



Music Progression Map – Knowledge and Skills – 2023/2024

Autumn 1	EY	Year 1	Year 2	Year 3/4	Year 5	Year 6
Topic	Musicing Around	Rainbow Fish	As Cold as Ice	Recorders	Space	Map Rappers
Knowledge Definitions Artists/ composers Background, cultures, history	- Learn repertoire of songs and dances. - How can we play different instruments	Duration: - rhythm - long/short - fast/slow - Percussion instruments - Learn Rainbow Fish chant	Dynamics - To understand that music and instruments can be played at different volumes. - Learn Jack Frost song chant	- How to make a sound - How to hold Woodwind family Notes – G, A, B and C	- Learn musical motifs from Holst's Mars and structure them into a piece - learn musical language/vocab - Learn Moon Rock Boogie	- Identify key features of Rap music - Chrome Music Lab (technology)
Skills	<ul style="list-style-type: none"> • Children engaged with active music making, in adult led sessions, that develop rhythm, pulse and language skills • Develop opportunities for encouraging children to interact with music and sound activities • Explores the different sounds of instruments 	<ul style="list-style-type: none"> • Recognise, respond to and use a steady pulse • Keep a steady pulse independently • Combine long and short sounds into simple patterns • Perform simple word rhythms from pictures e.g. bee, bee, spi-der, bee. 	<ul style="list-style-type: none"> • Identify and respond to loud/quiet sounds, louder/quieter sounds • Sing with a sense of control of dynamics • Follow a conductor's signals to control dynamics whilst singing • Use loud and quiet sounds in compositions • Compare and contrast sounds and music they have heard using simple musical terms 	<ul style="list-style-type: none"> • Sing as part of an ensemble with confidence and precision. • Play and perform in solo or ensemble contexts with increasing confidence. • Develop an understanding of formal, written notation which includes minims and quavers. • Listen to and recall sounds with increasing aural memory. 	<ul style="list-style-type: none"> • Listen and reflect on a piece of orchestral music • Invent own musical motifs and structure them into a piece • perform as an ensemble 	<ul style="list-style-type: none"> • Extend imaginative vocal use (beat boxing) with expressive interpretation and awareness of style • Explore a range of rehearsal strategies • Understand and use a range of notation for specific purposes including grids and rhythmic notation • Respond to, identify, compare and contrast music with an awareness of the music's context and purpose • Consider musical use of key features/devices using a musical vocabulary.
Vocabulary	Shake, Rattle, High, Low, Loud, Quiet, Noisy, start, stop, conductor	Long, short, fast, slow, rhythm	Loud, soft, quiet, volume, crescendo, diminuendo, gradually	Recorder, wind, descant, treble, rhythm, pitch, high, low	Coda, crescendo, motif, ostinato, pitched percussion, percussion, pulse, unpitched percussion	Rap, pattern, rhyme, rhythm, hook, emphasis, flow, delivery, balance



Music Progression Map – Knowledge and Skills – 2023/2024

Autumn 2	EY	Year 1	Year 2	Year 3/4	Year 5	Year 6
Topic	Nativity	Nativity	Nativity	Recorder continued	Fantastical Beasts	WWII
Knowledge	Learn nativity/ Christmas songs	Learn nativity/ Christmas songs	Learn nativity/ Christmas songs	<i>As above</i>	- Graphic notation - Pitch – high/low - Pitched percussion - Unpitched percussion	- Learn ‘Hey Mr Miller’ song - Key features of music of the 1940s - Harmony/chords
Skills	<ul style="list-style-type: none"> • Begin to build a repertoire of songs and dances. • To sing and perform a collaborative performance together 	<ul style="list-style-type: none"> • To sing the song and play instrumental parts within the song • Improve using voices and/or instruments within the song. • Sing the song and perform composition(s) within the song. 	<ul style="list-style-type: none"> • Using their voices expressively and creatively by singing songs and speaking chants and rhymes. • Being able to listen to/appraise pieces of music. 	<i>As above</i>	<ul style="list-style-type: none"> • Create, develop and perform fantastic beast composition as a class and in small groups • Understand, select and use a range of notation for specific purposes including detailed graphic notation and core stave notation • Demonstrate accurate and fluent instrumental skills and use them to perform with musical awareness 	<ul style="list-style-type: none"> • Sing simple part songs • Develop rehearsal and practice routines and strategies • Use rhythmic and pitched notation including basic stave notation • Compare and contrast music heard and performed with an awareness of the music’s context, purpose and composer’s intent
Vocabulary	Posture, breathing, tuning, diction, musicality, high, low, fast, slow	Posture, breathing, tuning, diction, musicality, high, low, fast, slow	Posture, breathing, tuning, diction, musicality, high, low, fast, slow	<i>As above</i>	Palindrome, graphic notation, minor/major, pizzicato, motif, pitched percussion, retrograde, unpitched percussion	Harmony, chords, big band, jazz, swing, bass line, stave



