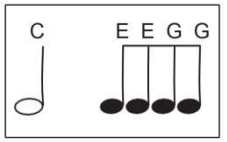
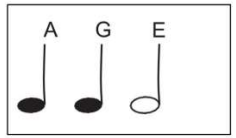
Padstow
Progression Map – Music 2026 – 2027

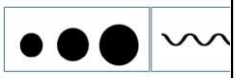
EYFS Framework 2021	National Currciulm KS1	National Currciulm KS2
<u>ELG: Being Imaginative and Expressive</u> Children at the expected level of development will: ♣Sing a range of well-known nursery rhymes and songs. ♣Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.	Key stage 1 Pupils should be 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 and understanding to a range of high-quality live and recorded music. ♣ experiment with, create, select and combine sounds using the inter-related dimensions of music.	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. ♣ improvise and compose music for a range of purposes using the inter-related dimensions of music. ♣ listen with attention to detail and recall sounds with increasing aural memory. ♣ use and understand staff and other musical notations. ♣ 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

	Nursery	Reception/1	Year 1/ 2	Year 3/4	Year 4/5	Year 5/6
Controlling sounds through singing and playing (performing)	• Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Join in with songs and rhymes, making some sounds. • Explore their voices and enjoy making sounds. • • Anticipate phrases and actions in rhymes and songs, like 'Peepo'.	• To sing or rap nursery rhymes and simple songs from memory. • To explore singing at different speeds and **pitch** to create moods and feelings. • To discover how to use the voice to create loud and soft sounds. • To know songs have sections. • To sing along with a pre-recorded song and perform movements to a **steady beat.** • Perform any of the nursery rhymes by singing and adding actions or dance. • Perform any nursery rhymes or songs adding a simple instrumental part.	• To sing simple songs, chants and rhymes from memory, singing as a group and at the same **pitch.** • Sing a wide range of call and response songs to control vocal pitch and to match the pitch they hear accurately (high and low). • To sing with a sense of shape of the melody. • To know the meaning of **dynamics** and **tempo** and be able to demonstrate these when singing by responding to the leaders' directions and visual symbols	• To sing in unison tunefully with awareness of **pitch** and with expression. • To perform actions confidently and in time to a range of actions songs. • To walk, move or clap a steady **beat** with others, changing speed of the beat as the **tempo** of the music changes. • To demonstrate a good singing posture. • To follow a leader when singing. • To sing with awareness of being 'in tune', pronouncing words carefully	• To sing in unison tunefully with the range of an octave, with awareness of **pitch** and **dynamics,** (crescendo, decrescendo). • To sing rounds (3 part) and partner songs in different time signatures (2, 3 and 4 time • To begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony • Introduce and understand the differences between **minims, crotchets,**	• To sing a broad range of songs, exploring **phrasing,** accurate **pitch** and style. • To sing three- and four-part rounds, partner songs and songs with a verse and a chorus. • To experience rapping and solo singing. • To maintain own part in a round/ sing a harmony/ play accurately with awareness of what others are playing.

		• Record the performance to talk about. **Y1** • To sing simple songs, chants and rhymes from memory, singing as a group and at the same **pitch.** • To know the meaning of **dynamics** and **tempo** and be able to demonstrate these when singing by responding to the leaders' directions and visual symbols (e.g. **crescendo, decrescendo** and **pause**). • To follow instructions on how and when to sing/play an instrument.	(e.g. **crescendo, decrescendo** and **pause**). • To follow instructions on how and when to sing/play an instrument. • To make and control short and long sounds (**duration**) using voices and instruments. To include simple improvisation. • To take notice of others when performing. • Record the performance to talk about.	and breathe well. • To have an awareness of the **pulse** internally when singing. • Sustain a rhythmic ostinato/ drone/ melodic ostinato (riff) (to accompany singing) on an instrument (**tempo/ duration/ texture**). • Perform with control and awareness of what others are singing/ playing. • To listen to and follow musical instructions from a leader (crescendo, decrescendo and pause). • To record the performance and say how they were feeling, what	**paired quavers** and **rests.** • Read and perform **pitch notation** within a defined range. • Follow and perform simple **rhythmic scores** to a **steady beat**: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble. • Perform a range of songs in school assemblies.	• To sing with awareness of being 'in tune -, pronouncing words carefully and breathe well. • Sing or play from memory with confidence. • Play more complex instrumental parts. • To record the performanc e and compare it to a previous performanc e. • To discuss and talk musically about it – "What went well?" and "It would have been even better if...?" • Play a musical instrument

