



## Music Progression Map Eastfield Primary School

This document shows the Music learning journey for pupils from EYFS to Year 6. Knowledge and skills and are colour coded to show which term they are covered: **blue** for Autumn term, **green** for Spring Term and **orange** for Summer Term. Ongoing skills and knowledge are written in black.

	<u>Performing</u>	<u>Composition</u>	<u>Music appreciation</u>
<b>F1</b>  Unit – Exploring Sound (create own sounds)  Unit – Big Band – (popular/ film song track)  Unit - Musical stories – (popular/ classical/ nursery rhyme)	<b>Development Matters Goals:</b> Play, share and perform a wide variety of music and songs from different cultures and historical periods. Play sound-matching games. Remember and sing entire songs	<b>Development Matters Goals:</b> Create their own songs or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas	<b>Development Matters Goals:</b> Listen with increased attention to sounds Respond to what they have heard, expressing their thoughts and feelings.
	<b>An Early Years F1 musician will:</b> Use their voices to join in with well-known songs from memory Move to music with instruction to perform actions. Participate in performances to a small audience	<b>An Early Years F1 musician will:</b> Experiment with playing instruments in different ways. Play un-tuned percussion with a piece of music Select classroom objects to use as instruments.	<b>An Early Years musician will:</b> Respond to music through movement Understand that different instruments make different sounds and grouping them accordingly Listen to different genres of music.
	<b>Key vocabulary</b> instrument sing perform	<b>Key vocabulary</b> play music sound	<b>Key vocabulary</b> listen loud quiet
<b>F2</b>  Unit – Celebration Music – (popular /percussion/folk)  Unit – Music and Movement (classical/rock/popular/nursery rhyme)  Unit – Musical stories – (popular/ classical/ nursery rhyme)	<b>Early Learning Goals:</b> Sing a range of well- known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.	<b>Early Learning Goals:</b> Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.	<b>Early Learning Goals:</b> Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.
	<b>An Early Years F2 musician will:</b> Use their voices confidently to join in with well-known songs from memory. Remember and maintain their role within a group performance. Move to music with instruction to perform actions. Participate in performances to a small audience. Stopping and starting playing at the right time	<b>An Early Years F2 musician will:</b> Play un-tuned percussion ‘in time’ with a piece of music. Experiment with body percussion and vocal sounds to respond to music. Select appropriate instruments to represent action and mood. Experimenting with playing instruments in different ways.	<b>An Early Years musician will:</b> Respond to music through movement, altering movement to reflect the tempo, dynamics or pitch of the music Consider whether a piece of music has a fast, moderate or slow tempo. Listen to sounds and identifying high and low pitch.
	<b>Key vocabulary</b> Sing, rhyme Structure - To recognise the chorus in a familiar song Notation - To know that signals can tell us when to start or stop playing.	<b>Key vocabulary</b> Perform feelings Dynamics - Loud and soft Tempo - Fast and slow	<b>Key vocabulary</b> Pitch - High and low notes Duration - Long or short sounds
<b>Year 1 (Updated)</b>  Unit – Keeping the Pulse (My Favourite Things)  Unit – Tempo (Snail and Mouse)  Unit – Pitch (Superheroes)	<b>NC objectives:</b> Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and un-tuned instruments musically.	<b>NC objectives:</b> Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and un-tuned instruments musically. Experiment with, create, select and combine sounds using the inter-related dimensions of music.	<b>NC objectives:</b> Listen with concentration and understanding to a range of high-quality live and recorded music.
	<b>A Year 1 musician will:</b> Recognise simple patterns and repetition in rhythm (e.g. where a pattern of beats is repeated). Begin to move in time with the beat of the music. Sing simple songs, chants and rhymes from memory Learn to use instruments to follow the beat, by first observing and then mimicking the teacher’s modelling.	<b>A Year 1 musician will:</b> Recognise basic tempo changes Describe the character, mood, or ‘story’ of music they listen to (verbally or through movement). Describe the differences between two pieces of music. Listen to and repeating short, simple rhythmic patterns.	<b>A Year 1 musician will:</b> Recognise simple patterns and repetition in pitch (e.g. do-re-mi). Talk about the pitch of music, using the vocabulary high and low. Coordinate the speed of their movements to match the speed of the music (not the beat). Use instruments imaginatively to create soundscapes which convey a sense of place.



