



# Progression Map: Music



## KS1: Pupils are taught to:

Use their voices expressively and creatively by singing songs and speaking chants and Rhymes  
Play tuned and untuned instruments musically

Listen with concentration & understanding to a range of high-quality live and recorded music  
Experiment with, create, select & combine sounds using the interrelated dimensions of music

Content	EYFS	Year 1	Year 2
Performing	<ul style="list-style-type: none"> <li>Learn rhymes, poems and songs.</li> <li>Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>Explore and engage in music making and dance, performing solo or in groups.</li> <li>Sing a range of well-known nursery rhymes and songs.</li> <li>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>	<ul style="list-style-type: none"> <li>To use their voices to speak/sing/chant</li> <li>To join in with singing</li> <li>To use instruments to perform</li> <li>To look at their audience when they are performing</li> <li>To clap short rhythmic patterns</li> <li>To copy sounds</li> </ul> <p><u>Challenge:</u> Pupils make loud and quiet sounds They know that the chorus keeps repeating</p>	<ul style="list-style-type: none"> <li>To sing and follow the melody (tune)</li> <li>To sing accurately at a given pitch</li> <li>To perform simple patterns and accompaniments keeping a steady pulse</li> <li>To perform with others</li> <li>To play simple rhythmic patterns on an instrument</li> <li>To sing/ clap a pulse increasing or decreasing in tempo</li> </ul> <p><u>Challenge:</u> Pupils can sing/play rhythmic patterns in contrasting tempo; keeping to the pulse</p>
Composing	<ul style="list-style-type: none"> <li>Combine different movements with ease and fluency.</li> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>Create collaboratively sharing ideas, resources and skills.</li> </ul>	<ul style="list-style-type: none"> <li>To make different sounds with their voice</li> <li>To make different sounds with instruments</li> <li>To identify changes in sounds</li> <li>To change the sound</li> <li>To repeat (short rhythmic and melodic) patterns</li> <li>To make a sequence of sounds</li> <li>To show sounds by using pictures</li> </ul> <p><u>Challenge:</u> Pupils can tell the difference between long and short sounds They can tell the difference between high and low sounds They can give a reason for choosing an instrument</p>	<ul style="list-style-type: none"> <li>To order sounds to create a beginning, middle and end</li> <li>To create music in response to &lt;different starting points&gt;</li> <li>To choose sounds which create an effect</li> <li>To use symbols to represent sounds</li> <li>To make connections between notations and musical sounds</li> </ul> <p><u>Challenge:</u> Pupils can use simple structures in a piece of music They know that phrases are where we breathe in a song</p>

Content	EYFS	Year 1	Year 2
Appraising	<ul style="list-style-type: none"> <li>Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>Listen attentively, move to and talk about music, expressing their feelings and responses.</li> </ul>	<ul style="list-style-type: none"> <li>To respond to different moods in music</li> <li>To say how a piece of music makes them feel</li> <li>To say whether they like or dislike a piece of music</li> <li>To choose sounds to represent different things</li> <li>To recognise repeated patterns</li> <li>To follow instructions about when to play or sing</li> </ul> <p><u>Challenge:</u> Pupils are able to tell the difference between a fast and slow tempo They can tell the difference between loud and quiet sounds They identify two types of sound happening at the same time</p>	<ul style="list-style-type: none"> <li>To improve their own work</li> <li>To listen out for particular things when listening to music</li> </ul> <p><u>Challenge:</u> Pupils recognise sounds that move by steps and by leaps</p>
Topics	<p><u>Autumn</u> Nativity</p> <p><u>Spring</u> Everyone Our World</p> <p><u>Summer</u> Big Bear Funk Reflect, Rewind Replay</p>	<p><u>Autumn</u> Charanga: Hey You Rhythm in the way we walk (The Banana Rap)</p> <p><u>Spring</u> Charanga: In the Groove Round and Round</p> <p><u>Summer</u> Charanga: Your imagination Reflect, Rewind, Replay</p> <p>Composers: History link - Romantic Period - Victorians e.g. Brahms, Wagner, Verdi, Tchaikovsky Composition links to Benjamin Britten</p>	<p><u>Autumn</u> Charanga: Hands Feet Heart Ho ho ho</p> <p><u>Spring</u> Charanga: I wanna play in a band Zootime</p> <p><u>Summer</u> Charanga: Friendship song Reflect, Rewind, Replay</p> <p>Composers: History link - Baroque period - Great fire of London e.g. Pachelbel, Vivaldi</p>