



Music Progression Map

Purpose of study

The aim of the MMC is to ensure a universal provision of music education, for all pupils in all schools. In time and resources, this provision is as follows:

- At Key Stages 1 and 2, pupils should receive a minimum of one hour of teaching a week; this may take the form of short sessions spread across the week.
- In Years 3 or 4, it is recommended that each class should start a whole-class instrumental programme lasting a minimum of one term. The mandatory term will be supported by teachers from the local Music Education Hub. Opportunities for development should continue beyond the mandatory term.
- There should be access to both rhythmic and melodic instruments in Key Stages 1 and 2; this may be as part of the whole-class instrumental programme and/or in other classroom teaching.
- Music should have a minimum of one weekly period the whole way through Key Stage 3. Carousels are not a substitute that fits with the values of comprehensive education.

Being a musician in EYFS

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

By the end of F1.

Continuous provision

Children will be able to discriminate noises in the environment.

Children will be able to discriminate different instruments.

Children will be able to join in with songs.

(Phase 1 phonics)

Development Matters

Remember and sing entire songs.

Sing the pitch of a tone sung by another person

('pitch match').

Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.

Create their own songs or improvise a song around one they know.

IMAGINE

BELIEVE

ACHIEVE



By the end of Year F2.	Continuous provision Sing a range of well-known nursery rhymes and songs in the correct pitch and following the melody -Perform songs, rhymes, poems and stories with others in the correct pitch and following the melody – when appropriate try to move in time with music. Explore and engage in music making and dance, performing solo or in groups. Cycle B – Summer 2 - The jar of happiness, sing about what makes them happy.
Being a musician in KS1 Pupils will internalise key skills and techniques through a range of activities, including call-and-response songs and chants, improvisation, movement and active listening. Pupils will create music through improvisation and they will also start to learn some simple compositional techniques and structures to prepare for Key Stage 2 and Key Stage 3.	
By the end of Y2.	<u>Cycle B</u> Happiness (Many coloured days): Explore playing different instruments, listen to a range of music, experiment and create music. Resilience (giraffes can't dance): To use voices expressively to sing songs and speaking chants and rhymes Belonging (Beegu): To experiment and create music for their alien and their world. Pitch- Animals (cycle A), Water (cycle B), Seasons (cycle B)

IMAGINE

BELIEVE

ACHIEVE



Year 1/2 (A)	Animals Musical Focus - Pitch	Our Land/Our School Musical Focus – Exploring Sounds (Rhythm)	Travel Musical Focus – Performance (pitch, composing, rhythm)	Weather Musical Focus – Exploring Sounds (Rhythm)	Our Bodies Musical Focus – Beat	Pattern Musical Focus – Beat
Year 1/2 (B)	Ourselves Musical Focus – Exploring Sounds (Rhythm)	Toys/Machines Musical Focus – Beat	Water Musical Focus – Pitch	Seasons Musical Focus – Pitch	Number Musical Focus – Beat	Storytime Musical Focus – Exploring Sounds (Rhythm)

IMAGINE

BELIEVE

ACHIEVE



Pitch	Beat	Rhythm	Composing	Singing	Listening
Year 1 - Listen to sounds in the local school environment, comparing high and low sounds. - Sing familiar songs in both low and high voices and talk about the difference in sound. - Explore percussion sounds to enhance storytelling. - Follow pictures and symbols to guide singing and playing. Year 2 Play a range of singing games, matching voices accurately, supported by a leader playing the melody. - Sing short phrases independently within a singing game or short song. - Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g. stand up/sit down, hands high/hands low).	Year 1 Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. - 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. - Respond to the pulse in recorded/live music through movement and dance. Year 2 - Understand that the speed of the beat can change, creating a faster or slower pace (tempo).	Year 1 - Perform short copycat rhythm patterns accurately, led by the teacher. - Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat. - Perform word-pattern chants (e.g. ca-ter-pil-lar crawl, fish and chips); create, retain and perform their own rhythm patterns. Year 2 Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion. - Create rhythms using word phrases as a starting point - Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests.	Year 1 - Improvise simple vocal chants, using question and answer phrases. - Create musical sound effects and short sequences of sounds in response to stimuli, e.g. a rainstorm or a train journey. Combine to make a story, choosing and playing classroom instruments (e.g. rainmaker) or sound-makers (e.g. rustling leaves). - Understand the difference between creating a rhythm pattern and a pitch pattern. - Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns. - Use music technology, if available, to capture, change and combine sounds. - Recognise how graphic notation can represent created sounds. Explore and invent own symbols.	Year 1 - Sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions and counting in. - Begin with simple songs with a very small range, mi-so and then slightly wider. Include pentatonic songs - Sing a wide range of call and response songs. Year 2 - Sing songs regularly with a pitch range of do-so with increasing vocal control. - Sing songs with a small pitch range (e.g. <i>Rain, Rain Go Away</i>), pitching accurately. - 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)	Year 1 and 2 Music is enriched by developing pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school (where possible).