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	Explore changing their singing voice in different ways. Start to maintain a steady beat throughout short performances. Keep instruments still until their part in the performance. Perform actively as part of a group; keeping in time with the beat. Show awareness of the leader, particularly when starting or ending a piece.	Listen and responding to other performers by playing as part of a group. Combine instrumental and vocal sounds within a given structure. Begin to make improvements to their work as suggested by the teacher. Use their voices expressively to speak and chant. Sing short songs from memory, maintaining the overall shape of the melody and keeping in time. Respond to simple musical instructions such as tempo changes. Competently sing songs with a very small pitch range (two notes that are different but close together).	Read different types of notation and understanding they are read by moving eyes from left to right as sound occurs. Create sound responses to a variety of physical stimuli, such as nature, artwork and stories. Experiment with creating different sounds using a single instrument.
	<b>Key vocabulary</b> pulse singing voice speaking voice thinking voice	<b>Key vocabulary</b> beat fast singing voice slow speaking voice warm up	<b>Key vocabulary</b> high low pattern performance pitch temp
<b>Year 2 (Updated)</b> <b>Unit: Contrasting Dynamics (Space *updated for Aut 2025)</b>  <b>Unit: Structure (Myths and Legends)</b>  <b>Unit: Instruments - Recorders</b>	<b>NC objectives:</b> Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and un-tuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music	<b>NC objectives:</b> Play tuned and un-tuned instruments musically. Experiment with, create, select and combine sounds using the inter-related dimensions of music Listen with concentration and understanding to a range of high-quality live and recorded music	<b>NC objectives:</b> Play tuned and untuned instruments musically Experiment with, create, select and combine sounds using the inter-related dimensions of music
	<b>A Year 2 musician will:</b> Relate sounds in music to real-world experiences (e.g. 'It sounds like squelching mud'). Recognise simple patterns and repetition in rhythm (e.g. where a pattern of beats is repeated). Give positive feedback related to the dynamics of practices and performances, using the vocabulary of loud, quiet and silent. Begin to explain why the music has a certain effect on them, which could be related to the music or a personal experience. Use instruments imaginatively to create soundscapes which convey a sense of place. Start to understand how to produce different sounds on pitched instruments. Read different types of notation by moving eyes from left to right as sound occurs. Experiment with adapting rhythmic patterns by changing either the dynamics, tempo or instrument. Improvise simple question and answer phrases, using untuned percussion or voices.	<b>A Year 2 musician will:</b> Identify some common instruments when listening to music. Confidently move in time with the beat of the music when modelled. Start to understand how to produce different sounds on tuned instruments. Use bilateral and hand-eye coordination to play/hold instruments using both hands. Maintain a comfortable position when sitting or standing to sing and play instruments. Use pictorial representations to stay in time with the pulse when singing or playing. Work collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time. Stand or sitt appropriately when performing or waiting to perform.	<b>A Year 2 musician will:</b> Breathe at appropriate times when playing. Develop an awareness of how sound is affected by the way an instrument is held. Develop an awareness of how dynamics are affected by the force with which an instrument is played. Learn to use instruments to follow the beat by first observing and then mimicking the teacher's modelling. Use bilateral and hand-eye co-ordination to play/hold instruments using both hands. Start to understand how to produce different sounds on pitched instruments. Maintain a comfortable position when sitting or standing to sing and play instruments. Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time. Read different types of notation by moving eyes from left to right as sound occurs.



