







# Music Progression Document





# Music Progression of Skills Map







	 <b>EYFS</b>	 <b>Key Stage 1</b>	 <b>Lower Key Stage 2</b>	 <b>Upper Key Stage 2</b>
<b>Listening</b>	<p><i>By the end of EYFS, children will be taught to:</i></p> <ul style="list-style-type: none"> <li>• *respond to music through movement, altering movement to</li> <li>• reflect the tempo, dynamics or pitch of the music.</li> <li>• explore lyrics by suggesting appropriate actions.</li> <li>• explore the story behind the lyrics or music.</li> <li>• listen to and following a beat using body percussion and instruments.</li> <li>• * consider whether a piece of music has a fast, moderate or slow tempo.</li> <li>• listen to sounds and matching them to the object or instrument.</li> <li>• * listen to sounds and identifying high and low pitch.</li> <li>• listen to and repeat a simple rhythm.</li> <li>• listen to and repeat simple lyrics.</li> <li>• understand that different instruments make different sounds and grouping them accordingly.</li> </ul>	<p><i>By the end of Year 2, children will be taught to:</i></p> <ul style="list-style-type: none"> <li>• recognise and understand the difference between pulse and rhythm.</li> <li>• *understand that different types of sounds are called timbres.</li> <li>• *recognise basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower).</li> <li>• describe the character, mood, or 'story' of music they listen to, both verbally and through movement.</li> <li>• describe the differences between two pieces of music.</li> <li>• express a basic opinion about music (like/dislike).</li> <li>• listen to and repeat short, simple rhythmic patterns.</li> <li>• listen and respond to other performers by playing as part of a group.</li> <li>• *recognise timbre changes in music they listen to.</li> <li>• recognise structural features in music they *listen to.</li> <li>• listen to and recognise instrumentation.</li> <li>• *begin to use musical vocabulary to describe music.</li> <li>• identify melodies that move in steps.</li> <li>• listen to and repeat a short, simple melody by ear.</li> <li>• suggest improvements to their own and others' work.</li> </ul>	<p><i>By the end of Year 4, children will be taught to:</i></p> <ul style="list-style-type: none"> <li>• *discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, battle songs, ballads, jazz).</li> <li>• understand that music from different parts of the world has different features.</li> <li>• *recognise and explain the changes within a piece of music using musical vocabulary.</li> <li>• *describe the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.</li> <li>• begin to show an awareness of metre.</li> <li>• *begin to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.</li> <li>• recognise the use and development of motifs in music.</li> <li>• *identify gradual dynamic and tempo changes within a piece of music.</li> <li>• recognise and discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary (samba, rock and roll).</li> <li>• identify common features between different genres, styles and traditions of music.</li> <li>• *recognise, name and explain the effect of the interrelated dimensions of music.</li> <li>• *identify scaled dynamics (crescendo/decrescendo) within a piece of music.</li> <li>• *use musical vocabulary to discuss the purpose of a piece of music.</li> <li>• *use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.</li> </ul>	<p><i>By the end of Year 6, children will be taught to:</i></p> <ul style="list-style-type: none"> <li>• *recognise and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. (South African, West African, musical, theatre, blues, dance remix.).</li> <li>• *represent the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.</li> <li>• *compare, discuss and evaluate music using detailed musical vocabulary.</li> <li>• *develop confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.</li> <li>• discuss musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.</li> <li>• recognise and confidently discussing the stylistic features of music and relating it to other aspects of the arts (pop art, film music).</li> <li>• *represent changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.</li> <li>• identify the way that features of a song can complement one another to create a coherent overall effect.</li> <li>• *use musical vocabulary correctly when describing and evaluating the features of a piece of music.</li> <li>• evaluate how the venue, occasion and purpose affects the way a piece of music sounds.</li> <li>• *confidently use detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.</li> </ul>

