



Progression in Music							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Progression in Singing</b>	<ul style="list-style-type: none"> <li>Using their voices to join in with well-known songs from memory.</li> <li>Stopping and started singing at the right time.</li> <li>Listening to and repeating simple lyrics.</li> </ul>	<ul style="list-style-type: none"> <li>Using their voices expressively to speak and chant.</li> <li>Singing short songs from memory, maintaining the overall shape of the melody and keeping in time.</li> </ul>	<ul style="list-style-type: none"> <li>Using their voices expressively when singing, including the use of basic dynamics (loud and quiet).</li> <li>Singing short songs from memory, with melodic and rhythmic accuracy.</li> <li>Singing back short melodic patterns by ear and playing short melodic patterns from letter notation.</li> </ul>	<ul style="list-style-type: none"> <li>Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.</li> <li>Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group.</li> </ul>	<ul style="list-style-type: none"> <li>Singing 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>Singing in time with peers with accuracy and awareness of their part in the group.</li> <li>Singing songs in one or two parts, including rounds.</li> </ul>	<ul style="list-style-type: none"> <li>Singing more complex songs in one, two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and understanding of the IDMs*.</li> </ul>	<ul style="list-style-type: none"> <li>Singing songs in two or more secure parts from memory, with accuracy, fluency, control, expression and an understanding of the IDMs*.</li> <li>Working as a group to perform a piece of music, adjusting the IDMs* as required, keeping in time with others and communicating with the group.</li> <li>Singing a solo or taking a leadership role within a performance.</li> <li>To sing scales with increasing accuracy and fluency.</li> </ul>
<b>Progression in Listening and Appraising</b>	<ul style="list-style-type: none"> <li>Responding to music through movement, altering movement to reflect the tempo, dynamics or pitch of the music.</li> <li>Exploring lyrics by suggesting appropriate actions.</li> </ul>	<ul style="list-style-type: none"> <li>Recognising and understanding the difference between pulse and rhythm.</li> <li>Recognising basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower).</li> </ul>	<ul style="list-style-type: none"> <li>Understanding that different types of sounds are called timbres</li> <li>Recognising timbre changes in music they listen to.</li> <li>Recognising structural features in music they listen to.</li> </ul>	<ul style="list-style-type: none"> <li>Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (including reggae and opera)</li> <li>Understanding that music from different parts of the world has</li> </ul>	<ul style="list-style-type: none"> <li>Recognising the use and development of motifs in music.</li> <li>Identifying gradual dynamic and tempo changes within a piece of music.</li> <li>Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</li> <li>Representing the features of a piece of music using graphic notation, and colours, justifying their</li> </ul>	<ul style="list-style-type: none"> <li>Discussing 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>Recognising and confidently discussing the stylistic features of</li> </ul>

# Eastfield Primary School Music Progression Map



	<ul style="list-style-type: none"> <li>• Exploring the story behind the lyrics or music.</li> <li>• Considering whether a piece of music has a fast, moderate or slow tempo.</li> <li>• Listening to sounds and matching them to the object or instrument.</li> <li>• Understanding that different instruments make different sounds and grouping them accordingly.</li> </ul>	<ul style="list-style-type: none"> <li>• Describing the character, mood, or 'story' of music they listen to, both verbally and through movement.</li> <li>• Describing the differences between two pieces of music.</li> <li>• Expressing a basic opinion about music (like/dislike).</li> <li>• Listening and responding to other performers by playing as part of a group.</li> </ul>	<ul style="list-style-type: none"> <li>• Listening to and recognising instrumentation.</li> <li>• Beginning to use musical vocabulary to describe music.</li> <li>• Identifying melodies that move in steps.</li> <li>• Listening to and repeating a short, simple melody by ear.</li> <li>• Recognise the difference between the pulse and the rhythm.</li> <li>• Suggesting improvements to their own and others' work.</li> </ul>	<p>different features.</p> <ul style="list-style-type: none"> <li>• Recognising and explaining the changes within a piece of music using musical vocabulary.</li> <li>• Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.</li> <li>• Beginning to show an awareness of time signature (e.g. 4/4, 3/4).</li> <li>• Beginning to use musical vocabulary (related to IDMs*) when discussing improvements to their own and others' work.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying common features between different genres, styles and traditions of music.</li> <li>• Recognising, naming and explaining the effect of the interrelated dimensions of music.</li> <li>• Identifying scaled dynamics (crescendo/decrescendo) within a piece of music.</li> <li>• Using musical vocabulary to discuss the purpose of a piece of music.</li> <li>• Using musical vocabulary (related to IDMs*) when discussing improvements to their own and others' work.</li> </ul>	<p>choices with reference to musical vocabulary.</p> <ul style="list-style-type: none"> <li>• Comparing, discussing and evaluating music using detailed musical vocabulary.</li> <li>• Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.</li> </ul>	<p>music and relating it to other aspects of the Arts.</p> <ul style="list-style-type: none"> <li>• Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.</li> <li>• Identifying 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>• Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.</li> <li>• Confidently using detailed musical vocabulary (related to IDMs*) to discuss and evaluate their own and others' work.</li> </ul>
--	--	---	--	--	--	---	--