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	<b>Key vocabulary</b> composer dynamics pitch pattern planet representation soundscape tempo	<b>Key vocabulary</b> one-beat notes composition paired half-beat notes legend myth notation pulse rest rhythm structure tempo thinking voice	<b>Key vocabulary</b> Recorder Tone holes Mouthpiece Window Tone High Low Volume Loud Quiet Force
<b>Year 3 (Updated)</b> Unit: Ballads (popular music and musical theatre)  Unit: Instruments – Recorders  Unit: Traditional instruments and improvisation (Bhangra, Bollywood and Indian)	<b>NC objectives:</b> 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.	<b>NC objectives:</b> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Use and understand staff and other musical notations	<b>NC objectives:</b> 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.
	<b>A Year 3 musician will:</b> Sing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. Sing and play in time with peers, with some degree of accuracy and awareness of their part in the group performance. Perform from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology.	<b>A Year 3 musician will:</b> Understand that 'reading' music means using how the written note symbols look and their position to know what notes to play. Perform from basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology.	<b>A Year 3 musician will:</b> Discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz). Understand that music from different parts of the world has different features. Recognise and explain the changes within a piece of music using musical vocabulary. Describe the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. Begin to show an awareness of metre. Begin to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.
	<b>Key vocabulary</b> Ballad Ensemble Compose Jazz Ragtime Rhythm Straight quaver Swung Quaver Syncopation Bollywood	<b>Key vocabulary</b> Recorder Tone holes Mouthpiece Window Tone High Low Volume Loud Quiet Force	<b>Key vocabulary</b> Ballad Ensemble Compose Jazz Ragtime Rhythm Straight quaver Swung Quaver Syncopation Bollywood



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	Drone Dynamics Notation Tempo Tabla Sitar Tanpura		Drone Dynamics Notation Tempo Tabla Sitar Tanpura
<b>Year 4 (Updated)</b> <b>Unit: Rock and roll</b>  <b>Unit: Instruments – violin lessons</b>  <b>Unit: Instruments – violin lessons</b>	<b>NC objectives:</b> Improve 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. Develop an understanding of the history of music Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	<b>NC objectives:</b> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Use and understand staff and other musical notations	<b>NC objectives:</b> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Use and understand staff and other musical notations.
	<b>A Year 4 musician will:</b> 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. Sing and play in time with peers with accuracy and awareness of their part in the group performance. Play melody parts on tuned instruments with accuracy and control and developing instrumental technique. Play syncopated rhythms with accuracy, control and fluency	<b>A Year 4 musician will:</b> Know that ‘performance directions’ are words added to music notation to tell the performers how to play. Play melody parts on tuned instruments with accuracy and control and developing instrumental technique. Play syncopated rhythms with accuracy, control and fluency.	<b>A Year 4 musician will:</b> Know that ‘performance directions’ are words added to music notation to tell the performers how to play. Play melody parts on tuned instruments with accuracy and control and developing instrumental technique. Play syncopated rhythms with accuracy, control and fluency
	<b>Key vocabulary</b> Rock and Roll Hand Jive Tempo Dynamics Notation A cappella Harmony Texture Tempo Ostinato Percussion Layer Crescendo Ensemble Pulse Rhythm Unison Pulse	<b>Key vocabulary</b> Violin Viola Cello Bridge Neck Strings Body Tone Volume Tempo Piano Forte Beat Notes	<b>Key vocabulary</b> Violin Viola Cello Bridge Neck Strings Body Tone Volume Tempo Piano Forte Beat Notes