\*Also form part of the 'Inter-related dimensions of music' strand



# Music Progression of Skills Map







	 EYFS	 Key Stage 1	 Lower Key Stage 2	 Upper Key Stage 2
<b>Composing</b>	<p><i>By the end of EYFS, children will be taught to:</i></p> <ul style="list-style-type: none"> <li>play untuned percussion 'in time' with a piece of music.</li> <li>select classroom objects to use as instruments.</li> <li>experiment with body percussion and vocal sounds to respond to music.</li> <li>select appropriate instruments to represent action and mood.</li> <li>experiment with playing instruments in different ways.</li> </ul>	<p><i>By the end of Year 2, children will be taught to:</i></p> <ul style="list-style-type: none"> <li>select and create short sequences of sound with voices or instruments to represent a given idea or character.</li> <li>combine instrumental and vocal sounds within a given structure.</li> <li>creating simple melodies using a few notes.</li> <li>*choose dynamics, tempo and timbre for a piece of music.</li> <li>create a simple graphic score to represent a composition.</li> <li>begin to make improvements to their work as suggested by the teacher.</li> <li>select and create longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.</li> <li>*successfully combine and layer several instrumental and vocal patterns within a given structure.</li> <li>create simple melodies from five or more notes.</li> <li>*choose appropriate dynamics, tempo and timbre for a piece of music.</li> <li>use letter name and graphic notation to represent the details of their composition.</li> <li>begin to suggest improvements to their own work</li> </ul>	<p><i>By the end of Year 4, children will be taught to:</i></p> <ul style="list-style-type: none"> <li>compose a piece of music in a given style with voices and instruments (battle song, Indian classical, jazz, swing).</li> <li>combine melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).</li> <li>*use letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.</li> <li>*suggest and implement improvements to their own work, using musical vocabulary.</li> <li>compose a coherent piece of music in a given style with voices, bodies and instruments.</li> <li>begin to improvise musically within a given style.</li> <li>develop melodies using rhythmic variation, transposition, inversion, and looping.</li> <li>*create a piece of music with at least four different layers and a clear structure.</li> <li>*use letter name, graphic and rhythmic notation and key musical vocabulary to label and record their compositions.</li> <li>*suggest improvements to others' work, using musical vocabulary.</li> </ul>	<p><i>By the end of Year 6, children will be taught to:</i></p> <ul style="list-style-type: none"> <li>compose a detailed piece of music from a given stimulus with voices, bodies and instruments (remix, colours, stories, drama).</li> <li>improvise coherently within a given style.</li> <li>*combine rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.</li> <li>use staff notation to record rhythms and melodies.</li> <li>*select, discuss and refine musical choices both alone and with others, using musical vocabulary with confidence.</li> <li>suggest and demonstrate improvements to own and others' work.</li> <li>improvise coherently and creatively within a given style, incorporating given features.</li> <li>compose a multi-layered piece of music from a given stimulus with voices, bodies and instruments.</li> <li>compose an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure.</li> <li>*develop melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.</li> <li>record own composition using appropriate forms of notation and/or technology and incorporating.</li> <li>*constructively critique their own and others' work, using musical vocabulary.</li> </ul>

\*Also form part of the 'Inter-related dimensions of music' strand



# Music Progression of Skills Map







	 EYFS	 Key Stage 1	 Lower Key Stage 2	 Upper Key Stage 2
<b>Performing</b>	<p><i>By the end of EYFS, children will be taught to:</i></p> <ul style="list-style-type: none"> <li>• use their voices to join in with well-known songs from memory.</li> <li>• remember and maintain their role within a group performance.</li> <li>• move to music with instruction to perform actions.</li> <li>• participate in performances to a small audience.</li> <li>• stop and start playing at the right time</li> </ul>	<p><i>By the end of Year 2, children will be taught to:</i></p> <ul style="list-style-type: none"> <li>• use their voices expressively to speak and chant.</li> <li>• sing short songs from memory, maintaining the overall shape of the melody and keeping in time.</li> <li>• maintain the pulse (play on the beat) using hands, and tuned and untuned instruments.</li> <li>• copy back short rhythmic and melodic phrases on percussion instruments.</li> <li>• *respond to simple musical instructions such as tempo and dynamic changes as part of a class performance.</li> <li>• perform from graphic notation</li> <li>• *use their voices expressively when singing, including the use of basic dynamics (loud and quiet).</li> <li>• sing short songs from memory, with melodic and rhythmic accuracy.</li> <li>• copy longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse.</li> <li>• *perform expressively using dynamics and timbre to alter sounds as appropriate.</li> <li>• sing back short melodic patterns by ear and playing short melodic patterns from letter notation.</li> </ul>	<p><i>By the end of Year 4, children will be taught to:</i></p> <ul style="list-style-type: none"> <li>• sing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.</li> <li>• sing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.</li> <li>• *perform from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology.</li> <li>• *sing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes.</li> <li>• sing and play in time with peers with accuracy and awareness of their part in the group performance.</li> <li>• play melody parts on tuned instruments with accuracy and control and developing instrumental technique.</li> <li>• play syncopated rhythms with accuracy, control and fluency.</li> </ul>	<p><i>By the end of Year 6, children will be taught to:</i></p> <ul style="list-style-type: none"> <li>• sing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.</li> <li>• *work as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.</li> <li>• perform with accuracy and fluency from graphic and simple staff notation.</li> <li>• play a simple chord progression with accuracy and fluency.</li> <li>• sing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.</li> <li>• *work as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group.</li> <li>• perform a solo or taking a leadership role within a performance.</li> <li>• perform with accuracy and fluency from graphic and staff notation and from their own notation.</li> <li>• perform by following a conductor's cues and directions.</li> </ul>