IMAGINE

BELIEVE

ACHIEVE



• Recognise dot notation and match it to 3-note tunes played on <i>tuned percussion</i>.	• Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo. • 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. • Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats. • Identify the <i>beat groupings</i> in familiar music that they sing regularly and listen to.	• Create and perform their own chanted rhythm patterns with the same stick notation.	Year 2 Create music in response to a non-musical stimulus • Work with a partner to <i>improvise</i> simple <i>question and answer</i> phrases, to be sung and played on <i>untuned percussion</i>, creating a musical conversation. • Use <i>graphic symbols</i>, <i>dot notation</i> and <i>stick notation</i>, as appropriate, to keep a record of composed pieces.	visual symbols (e.g. <i>crescendo, decrescendo, pause</i>).	
---	--	--	---	---	--

IMAGINE

BELIEVE

ACHIEVE



Being a musician in KS2

Through a wide range of activities, pupils will further develop their love of music, refining their individual taste and gaining confidence to be creative musicians with strong aural skills. They will encounter music by living composers and see composition as a current art form. Repetition of techniques is vital to consolidate and gain confidence, and songs, chants and listening repertoire are suggested as a starting point.

Year 3/4 (A)	Sounds Musical Focus – Exploring Sounds (rhythm)	Environment Musical Focus – Composition	China/Around the World Musical Focus – Pitch	Ancient Worlds Musical Focus – Structure	Building Musical Focus – Performance	Singing French/Spanish Musical Focus – Pitch
Year 3/4 (B)	Communication Musical Focus – Composition	Poetry Musical Focus Performance	In the Past Musical Focus – Pitch	Time Musical Focus – Beat	Food and Drink Musical Focus – Performance	Human Body/Recycling Musical Focus – Structure

IMAGINE

BELIEVE

ACHIEVE



Composing	Performing	Singing	Listening
Year 3 Improvise • Become more skilled in <i>improvising</i> (using voices, <i>tuned</i> and <i>untuned percussion</i> and instruments played in whole class/group/individual/instrumental teaching), inventing short ‘on-the-spot’ responses using a limited note-range. Compose • Compose song accompaniments on untuned percussion. Year 4 Compose • Combine known rhythmic notation with letter names to create short <i>pentatonic</i> phrases using a limited range of 5 pitches suitable for the instruments being learnt. Sing and play these phrases as self-standing compositions. • Explore developing knowledge of musical components by composing music to create a specific mood. • Capture and record creative ideas using graphic symbols.	Year 3 Introduce the <i>stave</i>, lines and spaces, and <i>clef</i>. Use <i>dot notation</i> to show higher or lower pitch. Apply word chants to rhythms, understanding how to link each syllable to one musical note. Year 4 Develop facility in the basic skills of a selected musical instrument over a sustained learning period. This can be achieved through working closely with your local Music Education Hub who can provide whole-class instrumental teaching programmes. • Play and perform melodies following staff notation using a small range (e.g. Middle C–G/do–so) as a whole-class or in small groups. Copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A). Introduce and understand the differences between minims, crotchets, paired quavers and rests. • Read and perform pitch notation within a defined range (e.g. C–G/do–so). • Follow and perform simple rhythmic <i>scores</i> to a steady beat: maintain individual parts accurately within the	Singing Year 3 • Sing a widening range of <i>unison</i> songs of varying styles and structures with a <i>pitch</i> range of <i>do–so</i> tunefully and with expression. Perform <i>forte</i> and <i>piano</i>, loud and soft. • Perform actions confidently and in time to a range of action songs (e.g. Heads and Shoulders). • Walk, move or clap a steady <i>beat</i> with others, changing the speed of the beat as the <i>tempo</i> of the music changes. • Perform as a choir in school assemblies. Year 4 Continue to sing a broad range of unison songs with the range of an <i>octave</i> (<i>do–do</i>) pitching the voice accurately and following directions for getting louder (<i>crescendo</i>) and quieter (<i>decrescendo</i>). • Sing <i>rounds</i> and <i>partner songs</i> in different <i>time signatures</i> (2, 3 and 4 time) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony • Perform a range of songs in school assemblies.	Year 3 and 4 Music is enriched by developing pupils’ shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school (where possible). Music chosen is age appropriate.