				they were pleased with what they would change and why.		with the correct technique within the context of the Unit song. • To play more complex instrumental parts. •
Creating and developing musical ideas (composing).	• Play instruments with increasing control to express their feelings and ideas. • Create their own songs, or improvise a song around one they know. • Make rhythmical and repetitive sounds. •	• Play instruments to a **steady beat.** • Understand how to hold and play an instrument with care. • Explore the different sounds instruments make. • Choose an instrument to create a specific sound. **Y1** • Improvise simple chants using question	• Make a sequence of long and short sounds with help (**duration).** • Clap longer rhythms with help. • Make different sounds (high and low– **pitch**; loud and quiet– **dynamics**; fast and slow- **tempo**; quality of the sound-	• To compose and perform melodies using three or four notes. • To make creative use of the way sounds can be changed, organised and controlled (including ICT). • To create accompaniments for tunes using drones or	• To improvise on the instrument they are now learning. • To begin to use musical features such as **legato** (smooth) and **staccato** (detached/short) notes. • To combine rhythmic notation with letter names to create short	• To compose and perform melodies using five or more notes. • To compose short **ternary** pieces of music (ABA). • To compose melodic phrases using the **pentatonic** scale (e.g. C, D, E, G, A). • To improvise music over a simple **groove**,

		and answer phrases. • To create musical sounds effects and short **sequences** of sound in response to stimuli e.g. rainstorm or train journey. Combine to make a story (sound scape) choosing and playing classroom instruments or sounds makers. • To understand the difference between creating a **rhythm pattern** and a **pitch pattern.** • Recognise how graphic notation can represent created sounds. Explore and invent own symbols e.g. 	smooth, crisp, scratchy, rattling, tinkling etc.– **timbre**) • Improvise simple chants using question and answer phrases. • To create musical sounds effects and short **sequences** of sound in response to stimuli e.g. rainstorm or train journey. Combine to make a story (sound scape) choosing and playing classroom instruments or sounds makers. • To understand the difference between creating a **rhythm pattern** and a **pitch pattern**. • Invent, retain and recall **rhythm** and **pitch** patterns	melodic **ostinato** (riffs). • To create (dotted) **rhythmic** patterns with awareness of **timbre** and **duration.** • To begin to use musical features such as **legato** (smooth) and **staccato** (detached/short) notes. • To combine rhythmic notation with letter names to create short **pentatonic** phrases. • To begin to learn about **major** and **minor chords.** • Record creative ideas using graphic scores, rhythm notation, staff notation and technology.	**pentatonic** phrases. • To begin to learn about **major** and **minor chords.** • Record creative ideas using graphic scores, rhythm notation, staff notation and technology. • Use notation cards of known note values (i.e. **minim, crotchet**, **crotchet rest** and **paired quavers**) to create sequences of 2-, 3- or 4-**beat**   **phrases**, arranged into bars	responding to a **beat** and creating a melody. • To experiment with a wider range of **dynamics,** including, very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano). • To begin to use **major** and **minor** chords to compose melodies. • Show confidence, thoughtfulness and imagination in selecting sounds and structures to convey an idea. • Create music reflecting given intentions and

			and perform these for others, taking turns. • Recognise how graphic notation can represent created sounds. Explore and invent own symbols e.g.  • To play tuned and untuned instruments musically. • Use **graphic symbols, dot notation** and **stick notation** to record composed pieces.			record using standard notation. • Use ICT to organise musical ideas (where appropriate). • Record creative ideas using graphic scores, rhythm notation, staff notation and technology. • To play tuned, untuned and/or orchestral instruments.
Responding and reviewing (appraising)	• Show attention to sounds and music. • Respond emotionally and physically to music when it changes. • Move and dance to music •	• Express feelings in music by responding to different moods in a musical score. • Listen to music and respond by using hand and whole-body movements. • Listen to different sounds	• Hear and identify the pulse in music. • Hear different moods in music. • Identify texture– one sound or several sounds?	• Know how **pulse** stays the same but **rhythm** changes in a piece of music and dance. • Listen to several layers of sound (texture) and talk about the	• Know how **pulse** stays the same but **rhythm** changes in a piece of music and dance. • Use musical vocabulary confidently to describe music	• Use musical vocabulary confidently to describe music and dance structures such as cannon, fugue, unison, rondo. • Refine and improve own/ others' work.

