

Progression Map – Music

EYFS

Expressive Arts and Design

Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through music.

- Participates actively and uses his/her voice in singing activities from a range of styles and cultures eg nursery rhymes and songs with actions.
- Uses instruments such as drum, claves, chime bar to play along to a range of music styles.
- Shares thoughts and feelings about music experiences such as live and/or recorded music, peer nursery rhyme performances, school concerts, giving reasons for likes and dislikes.
- Shares views and listens appropriately to the views of others, for example, states if the music is fast/slow or loud/quiet.
- Uses voice to explore sound and rhythm, for example, hums, whispers, sings;
- Chooses different musical instruments to play such as chime bar, drum or body percussion, exploring sound and rhythm by, for example, clapping, tapping;
- Uses technology to capture sound, for example, audio recorders, microphones, apps and other software

	KSI	LKS2	UKS2
Performing	<p>Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <ul style="list-style-type: none"> • Sing with good diction • Begin to be able to sing in tune songs with a limited range • Sing in time to a steady beat <p>Pupils should be taught to play tuned and untuned instruments musically</p> <ul style="list-style-type: none"> • Name a variety of instruments • Perform with a good sense of beat and rhythm • Perform together in an ensemble • Change the tempo or dynamics while playing an instrument 	<p>Pupils should be taught to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <ul style="list-style-type: none"> • Sing with good diction • Sing in tune songs with a limited range • Sing a song with two or more parts • Perform with expression • Use correct technique to play instruments 	<p>Pupils should be taught to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <ul style="list-style-type: none"> • Sing with good diction • Sing in tune • Sing a song with 2 or more parts, showing confidence at being able to maintain tempo and pitch • Perform with accuracy and expression, showing an understanding of the context of music • Use correct technique to play instruments with improved confidence and accuracy

Listening

Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded music

- Begin to recognise different genres of music
- Begin to recognise instruments being played in pieces of music
- Express their opinion about pieces of music

Pupils should be taught to listen with attention to detail and recall sounds with increasing aural memory

- Find the beat in a piece of music
- Explain the tempo, dynamics and duration of a piece of music
- Begin to recognise some orchestral instruments in a piece of music

Pupils should be taught to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

- Recognise a range of musical genres
- Recognise instruments being played in a piece of music
- Express their opinion about pieces of music using appropriate musical vocabulary

Pupils should be taught to listen with attention to detail and recall sounds with increasing aural memory

- Find the beat in a piece of music
- Explain the tempo, dynamics, metre, timbre and duration of a piece of music
- Recognise orchestral instruments and describe their effect in a piece of music

Pupils should be taught to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

- Recognise a range of musical genres (including from around the world) and describe their characteristics
- Name a variety of composers and artists associated with different genres of music
- Recognise instruments being played in a piece of music

		<ul style="list-style-type: none"> • Discuss similarities and differences in pieces of music 	<ul style="list-style-type: none"> • Express their opinion about pieces of music using appropriate musical vocabulary • Discuss similarities and differences in pieces of music and explain how composers and performers achieve this
<h2>Composing</h2>	<p>Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music</p> <ul style="list-style-type: none"> • Compose a simple tune using three or four notes • Create sound effects for a picture or story, thinking about how music can create a mood • Write down their compositions using symbols pictures or patterns 	<p>Pupils should be taught to improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <ul style="list-style-type: none"> • Compose tunes and rhythm patterns using five notes • Compose music that has a recognisable structure (beginning, middle, end) 	<p>Pupils should be taught to improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <ul style="list-style-type: none"> • Create more complex tunes and rhythm patterns (eg riffs) thinking about their audience • Add lyrics to a composition • Compose music that has a recognisable structure (beginning, middle, end) that shows variation in timbre and dynamics

<h1>Notation</h1>		<p>Pupils should be taught to use and understand staff and other musical notations</p> <ul style="list-style-type: none"> • Recognise crotchets, quavers, semibreves and crotchet rests • Begin to be able to recognise some notes on a treble clef staff 	<p>Pupils should be taught to use and understand staff and other musical notations</p> <ul style="list-style-type: none"> • Recognise crotchets, quavers, semibreves, crotchet and quaver rests by following a musical score • Recognise notes on a treble clef staff • Understand that notes are positioned differently on a bass clef • Read and play from music notation, tabs and chord boxes • Record their own compositions using music notation
<h1>Music Knowledge</h1>		<p>Pupils should be taught to develop an understanding of the history of music.</p> <ul style="list-style-type: none"> • Name some composers / artists and genres of music from different eras 	<p>Pupils should be taught to develop an understanding of the history of music.</p> <ul style="list-style-type: none"> • Name some composers / artists and genres of music from different eras • Name some different musical periods

