Music Progression Map

	EYFS	KS1	LKS2	KS2
Exploring sound Improvisation	• Explore a variety of sounds in the world around us. • Listen carefully to noises that we can hear. • Listen to songs and nursery rhymes.	• To use an increasing number of notes and length of the beat when improvising. • Using their voice, tuned and untuned instruments with an increased consideration to the rhythm.	• To use some of the riffs they have previously learnt during their challenges into their improvisations. • To carefully consider the notes they use and how they use their voice during improvisation (e.g., using two notes confidently is better than using 5. • To know some well-known improvising musicians	• To use the riffs and licks they have previously learnt during their challenges into their improvisations. • To explain why they have chosen the notes and how they have used their voice.

Playing Instruments	• Explore a variety of instruments and listen to high and low sounds. • Be able to identify high and low sounds on a glockenspiel or xylophone.	• Play tuned and untuned instruments and play part of song they perform with increasing number of notes and rhythm. • Learn name of instruments they are playing and listening to. • Learn the names of notes – crotchet, minim, dotted minim, semibreve (notes with 1,2,3, and 4 beats)	• Play one or all the differentiated parts on a tuned instrument with the correct technique and in the context of the song. • To rehearse and perform their part in the context of the song. Recognise the instruments that might be played in a band or orchestra. • Continue to develop ability to read the musical notes previously taught (crotchet, minim, dotted minim, semibreve). Learn the names of the notes – quavers, rests	• Rehearse and perform by using musical instruments with accuracy, fluency, control and expression. • Confidently read musical notes previously taught (crotchet, minim, dotted minim, semibreve) and introduce dotted crotchets.
Singing and Voice	• Learn songs and join in with nursery rhymes.	• To confidently sing songs from memory. • To sing with an awareness of the	• To confidently sing songs from memory and to sing them with a	• To continue to confidently sing songs from memory and to sing them with a

	• Learn songs to perform as part of a school play. • Understand different ways that they can use their voices.	pulse and being 'in tune'. • To know why you must warm up your voice. • To know that unison is when everyone sings at the same time and to sing in two parts. To know that singing in a group can be called a choir and is led by a lead or conductor. • To explore singing in solo. • To follow a leader when singing.	strong internal pulse and being 'in tune'. • To explain why you must warm up your voice. • To sing in unison and to sing backing vocals. . • To know that a solo singer makes a thinner texture than a large group.	strong internal pulse and being 'in tune'. • To represent the feeling and context of the song to the audience. • To explain the importance of warming up your voice. • To explore singing in unison, solo, lead vocal, backing vocal and rapping. • To listen to one another and be aware of how they fit into the group.
Listening	• Listen carefully to noises in the environment around them	• Listen to a selection of songs from different genres. • To know that songs have a musical style / genre. • To notice when the music changes and the main parts of the song (chorus / verse).	• Use prior knowledge of musical genres to recognise some of the style indicators of a song (musical characteristics that gave that song its style). • To know and recognise the main	• To know a selection of other songs from memory, who sang or wrote them, when and why / message in the song. • To confidently discuss and compare a selection of songs

		• To recognise the musical dimensions featured in the song and where they are used. • To talk about the lyrics and identify what the song is about. To talk about how the music makes them feel. • To explain why they do or not like the music. To recognise some of the instruments they hear in a song. • Listen carefully and respectfully to other people's thoughts and feelings about the music. • To know that songs can be used to express an idea or story. • To confidently identify and move to the pulse.	sections of a song (introduction, verse, chorus). • To recognise the dimensions features in the song and talk about how they work together in the song (e.g. if the song gets louder in the chorus – dynamics). • To compare the similarities and difference between two songs. • To name the instruments they hear in a song. • Use musical vocabulary previously taught when discussing the songs they listen to and appraise. • Recognise any messages in a song and be respective to the views and opinions of others.	by recognising their musical dimensions, their style indicators, instruments used, their history and context. • To confidently use music vocabulary.

		To know the difference between the pulse and the rhythm.		
Composing	• Listen to different pieces of music and share their opinion and likes and dislikes.	• To compose using the notes taught. • To understand that music created by you can be kept in some form. • To know and use different ways of recording compositions (letter names, symbols, audio etc). • To use their own choice of musical instruments to tell a story or in response to a picture. • To create a melody that has a beginning, middle and end. • To perform and share music to an audience.	• To create simple melodies of up to 5 different notes that musically with the style of the song. • To record the composition in any way appropriate that recognises the connection between the sound and symbol (e.g. pictorial notation). • To listen and reflect upon the developing composition and make musical decisions about the interrelated dimensions included. • To talk about how their composition was created. To plan, perform and	• To create melodies and rhythms that work musically with the style of the song. • To record their composition using musical notation. To recognise and explain they key note (home note) and the structure of the melody they have created. • To continue to develop a composition by making musical decisions and to consider how the melody connects to the song. • To explain the process of how their composition was created.

			record a composition. To evaluate their performance.	• To plan, perform and record a composition. • To evaluate theirs and others' performance.