



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

		To Collaborate with others in small group activities and whole class performance using instruments or voice. Display Self-control, good listening skills and understand what it means to be part of a quality audience.	To identify and recognise repeated patterns and follow a wider range of musical instructions using instruments or voice. Display Self-control, good listening skills and understand what it means to be part of a quality audience.		when performing and how to create a specific effect. Display Self-control, good listening skills and understand what it means to be part of a quality audience To listen with attention and begin to recall sounds.	instruments or voice. To think about the audience when performing and how to create a specific effect. Display Self-control, good listening skills and understand what it means to be part of a quality audience. To listen to and recall patterns of sounds with increasing accuracy	To think about the audience when performing and how to create a specific effect. Display Self-control, good listening skills and understand what it means to be part of a quality audience. To listen to and recall a range of sounds and patterns of sounds confidently.	Display Self-control, good listening skills and understand what it means to be part of a quality audience. To listen to, internalise and recall sounds and patterns of sounds with accuracy and confidence.
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Composing Music								
EYFS	KS1 Skills	Year 1	Year 2	KS2 Skills	Year 3	Year 4	Year 5	Year 6
Expressive Arts and Design – Exploring and using media and materials 40 -60 months Explores the different sounds of instruments. ELG: Children sing songs, make music and dance, and experiment with ways of changing them. Expressive Arts and Design – Being Imaginative ELG: Children represent their own ideas, thoughts and feelings through music	Create musical patterns Explore, choose and organise sounds and musical ideas To understand that sounds can be made in different ways and described using given and invented signs and symbols.	To know about and experiment with sounds To recognise and explore how sounds can be organised. To identify and organise sounds using simple criteria e.g. loud, soft, high low. To begin to represent sounds with simple sounds including shapes and marks.	Repeat short rhythmic patterns Repeat short melodic patterns. To Begin to explore and choose and order sounds using the inter-related dimensions of music To confidently represent sounds with a range of symbols, shapes or marks.	Improvise, developing rhythmic and melodic material when performing Explore, choose, combine and organise musical ideas with musical structures To know that music is produced in different ways and described through relevant established and invented notations.	To create simple rhythmical patterns. Use a small range of notes to create a short melody. To begin to join simple layers of sound, e.g. a background rhythm and a solo melody. To begin to recognise simple notations to represent music, including pitch and volume.	To create rhythmical patterns. To create simple melodic patterns using an increased number of notes. To join layers of sound, thinking about musical dynamics of each layer and understanding the effect. To understand and begin to use established and invented musical notations to represent music.	To create increasingly complicated rhythmic and melodic phrases within given structures. Use technology as appropriate to compose and perform. To recognise and use a range of musical notations including staff notation.	To create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures Use technology appropriate to compose and perform. To use and apply a range of musical notations including staff notation, to plan, revise and refine musical material.

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

		it. E.g.: a lullaby or Wedding march.	smooth so it would be good for a lullaby.				and how music may have changed over time.	musicians evaluating how venue, occasion and purpose effects the way that music is created and performed.
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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 and Design – Being Imaginative 40 -60 months Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences (Musical) ELG: Children represent their own ideas, thoughts and feelings through music	To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures	Understand and use musical terms, specifically: -Dynamics -Duration To begin to understand that musical elements can be used to create different moods and effects.	Understand and use musical terms, specifically: -Dynamics -Duration -Pitch To understand how musical elements create different moods and effects.	To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within musical structures and used to communicate different moods and effects.	To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within musical structures and used to communicate different moods and effects.	Understand and use musical terms, specifically: -Dynamics -Duration -Pitch -Timbre -Tempo To understand how different musical elements are combined and used expressively	Understand and embed musical terms specifically: -Dynamics -Duration -Pitch -Timbre -Tempo -Texture -Silence To begin to identify the relationship between sounds and how music can reflect different meanings.	Understand and master musical terms, specifically: -Dynamics -Duration -Pitch -Timbre -Tempo -Texture Silence To identify and explore the relationship between sounds and how music can reflect different meanings