

Aston-on-Trent Primary School Music Progression Map



	Performing Music										
EYFS	KS1 Skills	Year 1	Year 2	KS2 Skills	Year 3	Year 4	Year 5	Year 6			
Expressive Arts	Use voices	Use voices in	Use voices	Sings songs in	To sing in	To sing in unison	To sing in	To sing in solo,			
and Design –	expressively	different ways	expressively and	unison and two	unison,	maintaining the	unison with	unison and in parts			
Exploring and		such as speaking,	creatively.	parts	becoming	correct pitch and	clear diction,	with clear diction,			
using media and		singing and			aware of pitch.	using increasing	controlled pitch	controlled pitch			
materials		chanting	To sing with the	To play tuned		expression.	and sense of	and with sense of			
			sense of shape of	and un-tuned			phrase.	phrase.			
	Play tuned and	To create and	the melody	instruments with	To perform						
40 -60 months	un-tuned	choose sounds.		control and	simple	To play and	To play and	To play and			
Begins to build a	instruments		To create and	accuracy	rhythmic and	perform parts	perform parts	perform with			
repertoire of		To perform	choose sounds		musical parts,	with an	in a range of	accuracy, fluency,			
songs and		simple	for a specific		beginning to	increasing	solo and	control and			
dances.		rhythmical	effect.	To practise,	vary the pitch	number of notes,	ensemble	expression			
ELG: Children	To listen with	patterns,		rehearse and	with a small	beginning to	contexts with				
sing songs, make	concentration	beginning to	To perform	present	range of notes.	show musical	increasing	To Collaborate with			
music and	and recall sounds	show an	rhythmical	performances		expression by	accuracy and	others in small			
dance, and	within increasing	awareness of	patterns and	with an	To Collaborate	changing	expression.	group activities and			
experiment with	aural memory	pulse.	accompaniments,	awareness of the	with others in	dynamics.		whole class			
ways of			keeping a steady	audience	small group		To Collaborate	performance using			
changing them.		To begin to	pulse.		activities and	To Collaborate	with others in	instruments or			
		identify simple		To listen with	whole class	with others in	small group	voice.			
		repeated	To Collaborate	attention to	performance	small group	activities and				
		patterns and	with others in	detail and to	using	activities and	whole class	To think about the			
		follow basic	small group	internalise and	instruments or	whole class	performance	audience when			
		musical	activities and	recall sounds.	voice.	performance	using	performing and			
		instructions.	whole class		To think about	using	instruments or	how to create a			
			performance		the audience		voice.	specific effect.			

To Collaborate	To identify and	when	instruments or	To think about	
with others in	recognise	performing and		the audience	
small group	repeated	how to create a	To think about	when	
activities and	patterns and	specific effect.	the audience	performing and	Display
whole class	follow a wider		when performing	how to create a	Self-control, good
performance	range of musical	Display	and how to	specific effect.	listening skills and
using	instructions using	Self-control,	create a specific		understand what it
instruments or	instruments or	good listening	effect.		means to be part of
voice.	voice.	skills and		Display	a quality audience.
		understand	Display	Self-control,	
	Display	what it means	Self-control,	good listening	To listen to,
Display	Self-control,	to be part of a	good listening	skills and	internalise and
Self-control,	good listening	quality	skills and	understand	recall sounds and
good listening	skills and	audience	understand what	what it means	patterns of sounds
skills and	understand what		it means to be	to be part of a	with accuracy and
understand wha	it means to be	To listen with	part of a quality	quality	confidence.
it means to be	part of a quality	attention and	audience.	audience.	
part of a quality	audience.	begin to recall		To listen to and	
audience.		sounds.	To listen to and	recall a range	
			recall patterns of	of sounds and	
			sounds with	patterns of	
			increasing	sounds	
			accuracy	confidently.	

Composing Music									
EYFS	KS1 Skills	Year 1	Year 2	KS2 Skills	Year 3	Year 4	Year 5	Year 6	
Expressive Arts	Create musical	To know about	Repeat short	Improvise,	To create simple	To create	To create	To create and	
and Design –	patterns	and experiment	rhythmic	developing	rhythmical	rhythmical	increasingly	improvise melodic	
Exploring and		with sounds	patterns	rhythmic and	patterns.	patterns.	complicated	and rhythmic	
asing incara and	Explore, choose			melodic material			rhythmic and	phrases as part of a	
macemans		To recognise	Repeat short	when performing	Use a small	To create	melodic	group performance	
40 -60 months	sounds and	and explore	melodic		range of notes to	simple melodic	phrases within	and compose by	
Explores the	musical ideas	how sounds	patterns.	Explore, choose,	create a short	patterns using	given	developing ideas	
different sounds		can be		combine and	melody.	an increased	structures.	within a range of	
oi instruments.		organised.	To Begin to	organise musical		number of		given musical	
	that sounds can be		explore and	ideas with	To begin to join	notes.	Use technology	structures	
ELG: Children	made in different	To identify and	choose and	musical	simple layers of		as appropriate		
sing songs, make		organise	order sounds			To join layers of	to compose	Use technology	
music and dance,		sounds using	O		_	sound, thinking	and perform.	appropriate to	
	given and invented				,	about musical		compose and	
with ways of	signs and symbols.	e.g. loud, soft,	dimensions of	produced in	solo melody.	dynamics of	To recognise	perform.	
changing them.		U		different ways		•	and use a range		
			,			O	of musical		
Expressive Arts		•	represent sounds	_		the effect.		To use and apply a	
and Design –					notations to		including staff	range of musical	
Being			, , ,	invented	represent music,		notation.	notations including	
Imaginative		simple sounds	or marks.			and begin to		staff notation, to	
		including			and volume.	use established		plan, revise and	
ELG: Children		shapes and				and invented		refine musical	
represent their		marks.				musical		material.	
own ideas,						notations to			
thoughts and						represent			
feelings through						music.			
music									