Music Progression Map – Knowledge and Skills – 2023/2024

Spring 1	EY	Year 1	Year 2	Year 3/ 4	Year 5	Year 6
Topic	Dragon Dance	Can I Be Helpful Too?	Infant Voices	Angels	African Music (Djembe)	Brass
Knowledge	<ul style="list-style-type: none"> - Chinese New Year - Instrument names - Dragon dance moves 	<ul style="list-style-type: none"> - Learn 'Can I be helpful too?' song - Rhythm 	<ul style="list-style-type: none"> - Learn songs & actions 	<ul style="list-style-type: none"> - Learn song - Consolidate understanding of 4-metre - Identify layers 	<ul style="list-style-type: none"> - African instruments - Musical aspects of drumming music from Africa - Cultural context – the role music plays in West African culture 	<ul style="list-style-type: none"> - Brass instruments - How to make a sound - Learn notes C-F - Reading notation
Skills	<ul style="list-style-type: none"> - Begin to control playing techniques on a limited range of percussion - Sing and play in time within a group, starting and stopping together - Explore and enjoy how sounds can be made 	<ul style="list-style-type: none"> • Explore and use vocal sounds, chant and sing rhymes and songs building rhythmic memory • Sing and play in time and follow a range of simple directions including ideas about how to improve • Respond to and recognise signs, symbols and other basic graphic notation • Explore, respond to, recognise and identify musical features (steady beat, rhythm pattern) and solo sounds and layers of sound 	<ul style="list-style-type: none"> • Sing a song in two parts. • Use his/her voice expressively and creatively by singing songs and speaking chants and rhymes with growing confidence. • Practise, rehearse and present performances to audiences with a growing awareness of the people watching. 	<ul style="list-style-type: none"> • Maintain rhythmic and melodic ostinato as an accompaniment in 4-metre • Use melodies and accompaniments including ostinato and layers • Compare and contrast music heard and performed with an awareness of the music's context and purpose 	<ul style="list-style-type: none"> • Compose complex rhythms from an increasing aural memory. • Understand how pulse, rhythm and pitch work together. • Improvise with increasing confidence using voice, rhythms and varied pitch. • Develop an increasing understanding of the history and context of music. • Distinguish between a pulse and rhythm. 	<ul style="list-style-type: none"> • Play and perform in solo or ensemble contexts with increasing accuracy, control, fluency and expression. • Listen with attention to detail and recall sounds with increasing aural memory and accuracy. • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
Vocabulary	Instrument names, steady beat. Playing techniques – tap, shake, scrape	Duration, steady beat, rhythm pattern, verse, chorus, texture, solo, layers	Posture, performance, Dynamics, texture	Metre, pulse, texture, layers, ostinato, rhythm, melody	Improvisation, Call and response, Ostinato, Break, Poly-rhythms, Cue, Tone, bass, slap, Syncopation	Valves, mouthpiece, bell, slides, water key



Music Progression Map – Knowledge and Skills – 2023/2024

Spring 2	EY	Year 1	Year 2	Year 3/4	Year 5	Year 6
Topic	Fairy tales	At the Beach	Great Fire of London	Anglo Saxons	Ancient Greeks	Brass continued
Knowledge	<ul style="list-style-type: none"> - Learn familiar rhymes and songs from memory - Fairy tale characters - Duration, pitch, dynamics, tempo and timbre 	<ul style="list-style-type: none"> - Learn 'Shiny Pebbles' song - What sounds can you hear at the beach? 	<ul style="list-style-type: none"> - Learn 'Fire! Fire!' song - Facts about the Great Fire - Dynamics - Tempo 	<ul style="list-style-type: none"> - Examples of changing dynamics - Anglo Saxon gods - Story of Beowulf 	<ul style="list-style-type: none"> - Examples of changing dynamics - Ancient Greek Gods 	<i>As above</i>
Skills	<ul style="list-style-type: none"> - Explore and use vocal sounds, talking and singing voice in response to a character and/or mood. - Explore and use a range of sounds including boy sounds, other sound makers and classroom percussion, beginning to develop control and accuracy. 	<ul style="list-style-type: none"> - Distinguish between same and different - Respond to a range of sounds and sound-makers - Use body sounds and begin to develop control when using percussion instruments and other sound makers showing increased accuracy when playing - sing and play in time within a group, starting and stopping together 	<ul style="list-style-type: none"> - Respond to, recognise and identify getting louder and quieter - Sing and play in time and follow a wider range of simple directions, develop awareness of why and how to improve - Respond to, identify and use symbols and other graphic notation 	<ul style="list-style-type: none"> - To compose music inspired by an Anglo Saxon God effectively using the musical elements, dynamics and tempo. - To explore and develop playing skills on tuned and untuned percussion instruments. - To follow a leader's direction for changing dynamics and tempo when playing an instrument. - To choose appropriate instruments for different purposes 	<ul style="list-style-type: none"> - Explore and develop instrumental skills with ideas for applying new skills and understanding creatively through planning; composing, notating and performing group compositions while learning about the characters of some of the Ancient Greek gods. 	<i>As above</i>
Vocabulary	Long, short, steady beat, high, low, loud, quiet, silence, fast, slow	Same, different, instrument names	Dynamics, loud/quiet, getting louder, getting quieter, conductor fast/slow	Tempo: speed, fast, slow, faster, slower Dynamics: volume, loud, quiet, louder, quieter, crescendo, decrescendo, diminuendo	Tempo: speed, fast, slow, faster, slower Dynamics: volume, loud, quiet, louder, quieter, crescendo, decrescendo, diminuendo	<i>As above</i>