\*Also form part of the 'Inter-related dimensions of music' strand



# Music Progression of Skills Map



	 EYFS	 Key Stage 1	 Lower Key Stage 2	 Upper Key Stage 2
<b>The History of Music (Key Stage 2 only)</b>	<p><i>By the end of EYFS, children will be taught to:</i></p> <ul style="list-style-type: none"> <li>• N/A</li> </ul>	<p><i>By the end of Year 2, children will be taught to:</i></p> <ul style="list-style-type: none"> <li>• N/A</li> </ul>	<p><i>By the end of Year 4, children will be taught to:</i></p> <ul style="list-style-type: none"> <li>• understand that music from different times has different features.</li> <li>• *recognise and discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary.</li> </ul> <p>(Both points above are also part of the Listening Strand)</p>	<p><i>By the end of Year 6, children will be taught to:</i></p> <ul style="list-style-type: none"> <li>• *confidently discuss the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time.</li> <li>• *discuss musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.</li> </ul> <p>(Both points above are also part of the Listening Strand)</p>





\*Also form part of the 'Inter-related dimensions of music' strand



# Music Progression of Knowledge Map

The inter-related dimensions of music



	 EYFS	 Key Stage 1	 Lower Key Stage 2	 Upper Key Stage 2
<b>Pitch</b>	<p><i>By the end of EYFS, children will be taught to:</i></p> <ul style="list-style-type: none"> <li>understand that what 'high' and 'low' notes are.</li> </ul>	<p><i>By the end of Year 2, children will be taught to:</i></p> <ul style="list-style-type: none"> <li>understand that pitch means how high or low a note sounds.</li> <li>understand that 'tuned' instruments play more than one pitch of notes.</li> <li>know that some tuned instruments have a lower range of pitches and some have a higher range of pitches.</li> <li>understand that a melody is made up from high and low pitched notes played one after the other, making a tune.</li> </ul>	<p><i>By the end of Year 4, children will be taught to:</i></p> <ul style="list-style-type: none"> <li>To know that the group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad. To know that some traditional music around the world is based on five-notes called a 'pentatonic' scale. To understand that a pentatonic melody uses only the five notes C D E G A.</li> <li>know that a bass line is the lowest pitch line of notes in a piece of music, and a walking bassline (where patterns of notes go up then down again) is common in rock and roll.</li> <li>know that a glissando in music means a sliding effect played on instruments or made by your voice.</li> <li>know that 'transposing' a melody means changing its key, making it higher or lower pitched.</li> </ul>	<p><i>By the end of Year 6, children will be taught to:</i></p> <ul style="list-style-type: none"> <li>understand that a minor key (pitch) can be used to make music sound sad.</li> <li>understand that major chords create a bright, happy sound.</li> <li>know that a 'bent note' is a note that varies in its pitch, e.g. the pitch may slide up or down.</li> <li>understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.</li> <li>know that the Solfa syllables represent the pitches in an octave.</li> <li>understand that 'major' key signatures use note pitches that sound cheerful and upbeat.</li> <li>understand that 'minor' key signatures use note pitches that can suggest sadness and tension.</li> <li>know that a melody can be adapted by changing its pitch.</li> </ul>