	Listen and Appraise									
EYFS	KS1 Skills	Year 1	Year 2	KS2 Skills	Year 3	Year 4	Year 5	Year 6		
Expressive Arts	Explore and	To talk about	To respond to	Analyse and	To explore and	To recognise and	To describe,	To describe,		
and Design –	express ideas and	how music	different moods	compare sounds	comment on the	explore the ways	compare and	compare and		
Being	feelings about	makes you feel	in music and	Explore and	ways sounds can	sounds can be	evaluate	evaluate different		
Imaginative	music using	or want to	explain thinking	explain ideas	be used	combined and	different types of	types of music		
40 -60 months	movement, dance	move. E.g. it	about changes in	and feelings	expressively.	used	music beginning	using a range of		
Initiates new	and expressive	makes me	sound	about music	To comment on	expressively and	to use musical	musical		
combinations of	and musical	want to	To identify what	using	the effectiveness	comment on this	words including	vocabulary		
movement and	language	jump/sleep/	improvements	movement,	of own work,	effect.	the inter-related	including the		
gesture in order		shout etc.	could be made	dance and	identifying and	To comment on	dimensions of	inter-related		
to express and	To make	To think about	to own work and	expressive and	making	the effectiveness	music.	dimensions of		
respond to	improvements to	and make	make these	musical	improvements.	of own work,	To comment on	music*		
feelings, ideas	my own work	simple	changes,	language.		identifying and	the success of	To evaluate the		
and experiences		suggestions	including altering	To reflect on and	To listen to and	making	own and others	success of own		
(Musical)	To know how	about what	use of voice,	improve own	begin to respond	improvements	work, suggesting	and others work,		
	music is used for	could make	playing of and	and others work	to music drawn	based on its	improvements	suggesting		
ELG: Children	particular	their own work	choice of	in relation to its	from different	intended	based on	specific		
represent their	purposes	better. E.g.:	instruments.	intended effect	cultures,	outcome.	intended	improvements		
own ideas,		play faster or	To listen to a	To understand	traditions and		outcomes.	based on		
thoughts and		louder.	variety of music,	how time and	great composers	To listen to,		intended		
feelings through			including music	place can	and musicians.	understand a	To listen to a	outcomes and		
music		To listen to a	from other	influence the		wide range of	range of high	comment on how		
		variety of	cultures and	way music is		high quality live	quality, live and	this		
		short, simple	discuss where	created		and recorded	recorded music	To develop an		
		pieces of music	and when they			music drawn	from different	understanding of		
		including music	may be heard,			from different	traditions,	the history of		
		from other	explaining why			traditions,	cultures,	music from		
		cultures, and	using simple			cultures, great	composers and	different,		
		talk about	musical			composers and	musicians and	cultures,		
		when and why	vocabulary. E.g.			musicians.	begin to discuss	traditions,		
		they may hear	It's quiet and				their differences	composers and		

it. E	E.g.: a lullaby	smooth so it		and how music	musicians
or \	Wedding	would be good		may have	evaluating how
ma	arch. f	for a Iullaby.		changed over	venue, occasion
				time.	and purpose
					effects the way
					that music is
					created and
					performed.

	Applying Knowledge and Understanding of Music									
EYFS	KS1 Skills	Year 1	Year 2	KS2 Skills	Year 3	Year 4	Year 5	Year 6		
Expressive Arts	To know how the	Understand	Understand	To know how the	To know how the	Understand and	Understand	Understand and		
and Design –	combined musical	and use	and use	combined	combined	use musical	and embed	master musical		
Being	elements of pitch,	musical terms,	musical terms,	musical elements	musical elements	terms,	musical terms	terms, specifically:		
Imaginative	duration,	specifically:	specifically:	of pitch,	of pitch,	specifically:	specifically:	-Dynamics		
40 -60 months	dynamics, tempo,	-Dynamics	-Dynamics	duration,	duration,	-Dynamics	-Dynamics	-Duration		
Initiates new	timbre, texture	-Duration	-Duration	dynamics,	dynamics,	-Duration	-Duration	-Pitch		
combinations of	and silence can be		-Pitch	tempo, timbre,	tempo, timbre,	-Pitch	-Pitch	-Timbre		
movement and	organised and	To begin to		texture and	texture and	-Timbre	-Timbre	-Tempo		
gesture in order	used expressively	understand	To understand	silence can be	silence can be	-Tempo	-Tempo	-Texture		
to express and	within simple	that musical	how musical	organised and	organised and		-Texture	Silence		
respond to	structures	elements can	elements	used expressively	used expressively	To understand	-Silence			
feelings, ideas		be used to	create different	within musical	within musical	how different		To identify and		
and experiences		create different	moods and	structures and	structures and	musical elements	To begin to	explore the		
(Musical)		moods and	effects.	used to	used to	are combined	identify the	relationship		
		effects.		communicate	communicate	and used	relationship	between sounds		
ELG: Children				different moods	different moods	expressively	between	and how music can		
represent their				and effects.	and effects.		sounds and	reflect different		
own ideas,							how music can	meanings		
thoughts and							reflect			
feelings through							different			
music							meanings.			