Music Progression Map – Knowledge and Skills – 2023/2024

Summer 1	EY	Year 1	Year 2	Year 3/4	Year 5	Year 6
Topic	Farm Animals	Toys	Man on the Moon	Sounds Like India	Recorders	History of Music
Knowledge	<ul style="list-style-type: none"> - Learn traditional animal songs/nursery rhymes - Selection of instruments 	<ul style="list-style-type: none"> - Learn 'The Toys Song' - Instruments and the sounds that they make 	<ul style="list-style-type: none"> - Percussion instruments - Learn 'Michael Collins' song 	<ul style="list-style-type: none"> - Features of Indian Music - Composer: Ravi Shankar - Instruments of orchestra 	<ul style="list-style-type: none"> - How to make a sound - How to hold - Notes – C, D, E, F & G 	<ul style="list-style-type: none"> - Different eras of music: Prehistoric, Medieval, Renaissance, Baroque, Classical, Romantic, 20th Century
Skills	<ul style="list-style-type: none"> - Practicing steady beat, tapping rhythms and note recognition. - Imaginative movement, counting, clapping, rhythmic actions and vocal exploration. - Building confidence, following directions, boosting vocabulary and social skills. - Playing a variety of different percussion instruments. 	<ul style="list-style-type: none"> - Explore, use, respond to, recognise and identify loud, moderate, quiet and silence - Explore, use, respond to, recognise and identify fast, moderate and slow - Create and perform toy music using appropriate dynamics and tempi. 	<ul style="list-style-type: none"> - Identify the way sounds are made (vocalised, shaken, struck, scraped, plucked, strummed, blown or produced electronically) - Recognise and respond to the different layers of sounds used in music - To play word rhythms and patterns with increasing accuracy. - To play simple rhythms on an untuned percussion instrument. 	<ul style="list-style-type: none"> - Listen with attention to detail and recall sounds with increasing aural memory - 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 - Improvise and compose music for a range of purposes using the interrelated dimensions of music 	<ul style="list-style-type: none"> • Sing as part of an ensemble with confidence and precision. • Play and perform in solo or ensemble contexts with increasing confidence. • Develop an understanding of formal, written notation which includes minims and quavers. • Listen to and recall sounds with increasing aural memory. 	<ul style="list-style-type: none"> - Appropriately discuss the dimensions of music and recognise them in music heard. - Listen with attention to detail and recall sounds with increasing aural memory and accuracy. - Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. - Develop a deeper understanding of the history and context of music.
Vocabulary	Start, stop, move, steady beat, sound, fast, slow, high, low	Dynamics, loud, quiet, silence, tempi, fast, slow	Timbre, vocal, shaken, struck, plucked, strummed, blown, electronic, texture, layers	Call & response, coda, drone, improvise, raga	Recorder, wind, descant, treble, rhythm, pitch, high, low	Drone, medieval, voice, flute, modes, Dorian, lute, sackbut, plainsong, Gregorian Chant, renaissance, baroque, harpsichord, secular, canon, classical brass, woodwind, percussion, string