\*Also form part of the 'Inter-related dimensions of music' strand



# Music Progression of Knowledge Map

The inter-related dimensions of music







	 EYFS	 Key Stage 1	 Lower Key Stage 2	 Upper Key Stage 2
Duration	<p><i>By the end of EYFS, children will be taught to:</i></p> <ul style="list-style-type: none"> <li>recognise that different sounds can be long or short.</li> </ul>	<p><i>By the end of Year 2, children will be taught to:</i></p> <ul style="list-style-type: none"> <li>know that rhythm means a pattern of long and short notes</li> <li>know that 'duration' means how long a note, phrase or whole piece of music lasts.</li> <li>know that the long and short sounds of a spoken phrase can be represented by a rhythm.</li> </ul>	<p><i>By the end of Year 4, children will be taught to:</i></p> <ul style="list-style-type: none"> <li>know that different notes have different durations, and that crotchets are worth one whole beat.</li> <li>know that written music tells you how long to play a note for.</li> <li>know that combining different instruments playing different rhythms creates layers of sound called 'texture'.</li> <li>know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed.</li> <li>know that a motif in music can be a repeated rhythm.</li> </ul>	<p><i>By the end of Year 6, children will be taught to:</i></p> <ul style="list-style-type: none"> <li>know that 'poly-rhythms' means many different rhythms played at once.</li> <li>know that the duration of a note or phrase in music can be shown using a repeated symbol or the size of a symbol on a graphic score.</li> <li>understand that all types of music notation show note duration, including the Kodaly method which uses syllables to indicate rhythms.</li> <li>understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly.</li> <li>know that a quaver is worth half a beat.</li> </ul>



# Music Progression of Knowledge Map

The inter-related dimensions of music



	 EYFS	 Key Stage 1	 Lower Key Stage 2	 Upper Key Stage 2
Dynamics	<p><i>By the end of EYFS, children will be taught to:</i></p> <ul style="list-style-type: none"> <li>understand that instruments can be played loudly or softly</li> </ul>	<p><i>By the end of Year 2, children will be taught to:</i></p> <ul style="list-style-type: none"> <li>know that dynamics means how loud or soft a sound is.</li> <li>understand that sounds can be adapted to change their mood, e.g. through dynamics.</li> <li>know that dynamics can change the effect a sound has on the audience</li> </ul>	<p><i>By the end of Year 4, children will be taught to:</i></p> <ul style="list-style-type: none"> <li>know that the word 'crescendo' means a sound getting gradually louder</li> <li>know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music.</li> </ul>	<p><i>By the end of Year 6, children will be taught to:</i></p> <ul style="list-style-type: none"> <li>understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.</li> <li>know that a melody can be adapted by changing its dynamics.</li> </ul>
Tempo	<p><i>By the end of EYFS, children will be taught to:</i></p> <ul style="list-style-type: none"> <li>recognise music that is 'fast' or 'slow'.</li> <li>understand that we can match our body movements to the speed (tempo) or pulse (beat) of music.</li> </ul>	<p><i>By the end of Year 2, children will be taught to:</i></p> <ul style="list-style-type: none"> <li>know that the 'pulse' is the steady beat that goes through music.</li> <li>know that tempo is the speed of the music.</li> <li>understand that the tempo of a musical phrase can be changed to achieve a different effect.</li> </ul>	<p><i>By the end of Year 4, children will be taught to:</i></p> <ul style="list-style-type: none"> <li>know that playing in time means all performers playing together at the same speed.</li> </ul>	<p><i>By the end of Year 6, children will be taught to:</i></p> <ul style="list-style-type: none"> <li>understand that a slow tempo can be used to make music sound sad.</li> <li>understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.</li> <li>know that a melody can be adapted by changing its dynamics, pitch or tempo.</li> </ul>
Timbre	<p><i>By the end of EYFS, children will be taught to:</i></p> <ul style="list-style-type: none"> <li>know that different instruments can sound like a particular character.</li> </ul>	<p><i>By the end of Year 2, children will be taught to:</i></p> <ul style="list-style-type: none"> <li>know that 'timbre' means the quality of a sound; e.g. that different instruments would sound different playing a note of the same pitch.</li> <li>know that my voice can create different timbres to help tell a story.</li> <li>know that musical instruments can be used to create 'real life' sound effects. understand an instrument can be matched to an animal noise based on its timbre.</li> </ul>	<p><i>By the end of Year 4, children will be taught to:</i></p> <ul style="list-style-type: none"> <li>understand that the timbre of instruments played affect the mood and style of a piece of music.</li> <li>know that grouping instruments according to their timbre can create contrasting 'textures' in music.</li> <li>understand that both instruments and voices can create audio effects that describe something you can see.</li> </ul>	<p><i>By the end of Year 6, children will be taught to:</i></p> <ul style="list-style-type: none"> <li>understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways.</li> <li>know that timbre can also be thought of as 'tone colour' and can be described in many ways e.g. warm or cold, rich or bright</li> </ul>