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<b>Year 5 (updated)</b> <b>Unit: Instruments - violins</b>  <b>Unit: Composition to represent the festival of colour (Theme: Holi)</b>  <b>Unit: Blues</b>	<b>NC objectives:</b> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations.	<b>NC objectives:</b> 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.	<b>NC objectives:</b> 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.
	<b>A Year 5 musician will:</b> Understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note. Use musical vocabulary to offer constructive and precise feedback on others' Performances. 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.	<b>A Year 5 musician will:</b> Represent the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. Compare, discuss and evaluate music using detailed musical vocabulary. Developing confidence in using detailed musical vocabulary (related to the interrelated dimensions of music) to discuss and evaluate their own and others' work. Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (e.g. remix, colours, stories, drama). Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. Working 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. Combining rhythmic patterns (ostinato) into a multi-layered composition using all the interrelated dimensions of music to add musical interest. Using musical vocabulary to offer constructive and precise feedback on others' performances.	<b>A Year 5 musician will:</b> Recognise and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Represent the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. Compare, discuss and evaluate music using detailed musical vocabulary. Improvise coherently within a given style. Select, discuss and refine musical choices both alone and with others, using musical vocabulary with confidence. Suggest and demonstrate improvements to own and others' work. Sing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. Work as a group to perform a piece of music, adjusting dynamics and pitch Combine rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. Use staff notation to record rhythms and melodies. Understand the impact music has on them and start to articulate the reasons for this effect using musical vocabulary. Confidently discuss the stylistic features of different genres, styles and traditions of music and explain how these have developed over time. Use musical vocabulary to offer constructive and precise feedback on others' performances.
	<b>Key vocabulary</b> Violin Viola Cello Bridge Neck Strings Body Tone Volume	<b>Key vocabulary</b> dynamics graphic score inspiration layering mood pitch represent soundtrack synesthesia	<b>Key vocabulary</b> 12-bar blues ascending scale backing track bar bent notes blues blues scale chord convey





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	<p>Tempo Piano Forte Beat Notes Crotchet Quaver</p>	<p>tempo texture timbre visual representation vocal sounds</p>	<p>descending scale expression features flat improvisation lyrics pitch quavers scale sharp solo staff notation</p>
<p><b>Year 6 (updated)</b></p> <p><b>Unit: Songs of World War 2 (Popular music, musical theatre)</b></p> <p><b>Unit: Film Music (modern classic, film soundtrack)</b></p> <p><b>Unit: Composing and performing a leavers' song (popular music)</b></p>	<p><b>NC objectives:</b> 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.</p>	<p><b>NC objectives:</b> 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</p>	<p><b>NC objectives:</b> 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.</p>
	<p><b>A Year 6 musician will:</b> 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. Sing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. 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. Perform a solo or take a leadership role within a performance. Perform with accuracy and fluency from graphic and staff notation and from their own notation. Perform by following a conductor's cues and directions.</p>	<p><b>A Year 6 musician will:</b> Represent changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. Identify the way that features of a song can complement one another to create a coherent overall effect. Use musical vocabulary correctly when describing and evaluating the features of a piece of music. Evaluate how the venue, occasion and purpose affects the way a piece of music sounds. Confidently use detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work. Improvise coherently and creatively within a given style, incorporating given features. Record their own composition using appropriate forms of notation and/or technology. Work as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group. Perform with accuracy and fluency from graphic and staff notation and from their own notation.</p>	<p><b>A Year 6 musician will:</b> Recognise and confidently discussing the stylistic features of music and relating it to other aspects of the Arts. Use musical vocabulary correctly when describing and evaluating the features of a piece of music. Improvise coherently and creatively within a given style, incorporating given features. Compose a multi-layered piece of music from a given stimulus with voices, bodies and instruments. Compose an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure.  Record own composition using appropriate forms of notation and/or technology and incorporating. Constructively critique their own and others' work, using musical vocabulary. Work as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group. Perform with accuracy and fluency from graphic and staff notation and from their own notation.</p>



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		Understanding the impact music has on them and starting to articulate the reasons for this effect using musical vocabulary.	Perform by following a conductor’s cues and directions. Use musical vocabulary to offer constructive and precise feedback on others’ performances.
	<b>Key vocabulary</b> Contrast Tempo Higher and Lower Diaphragm Melody Graphic Score Pitch Harmony Accelerando Crescendo Melodic Solo Composition Minor Pitch Dynamics Improvise Lyrics Evaluate Verse Stave notation	<b>Key vocabulary</b> accelerando characteristics chords clashing composition crescendo dynamics emotion evoke features imagery major melodic minor modulate orchestral pitch sequence solo soundtrack symbol tension texture unison urgency	<b>Key vocabulary</b> arrangement backing track chorus chord progression compose dynamics forte largo lyrics melody mood notation piano poetic structure repetitive rhyme tempo sequence stave notation structure verse