		(animal noise, water etc.) and respond with voice and movement. **Y1** • Hear and identify the pulse in music. • Begin to recognise changes in **dynamics** (loud and quiet), and **pitch** (high and low).	• Begin to recognise changes in **timbre** (sound quality- smooth, crisp, scratchy, rattling, tinkling etc.), **dynamics** (loud and quiet), **tempo** (fast and slow) and **pitch** (high and low). • Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.). • Start to recognise different instruments.	effect on mood and feelings. Interpret in dance. • Use more musical dimensions vocabulary to describe music– **duration**, **timbre, pitch, dynamics, tempo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony.** • Counting simple music when dancing. • To think about what the words of a song mean.	and dance structures. • Refine and improve own/ others' work. • Use a range of words to describe music (eg. **duration, timbre, pitch, dynamics, tempo, texture, structure, beat, rhythm, metre, silence, riff, ostinato, melody, harmony, chord, flat, sharp, dotted rhythm, staccato, legato, crescendo, diminuendo)**. • Use these words to identify strengths and weaknesses in own and others' music. Identify orchestral family. •	Use a range of words to describe music (eg. **duration, timbre, pitch, dynamics, tempo, texture, structure, beat, rhythm, metre, silence, riff, ostinato, melody, harmony, chord, flat, sharp, dotted rhythm, staccato, legato, crescendo, diminuendo**). • Use these words to identify strengths and weaknesses in own and others' music. • To think about the message of songs. • To compare two songs in the same style, talking about what stands out musically in each of them,

						their similarities and differences • Identify orchestral family.
Listening and applying knowledge and understanding.	• Explore a range of sound makers and instruments and play them in different ways. • Make rhythmical and repetitive sounds. •	• Choose different instruments, including the voice, to create sound effects in play • Investigate a variety of ways to create sound with different materials. • Experiment performing songs and music together with body movements to a steady beat. **Y1** • To recognise instruments being played in a piece of music. • To recognise simple repeated patterns and follow musical instruction (**tempo, dynamics).** To understand how changing musical elements can	• To begin to recognise instruments being played in a piece of music. • To being to recognise simple repeated patterns and follow musical instruction (**tempo, dynamics).** • Know how sounds are made and changed. • To understand how changing musical elements can create different moods and effects. • To begin to represent sounds with a range of symbols,	• To listen with attention and begin to recall sounds with increasing accuracy. • To understand how musical elements are combined and used for effect. • To begin to use simple **dot notations** to show higher and lower **pitch.** • To know what the **stave line** and **clef** represent. • To begin to understand how many beats a musical note is worth (**quaver, crochet, minim, rest**). • To describe different purposes of	• To describe different purposes of music in history/their cultures. • To describe different purposes of music in history/ other cultures. • To listen to music identify instruments and suggest historical period. • To know the names of Classical composers such as Mozart, Beethoven and Hayden. • To listen to recorded performances , complementin g this with opportunities	• To listen and recall a range of sounds and patterns with accuracy and confidence. • To use increased aural memory to recall sounds accurately. • To know and use standard musical notation to perform and record own music (adding semiquavers, semibreves). • To understand the difference between 2/4, 3/4 and 4/4 **time signatures.** • To play melodies following staff notation.

		create different moods and effects.	shapes and marks (graphic notation). • To know music can be played or listened to for a variety of purposes.	music in history/ other cultures. • To listen to music identify instruments and suggest historical period. • To know the names of Classical composers such as Mozart, Beethoven and Hayden. • Respond in movement and dance to musical scores.	to experience live music making in and out of school.	• To use different venues and occasions to vary performances. • To describe different purposes of music in history/ other cultures. • To retain knowledge of musical periods and assign key works to historical period through deduction. • To know of key composers and which period they relate to.