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Summer 2	EY	Year 1	Year 2	Year 3/4	Year 5	Year 6
Topic	Pirates	Peter & the Wolf	Caribbean Music/ Bamboo Tamboo	Viking Saga	Ancient Egypt	Summer Show
Knowledge	<ul style="list-style-type: none"> - Learn pirates songs - Performance of The Storm is a-Brewing with sound effects - Performance of storm themed compositions being to use graphic notation 	<ul style="list-style-type: none"> - Instruments of the orchestra - How do instruments make a sound - Names of different instruments - Sort instruments into groups with similarities 	<ul style="list-style-type: none"> - Features of music of the Caribbean - Reggae music 	<ul style="list-style-type: none"> - Learn the Viking Saga Songs - The Gods and Goddesses of Viking mythology 	<ul style="list-style-type: none"> - Dynamics – understand and identify getting louder/quieter - Texture – identifying and using layers - Pitch – minor scales and chromatic pitches 	<ul style="list-style-type: none"> - Learn a variety of songs - Know how different venues can effect that performance of a piece of music. (acoustics, scale of the venue)
Skills	Structure Respond to, recognise and identify a range of repetition and contrast structures, in particular verse and chorus Timbre Identify and choose the way sounds are made and can be used	<ul style="list-style-type: none"> - Identify instruments that represent the main characters from Peter and the Wolf. - Begin to discuss how music can characterise the timbre, tempo, texture, pitch and dynamics. - Describe how music illustrates emotions. 	<ul style="list-style-type: none"> - To use and identify families of school percussion instruments, their sound properties and how they could be played 	<ul style="list-style-type: none"> - Singing with energy and mystery. - Exploring varying vocal dynamics and sound qualities. - Singing with appropriate actions to enhance a performance 	<ul style="list-style-type: none"> - Use an increasing rang of classroom instruments with the correct technique - Combine layers of sound with an awareness of effect - Extend accuracy of vocal range to include pitching of chromatic patterns 	<ul style="list-style-type: none"> - Pupils can sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. - This should include observing rhythm, phrasing, accurate pitching, and appropriate style.
Vocabulary	Verse and chorus, structure, timbre	Composer, dynamics, musical composition, tempo, timbre	Timbre, pulse, off-beat, Caribbean music, calypso, steel pan drum, pitch, reggae, Bob Marley, beats, rhythm, bamboo tamboo, hit, bounce	Voice registers (high/low), dynamic contrast (soft/loud), controlled singing	Layers, structure, dynamics, crescendo, decrescendo, graphic score	Style indicators, melody, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, solo, phrases, unison, harmony.



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Music in the Early Years

	Communication Language	Physical Development	Literacy	Understanding the word	Expressive arts and design
0-3 Years	<ul style="list-style-type: none"> - Understand simple instructions like “give to nanny” or “stop”. 	<ul style="list-style-type: none"> - Clap and stamp to music 	<ul style="list-style-type: none"> - Enjoy songs and rhymes, tuning in and paying attention. - Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. 	<ul style="list-style-type: none"> - Repeat actions that have an effect. 	<ul style="list-style-type: none"> - Join in with songs and rhymes, making some sounds. - Make rhythmical and repetitive sounds. - Explore a range of sound makers and instruments and play them in different ways.
3-4 Years	<ul style="list-style-type: none"> - Sing a large repertoire of songs. - Know many rhymes. 	<ul style="list-style-type: none"> - Skip, hop, stand on one leg and hold a pose for a game like musical statues. - Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. 	<ul style="list-style-type: none"> - Say some of the words in songs and rhymes. - Sing songs and say rhymes independently, for example, singing whilst playing. 		<ul style="list-style-type: none"> - Listen with increased attention to sounds. - Respond to what they have heard, expressing their thoughts and feelings. - Remember and sing entire songs. - Sing the pitch of a tone sung by another person (‘pitch match’). - Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. - Create their own songs or improvise a song around one they know. - Play instruments with increasing control to express their feelings and ideas.



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Impact (End Points)							
EYFS		KS1		KS2			
Nursery	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>In Nursery, children will begin to enjoy songs and rhymes, tuning in and paying attention. They will join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</p>	<p>In Reception, children will be able to 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.</p>	<p>In Year 1, children will be able to recognise different musical dimensions e.g. tempo, timbre and rhythm. They can clap or tap to the beat and play a few simple notes on the glockenspiel</p>	<p>In Year 2, children will be able to use their voices expressively and creatively by singing songs and speaking chants and rhymes. Children will play tuned and untuned instruments musically. Children will listen with concentration and understanding to a range of high-quality live and recorded music. Children will experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>In Year 3, children will be able to read basic musical notation and understand beats in a bar. They will be able to play some tunes on tuned instruments. They will be able to listen and evaluate a piece of music.</p>	<p>In Year 4, children will have learnt to sing songs from a variety of genres and eras. They can accompany the songs using glockenspiel and recorder, including their own compositions.</p>	<p>In year 5, children will have an awareness of different genres of music and know their stylistic differences. They will be able to learn a song and improvise using tuned and untuned percussion instruments. They will gain a deeper understanding and become more skilful in identifying the musical dimensions – pitch, duration, dynamics, tempo, structure, texture and timbre.</p>	<p>In Year 6, children can improvise and compose their own music using a variety of instruments. Through their summer show, they develop their singing skills, solos and altering their pitch.</p>