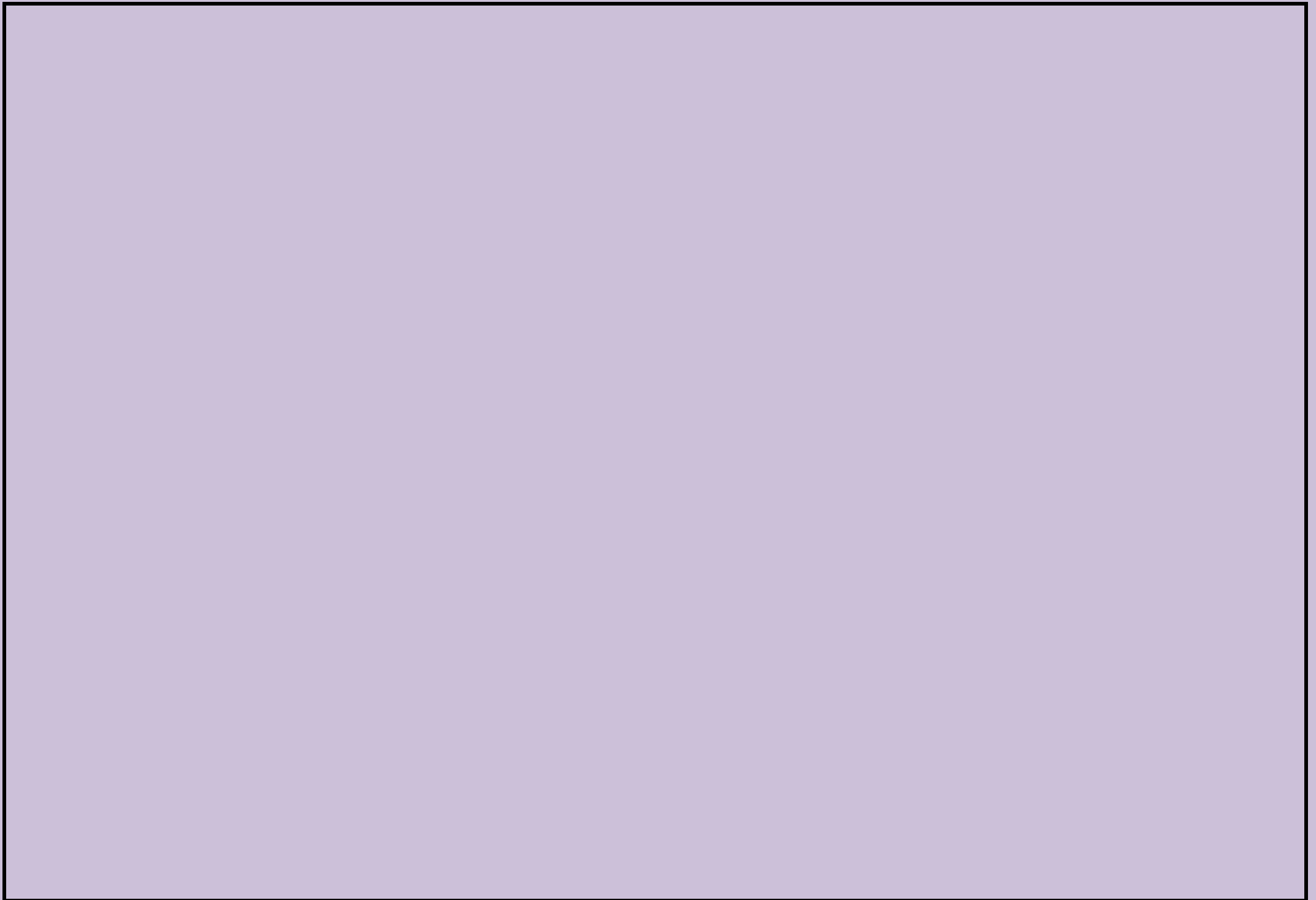
call & response

ostinato - repeating pattern

beginning/middle/end

ABA - ternary form  
same at the beginning and end

ABACA - rondo form  
first section keeps coming back



	Keystage One	Lower Keystage Two	Upper Keystage Two
Listening and Appraising	<ul style="list-style-type: none"> <li>-To begin to recognise some different genres of music.</li> <li>-To begin to recognise mainstream instruments being played in a piece of music.</li> <li>-To express their opinion about pieces of music and begin to justify their responses.</li> </ul>	<ul style="list-style-type: none"> <li>-To find the beat in a piece of music.</li> <li>-To explain the tempo, dynamics and duration of a piece of music.</li> <li>-To recognise instruments being played in a piece of music.</li> <li>-To know the families of the orchestra.</li> <li>-To recognise a range of music genres.</li> <li>-To begin to express their opinion about pieces of music using a limited musical vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>-To explain the tempo, dynamics, metre, timbre and duration of a piece of music and recognise when they change.</li> <li>-To recognise orchestral instruments and describe their effect in a piece of music.</li> <li>-To recognise a range of music genres (including from around the world) and describe their main characteristics.</li> <li>-To express their opinion about pieces of music using a range of appropriate musical vocabulary.</li> <li>-To discuss similarities and differences in pieces of music and explain how composers and performers achieve this.</li> </ul>
Musical History		<ul style="list-style-type: none"> <li>-To name some composers and genres of music from different eras.</li> </ul>	<ul style="list-style-type: none"> <li>-To name some composers and genres of music from different eras.</li> <li>-To name different musical periods.</li> </ul>
Singing	<ul style="list-style-type: none"> <li>-To sing with good diction.</li> <li>-To begin to be able to sing in tune songs with a limited range.</li> <li>-To sing in time to a steady beat.</li> </ul>	<ul style="list-style-type: none"> <li>-To sing in tune songs with a limited range.</li> <li>-To sing a song with two parts.</li> </ul>	<ul style="list-style-type: none"> <li>-To sing with good diction and expression.</li> <li>-To sing a song with two or more parts, showing confidence at being able to maintain tempo and pitch.</li> <li>-To be able to vary dynamics as singing.</li> </ul>