Progression in Composing	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> <li>• Playing untuned percussion 'in time' with a piece of music.</li> <li>• Selecting classroom objects to use as instruments.</li> <li>• Experimenting with body percussion and vocal sounds to respond to music.</li> <li>• Selecting appropriate instruments to represent action and mood.</li> <li>• Experimenting with playing instruments in different ways</li> </ul>	<ul style="list-style-type: none"> <li>• Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.</li> <li>• Combining instrumental and vocal sounds within a given structure.</li> <li>• Creating simple melodies using a few notes.</li> <li>• Choosing dynamics and tempo for a piece of music</li> </ul>	<ul style="list-style-type: none"> <li>• Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.</li> <li>• Successfully combining and layering several instrumental and vocal patterns within a given structure.</li> <li>• Creating simple melodies from five or more notes.</li> <li>• Choosing appropriate dynamics, tempo and timbre for a piece of music.</li> <li>• Using letter name and graphic notation to represent the details of their composition.</li> <li>• Beginning to suggest improvements to their own work.</li> </ul>	<ul style="list-style-type: none"> <li>• Composing a piece of music in a given style with voices and/or instruments.</li> <li>• Combining melodies and rhythms to compose a multi-layered composition in a given style.</li> <li>• Using letter name and some rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.</li> <li>• Suggesting and implementing improvements to their own work, using musical vocabulary.</li> <li>• Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning to improvise musically within a given style.</li> <li>• Developing melodies using rhythmic variation, transposition.</li> </ul>	<ul style="list-style-type: none"> <li>• Composing a detailed piece of music from a given stimulus with voices, bodies and/or instruments.</li> <li>• Improvising coherently within a given style.</li> <li>• Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.</li> <li>• Using staff notation and/or graphic notation to record rhythms and melodies.</li> <li>• Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.</li> <li>• Suggesting and demonstrating improvements to own and others' work.</li> </ul>	<ul style="list-style-type: none"> <li>• Improvising coherently and creatively within a given style, incorporating given features.</li> <li>• Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments.</li> <li>• Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure.</li> <li>• Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.</li> <li>• Recording 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>

# Eastfield Primary School Music Progression Map



Progression in Playing	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> <li>To treat instruments carefully when in use.</li> <li>Moving to music with instruction to perform actions.</li> <li>Stopping and starting playing at the right time.</li> <li>Listening to and repeating a simple rhythm.</li> <li>Listening to and following a beat using body percussion and instruments.</li> </ul>	<ul style="list-style-type: none"> <li>To treat instruments carefully and with respect.</li> <li>Maintaining the pulse (play on the beat) using hands, and tuned and untuned instruments.</li> <li>Copying back short rhythmic phrases with voices (chanting) and using untuned percussion instruments.</li> </ul>	<ul style="list-style-type: none"> <li>To treat instruments carefully and with respect.</li> <li>Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse.</li> <li>To play the notes B, A and G on the recorder with increasing accuracy.</li> <li>To play the above notes in a song in response to cues from a leader.</li> <li>To place hands and fingers in the correct position for the desired note.</li> </ul>	<ul style="list-style-type: none"> <li>To treat instruments carefully and with respect.</li> <li>To play the notes C, D, E and F with increasing accuracy and fluency on the glockenspiel.</li> <li>Play any one part on a tuned instrument (a one-note, simple part or the melody of the song) from memory or using notation.</li> <li>Play differentiated parts on a tuned instrument to form a simple part or melody of the song from memory or using notation.</li> </ul>	<ul style="list-style-type: none"> <li>To show growing independence and care when handling instruments so that they are treated with respect.</li> <li>To play the notes G, D, A and E on the cello/violin with increasing fluency and accuracy.</li> <li>To play using picciato (plucking), arco (bowing) and collengo (using the back of the bow against the strings) in time in response to instruction from a leader.</li> <li>Playing melody parts on violin or cello with accuracy and control and developing instrumental technique.</li> <li>Clapping back rhythms including semibreves, minims, crotchets and quavers (notes and rests).</li> <li>Playing a short song that includes semibreves, minims, crotchets and quavers (notes and rests)</li> <li>Playing syncopated rhythms with accuracy, control and fluency.</li> </ul>	<ul style="list-style-type: none"> <li>To show independence and care when handling instruments so that they are treated with respect.</li> <li>To play the notes C,D,E,F and G on the glockenspiel with accuracy in songs with more complex rhythmic patterns.</li> <li>To identify and play the chords C (C, E, G) F (F, A, C) and G (G, B, D) on the glockenspiel with accuracy and fluency.</li> <li>I can play a b (flat) and # (sharp) notes including Eb, Bb and F#.</li> <li>To play the blues scale on the glockenspiel using notes C, Eb, F, F#, G, Bb and C.</li> <li>To select previously learned instruments (including glocks and recorders) to play and compose songs.</li> <li>Play differentiated parts on a tuned instrument (one note, simple part or melody of the song) to form a simple</li> </ul>	<ul style="list-style-type: none"> <li>To show independence and care when handling instruments so that they are treated with respect.</li> <li>To select desired instruments (learned previously) to play and compose songs, that would suit the style indicators of the genre within the given unit.</li> </ul>



