Music Progression Map

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Singing	- Sing simple tunes in tune and at the same time as each other - Sing songs with actions	Sing tunes more complicated in nature along with various backings (e.g. guitar, piano etc.)	- Sings songs with a large interval range - Use dynamics and changing tempo in their singing	- Perform actions confidently and in time to a range of action songs - Start to lean rounds and songs that include ostinatos	- Learn songs with a wider interval range and explore crescendos and diminuendos - Sing rounds and partner songs in different time signatures - Perform as an ensemble in assemblies and at events	- Sing more complicated rounds and start to explore adding harmony to their singing - Start to observe phrasing - Begin exploring a deeper connection to the songs they sing	- Sing a broader range of songs including those that use syncopated rhythms - Continue to enhance their understanding and ability to harmonise - Continue to explore a deeper connection to the songs they sing
Listening	Listen and respond to music through movement and words	Respond and express feelings towards music with increasing clarity	Listen and comment on a broader range of musical styles	Begin to be able to recognise and name specific instruments	- Listen with greater attention and notice more musical characteristics - Start to learn about the historical and social context of various pieces of music	Express their thoughts and feelings towards a wider range of musical styles with increasing confidence and clarity	To listen out for and comment on a broad range of musical characteristics when listening to music (e.g. instrumentation, structure, style, tempo etc.)

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Composition/ Improvising	Explore improvisation on instruments through play	Explore creating rhythms either with body percussion or with percussion instruments	Explore using graphic notation to notate musical ideas	- Use voice, tuned and untuned percussion to improvise - Explore composing melodic lines - Begin to structure musical ideas - Start to learn basic music notation (e.g. crotchets and quavers)	- Improvise on a limited range of pitches - Begin to make compositional decisions about overall structure of improvisations - Compose their own rhythms and set pitches to them - Explore song writing - Learn a wider range of note lengths and symbols (e.g. rests)	- Improvise over a set number of bars in a group context - Explore layering up musical ideas - Start to explore other compositional devices	- Create multi-layered compositions using both pitched and un-pitched instruments - Have a deeper understanding of compositional devices and the ability to incorporate them into their compositions (e.g. tempo, pitch, texture etc.)
Performance	Perform in assemblies and concerts	- Perform in assemblies and the school nativity - Perform as part of smaller groups	- Perform in assemblies and the school nativity - Perform as part of smaller groups	Start to explore how emotion can change the feel of a performance	Play and perform rhythms and melodies using notation	Perform as part of the end of year school show	Perform as part of the end of year school show

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	Musicianship						
Pulse/Beat	Move in time to pieces of music of varying tempos	- Walk or clap a steady beat with others - Respond to the pulse of music using instruments, body percussion and scarves	- Understand that the speed of beat can change - Mark the beat of a piece of music by tapping or clapping, responding to changes in tempo - Begin to be able to group beats into twos and threes	Have a greater feel of pulse through body beats and percussive work	Better distinguish the difference between rhythm and pulse	Explore how the pulse of music can affect its feel and interpretation	Be able to maintain a strong pulse on an instrument or body percussion whilst also singing
Rhythm	Explore rhythm through chants and copying	- Perform copycat rhythms accurately - Perform short repeating rhythmic patterns whilst keeping in time with a steady beat	- Create their own copy cat rhythms - Recognise and respond to a specific rhythm - Create rhythms using words and phrases as a starting point - Begin to learn simple stick notation	- Expand their ability to recognise and copy more complex rhythms - Be able to recognise a song based on its rhythm alone	Explore in greater detail the rhythm of words and phrases	Learn more complicated rhythms and explore creating ‘question and answer’ rhythmic phrases	Be able to recognise, copy and create more complex rhythms on a variety of different instruments, including body and voice

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Pitch	- Be able to match pitches that fit comfortably within their vocal range - Be able to distinguish between high and low sounds	Expand the vocal range and ability to reproduce more challenging intervals (e.g. minor and major third, perfect fifth)	Expand the vocal range and ability to reproduce more challenging intervals (e.g. perfect forth)	Expand the vocal range and ability to reproduce more challenging intervals (e.g. major sixth)	Expand vocal range and ability to reproduce more challenging intervals (e.g. octaves)	Learn the difference between major and minor and be able to sing and recognise both major and minor scales	Expand their ability to recognise and sing more complicated melodic patterns in major and minor keys