IMAGINE

BELIEVE

ACHIEVE



	rhythmic <i>texture</i> , achieving a sense of ensemble.		
--	--	--	--

	Year 3	Year 4	Years 5 & 6
Rhythm, Metre and Tempo	Downbeats, fast (<i>allegro</i>), slow (<i>adagio</i>), pulse, beat	Getting faster (<i>accelerando</i>), Getting slower (<i>rallentando</i>), Bar, metre	Simple time, compound time, syncopation
Pitch and Melody	High, low, rising, falling; pitch range do–so	Pentatonic scale, major and minor tonality, pitch range do–do	Full diatonic scale in different keys
Structure and Form	Call and response; question phrase, answer phrase, echo, ostinato	Rounds and partner songs, repetition, contrast	Ternary form, verse and chorus form, music with multiple sections
Harmony	Drone	Static, moving	Triads, chord progressions
Texture	Unison, layered, solo	Duet, melody and accompaniment	Music in 3 parts, music in 4 parts
Dynamics and Articulation	Loud (<i>forte</i>), quiet (<i>piano</i>)	Getting louder (<i>crescendo</i>), getting softer (<i>decrescendo</i>); <i>legato</i> (smooth), <i>staccato</i> (detached)	Wider range of dynamics including <i>fortissimo</i> (very loud), <i>pianissimo</i> (very quiet), <i>mezzo forte</i> (moderately loud) and <i>mezzo piano</i> (moderately quiet)
Instruments and Playing Techniques	Instruments used in Foundation Listening	Instruments used in Foundation Listening including playing techniques	Instruments used in Foundation Listening including playing techniques and effects, for example pizzicato (e.g. mysterious) and tremolo (e.g. dark and expectant)

IMAGINE

BELIEVE

ACHIEVE



Year 5/6 (A)	Life Cycles Musical Focus – Structure	At the Movies Musical Focus – Composition	Solar System Musical Focus – Listening	Journeys Musical Focus – Song Cycle	Class Awards Musical Focus – Awards Show	Celebration Musical Focus – Performance
Year 5/6 (B)	Our Community Musical Focus – Performance	Growth Musical Focus – Street Dance	World Unite Musical Focus – Step Dance	Roots Musical Focus – Mini Musical	Keeping Healthy Musical Focus – Rhythm	Moving On Musical Focus – Leavers' Assembly
<u>Singing</u> Year 5 - 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. - Sing three-part rounds, partner songs, and songs with a verse and a chorus. - Perform a range of songs in school assemblies and in school performance opportunities. Year 6 - Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style. - Continue to sing three- and four-part rounds or partner songs, and experiment with positioning singers randomly within the group – i.e. no longer in discrete parts – in order to		<u>Listening</u> Year 5 and 6 Music is enriched by developing pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school (where possible). Music chosen is age appropriate.		<u>Composing</u> Year 5 Improvise Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments. - 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). Continue this process in the composition tasks below. Compose - Compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment. - Working in pairs, compose a short ternary piece.		<u>Performing</u> Year 5 Instrumental Performance - Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave and using notes within the Middle C–C'/do–do range. - Understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments to familiar songs - Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra. (area band) Reading Notation - Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers. (Area Band) - Understand the differences between 2/4, 3/4 and 4/4 time signatures.