						part of the song from memory or using notation. <ul style="list-style-type: none"> <li>Playing melody parts on tuned instruments with increasing accuracy and control and developing instrumental technique.</li> </ul>	
<b>Progression in Notation</b>	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
	<ul style="list-style-type: none"> <li>Listening to sounds and identifying high and low pitch.</li> <li>Be exposed to how to draw pictures/symbols to represent high and low pitch.</li> </ul>	<ul style="list-style-type: none"> <li>Listening to and repeating short, simple rhythmic patterns.</li> <li>To use word rhythms (chanting) in time to a pulse/song.</li> <li>Creating a simple picture (basic graphic score) in response to music.</li> <li>To be exposed to what music looks like written down.</li> </ul>	<ul style="list-style-type: none"> <li>To be exposed to and begin to recognise the location of the notes B and C on the staff.</li> <li>To recognise that a semibreve is 4 beats.</li> <li>To be exposed to the notes B, A and G notation on the staff.</li> </ul>	<ul style="list-style-type: none"> <li>To begin to recognise the notes C, D, E and F as notation and where the notes are placed on the staff.</li> <li>To use the above notes to compose.</li> <li>To identify a minim (2 beats), a crotchet (1 beat) and a quaver rest and their corresponding counts</li> <li>Beginning to show an awareness of time signature (e.g. 4/4, 3/4) and how many beats there are in each bar.</li> <li>Begin to use notation to show</li> </ul>	<ul style="list-style-type: none"> <li>To identify and recognise the length of a semibreve (4 beats), a minim (2 beats), a crotchet (1 beat) and a quaver (1/2 beat).</li> <li>To recognise and identify the length of rests including the semibreve rest, minim rest, crotchet rest and quaver rest.</li> <li>To play the above in songs using their instrument and voices.</li> </ul>	<ul style="list-style-type: none"> <li>To recognise and play the length of a semibreve (4 beats), a minim (2 beats), a crotchet (1 beat) and a quaver (1/2 beat) in more complex songs.</li> <li>To recognise and play the length of rests including the semibreve rest, minim rest, crotchet rest and quaver rest.</li> <li>To identify the notes C, F and G on the staff.</li> <li>To use the above notes and rests in their compositions.</li> <li>To identify and recognise the b (flat) and # (sharp) symbol in a short piece of notated music on a staff and that it sounds</li> </ul>	<ul style="list-style-type: none"> <li>To use simple notation on a staff to record melodies and counter melodies.</li> <li>To use simple notation to develop and record rhythmic compositions.</li> <li>To use a graphic score to develop initial musical ideas or in response to a piece of music.</li> <li>To recognise and identify the solfa scale on a notated score.</li> </ul>



				<p>higher and lower pitch.</p> <ul style="list-style-type: none"> <li>To identify the differences between crotchets and paired quavers.</li> </ul>		<p>different to the natural sound.</p> <ul style="list-style-type: none"> <li>To use a graphic score to record musical ideas.</li> </ul>	
<b>Progression in Performing</b>	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
	<ul style="list-style-type: none"> <li>Remembering and maintaining their role within a group performance.</li> <li>Participating in performances to a small audience.</li> </ul>	<ul style="list-style-type: none"> <li>Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.</li> <li>Performing from graphic notation.</li> </ul>	<ul style="list-style-type: none"> <li>Performing expressively using dynamics and timbre to alter sounds as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Performing from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology.</li> <li>To rehearse and perform their part within the context of the Unit song.</li> <li>To listen to and follow musical instructions from a leader.</li> <li>To confidently characterise each character in an opera (Carmen) through movement</li> </ul>	<ul style="list-style-type: none"> <li>To listen to and follow musical instructions from a leader.</li> <li>To perform to a wider audience in a concert setting (Bonus Arena).</li> <li>To follow instructions from a notated piece.</li> </ul>	<ul style="list-style-type: none"> <li>Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic/notated score, keeping in time with others and communicating with the group.</li> <li>Performing with accuracy and fluency from graphic and/or simple staff notation.</li> </ul>	<ul style="list-style-type: none"> <li>Performing with accuracy and fluency from graphic and staff notation and from their own notation.</li> <li>Performing by following a conductor's cues and directions.</li> <li>Performing to a wider audience (to parents and pupils).</li> </ul>

- IDMs – the interrelated dimensions of music, including rhythm, pulse, pitch, texture, timbre, structure, dynamics. Additional resources to support understanding of these can be found in the subject support docs folder – music – CPD. Link [here](#).