Composing	<ul style="list-style-type: none"> <li>-To compose a simple tune using a limited range of notes.</li> <li>-To create sound effects for a picture or story, thinking about how music can create a mood.</li> </ul>	<ul style="list-style-type: none"> <li>-To compose a tune in an octave range.</li> <li>-To compose music that has a beginning, middle and end.</li> </ul>	<ul style="list-style-type: none"> <li>-To add lyrics to a composition using a chorus and verse.</li> <li>-To create more complex tunes, thinking about their audience.</li> <li>-To compose music that has a recognisable structure with an awareness of musical form.</li> </ul>

**Performing**

-To name a variety of instruments.  
-To perform with a good sense of beat and rhythm. –To perform together in an ensemble – small group or as a class.  
-To change the tempo or dynamics while playing an instrument – with support.

-To perform with expression and increasing confidence.  
-To experiment with techniques to play instruments.  
-To use correct technique to play instruments.  
-To perform in groups and as a solo.

-To show variation in timbre, texture and dynamics.  
-To begin to mimic other musician's work.  
-To perform with accuracy and expression, showing an understanding of the context of the music.  
-To use correct technique to play instruments with improved confidence and accuracy.  
-To show more awareness of audience.

**Musical Notation**

-To write down their compositions using symbols, pictures or patterns – graphic scoring.

-To recognise crotchets, minims, semibreves, quavers and crotchet rests.  
-To recognise notes on a treble clef staff, including middle C.  
-To begin to explore how to read, and play from, music notation.  
-To begin to record part of their own compositions using music notation with support.

-To recognise crotchets, minims, semibreves, quavers and begin to use dotted minims.  
-To recognise crotchet, quaver and whole bar rests.  
-To understand that notes are positioned differently on a bass clef.  
-To read, and play from, music notation.  
-To record some of their own compositions using music notation.