IMAGINE

BELIEVE

ACHIEVE



develop greater listening skills, balance between parts and vocal independence. • Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.		• Use chords to compose music to evoke a specific atmosphere, mood or environment. Equally, pupils might create music to accompany a silent film or to set a scene in a play or book. • Capture and record creative ideas using any of: - o graphic symbols - o rhythm notation and <i>time signatures</i>. Year 6 Improvise Extend improvisation skills through working in small groups to: • Create music with multiple sections that include repetition and contrast. Compose • Plan and compose an 8- or 16-beat melodic phrase using the <i>pentatonic scale</i> (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. • Either of these melodies can be enhanced with rhythmic accompaniment.	• Read and perform pitch notation within an octave (e.g. C–C'/do–do). • Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations. Year 6 Performing Instrumental Performance • Play a melody following <i>staff notation</i> written on one staff and using notes within an <i>octave range (do–do)</i>; make decisions about dynamic range, including very loud (FF), very quiet (pp), moderately loud (f) and moderately quiet (p). (Area Band). • <i>Engage with others through ensemble playing (e.g. school orchestra, band, mixed ensemble) with pupils taking on melody or accompaniment roles. The accompaniment, if instrumental, could be chords or a single-note bass line.</i> (Area Band) Reading Notation • Further understand the differences between <i>semibreves</i>, <i>minims</i>, <i>crotchets</i>, <i>quavers</i> and <i>semiquavers</i>, and their equivalent <i>rests</i>. (Area Band) • Further develop the skills to read and perform pitch notation within an octave (e.g. C–C/ do–do).
--	--	--	---

IMAGINE

BELIEVE

ACHIEVE



			• Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations. • Read and play from notation a four-bar phrase, confidently identifying note names and durations. Transition Project The end of Year 6 transition project provides a way to bring together what the pupils have learnt about reading notation, playing an instrument, composing melodies and singing as a class. Area Band visit to other schools to practise performing a range of instruments as an orchestra.
--	--	--	--

IMAGINE

BELIEVE

ACHIEVE



	Year 3	Year 4	Years 5 & 6
Rhythm, Metre and Tempo	Downbeats, fast (<i>allegro</i>), slow (<i>adagio</i>), pulse, beat	Getting faster (<i>accelerando</i>), Getting slower (<i>rallentando</i>), Bar, metre	Simple time, compound time, syncopation
Pitch and Melody	High, low, rising, falling; pitch range do–so	Pentatonic scale, major and minor tonality, pitch range do–do	Full diatonic scale in different keys
Structure and Form	Call and response; question phrase, answer phrase, echo, ostinato	Rounds and partner songs, repetition, contrast	Ternary form, verse and chorus form, music with multiple sections
Harmony	Drone	Static, moving	Triads, chord progressions
Texture	Unison, layered, solo	Duet, melody and accompaniment	Music in 3 parts, music in 4 parts
Dynamics and Articulation	Loud (<i>forte</i>), quiet (<i>piano</i>)	Getting louder (<i>crescendo</i>), getting softer (<i>decrescendo</i>); <i>legato</i> (smooth), <i>staccato</i> (detached)	Wider range of dynamics including <i>fortissimo</i> (very loud), <i>pianissimo</i> (very quiet), <i>mezzo forte</i> (moderately loud) and <i>mezzo piano</i> (moderately quiet)
Instruments and Playing Techniques	Instruments used in Foundation Listening	Instruments used in Foundation Listening including playing techniques	Instruments used in Foundation Listening including playing techniques and effects, for example pizzicato (e.g. mysterious) and tremolo (e.g. dark and expectant)

IMAGINE

BELIEVE

ACHIEVE