\*Also form part of the 'Inter-related dimensions of music' strand









# Music Progression of Knowledge Map

## Listening







	 EYFS	 Key Stage 1	 Lower Key Stage 2	 Upper Key Stage 2
Texture	<p><i>By the end of EYFS, children will be taught to:</i></p> <ul style="list-style-type: none"> <li>know that music often has more than one instrument being played at a time.</li> </ul>	<p><i>By the end of Year 2, children will be taught to:</i></p> <ul style="list-style-type: none"> <li>know that music has layers called 'texture'</li> <li>know that a graphic score can show a picture of the layers, or 'texture', of a piece of music.</li> </ul>	<p><i>By the end of Year 4, children will be taught to:</i></p> <ul style="list-style-type: none"> <li>know that many types of music from around the world consist of more than one layer of sound; e.g. a 'tala' and 'rag' in traditional Indian music.</li> <li>know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'.</li> <li>understand that harmony means playing two notes at the same time, which usually sound good together.</li> </ul>	<p><i>By the end of Year 6, children will be taught to:</i></p> <ul style="list-style-type: none"> <li>understand that a chord is the layering of several pitches played at the same time.</li> <li>know that poly-rhythms means many rhythms played at once</li> <li>understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change.</li> <li>know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes.</li> </ul>
Structure	<p><i>By the end of EYFS, children will be taught to:</i></p> <ul style="list-style-type: none"> <li>To recognise the chorus in a familiar song.</li> </ul>	<p><i>By the end of Year 2, children will be taught to:</i></p> <ul style="list-style-type: none"> <li>know that a piece of music can have more than one section, e.g. a verse and a chorus.</li> <li>understand that structure means the organisation of sounds within music, e.g. a chorus and verse pattern in a song</li> </ul>	<p><i>By the end of Year 4, children will be taught to:</i></p> <ul style="list-style-type: none"> <li>know that in a ballad, a 'stanza' means a verse.</li> <li>know that music from different places often has different structural features, e.g. traditional Chinese music is based on the five-note pentatonic scale</li> <li>know that deciding the structure of music when composing can help us create interesting music with contrasting sections.</li> <li>know an ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice.</li> <li>understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music</li> </ul>	<p><i>By the end of Year 6, children will be taught to:</i></p> <ul style="list-style-type: none"> <li>know that a loop is a repeated rhythm or melody, and is another word for ostinato.</li> <li>know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords.</li> <li>know that a chord progression is a sequence of chords that repeats throughout a song.</li> <li>know that a 'theme' in music is the main melody and that 'variations' are when this melody has been changed in some way</li> </ul>



# Music Progression of Knowledge Map

## Listening



	 EYFS	 Key Stage 1	 Lower Key Stage 2	 Upper Key Stage 2
Notation	<p><i>By the end of EYFS, children will be taught to:</i></p> <ul style="list-style-type: none"> <li>know that signals can tell us when to start or stop playing</li> </ul>	<p><i>By the end of Year 2, children will be taught to:</i></p> <ul style="list-style-type: none"> <li>understand that music can be represented by pictures or symbols</li> <li>know that 'notation' means writing music down so that someone else can play it</li> <li>know that a graphic score can show a picture of the structure and / or texture of music</li> </ul>	<p><i>By the end of Year 4, children will be taught to:</i></p> <ul style="list-style-type: none"> <li>understand that 'reading' music means using how the written note symbols look and their position to know what notes to play</li> <li>know that 'performance directions' are words added to music notation to tell the performers how to play.</li> </ul>	<p><i>By the end of Year 6, children will be taught to:</i></p> <ul style="list-style-type: none"> <li>know that simple pictures can be used to represent the structure (organisation) of music.</li> <li>understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.</li> <li>know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'.</li> <li>know that chord progressions are represented in music by Roman numerals.</li> </ul>

\*Also form part of the 'Inter-related dimensions of music' strand