



Progression map - music

Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Substantive Knowledge (What pupils know)	Know that music can be created using voices, bodies and instruments. Know that music can be fast, slow, loud and quiet.	Know that music has a pulse and rhythm. Know that songs tell stories and express feelings.	Know that music contains pulse, rhythm and pitch. Know that different styles of music sound different.	Know that music can be organised into structures and patterns. Know that music from different cultures has unique characteristics.	Know that notation can represent musical ideas. Know that music is created using pitch, rhythm, tempo, dynamics and structure.	Know that music reflects culture, history and identity. Know that musical elements can be combined intentionally to create effect.	Know that musical traditions have developed over time. Know how composers and performers use musical elements to communicate ideas and emotions.
Procedural Knowledge (What pupils do as musicians)	Explore sounds through singing, movement and instruments.	Keep a steady pulse, sing simple songs and respond to music.	Perform simple rhythms and melodies. Begin creating musical ideas.	Read simple notation, improvise and compose short pieces.	Perform with increasing accuracy and control. Compose using a range of musical elements.	Improvise and compose confidently using notation and musical vocabulary.	Perform, compose, evaluate and refine music independently and collaboratively.
Listening & Appraising	Listen and respond to different sounds and music.	Identify pulse and mood in music.	Recognise musical features and compare pieces of music.	Describe music using appropriate vocabulary.	Explain how musical elements create different effects.	Compare music from different times, places and traditions.	Analyse and evaluate music using increasingly sophisticated musical vocabulary.



Singing	Sing familiar songs and rhymes.	Sing simple songs accurately and with enjoyment.	Sing with improved pitch accuracy and expression.	Sing in unison and simple parts.	Maintain own part within a group performance.	Sing confidently with control, expression and harmony where appropriate.	Perform confidently with accuracy, expression and awareness of audience.
Playing Instruments	Explore classroom percussion instruments.	Play simple rhythmic patterns.	Play tuned and untuned instruments with increasing control.	Perform simple melodies using notation.	Play accurately as part of an ensemble.	Demonstrate increasing technical control and fluency.	Perform more complex rhythmic and melodic patterns confidently.
Improvisation	Experiment with sounds and patterns.	Create simple musical responses.	Improvise simple rhythms and melodies.	Improvise using given notes and rhythms.	Improvise confidently within musical structures.	Develop increasingly sophisticated improvisations.	Improvise creatively and expressively using a range of musical elements.
Composition	Create simple sound patterns.	Create simple rhythmic and melodic patterns.	Compose short pieces using learned musical elements.	Compose using structure and notation.	Compose music with clear musical intentions.	Compose longer pieces using a variety of musical devices.	Compose, refine and evaluate original music independently.
Performance	Share musical ideas with others.	Perform simple songs and rhythms.	Perform confidently to an audience.	Perform with increasing accuracy and control.	Demonstrate ensemble awareness and musicality.	Perform as part of a group with confidence and precision.	Present polished performances showing musical understanding and expression.
Pulse	Recognise and move to a steady beat.	Keep a steady pulse.	Maintain pulse whilst performing.	Internalise pulse whilst performing different parts.	Sustain pulse independently.	Use pulse confidently in complex musical situations.	Demonstrate secure pulse across all musical activities.



Rhythm	Copy simple rhythmic patterns.	Clap and perform simple rhythms.	Read and perform simple rhythm patterns.	Create and perform rhythmic phrases.	Perform increasingly complex rhythms.	Manipulate rhythm creatively.	Use rhythm expressively and accurately.
Pitch	Explore high and low sounds.	Identify high and low pitch.	Sing and play simple pitch patterns.	Read and perform simple pitched notation.	Understand relationships between notes and melodies.	Use pitch effectively within composition and improvisation.	Manipulate pitch confidently to create musical effect.
Dynamics & Tempo	Explore loud, quiet, fast and slow sounds.	Identify basic dynamics and tempo.	Use dynamics and tempo in performance.	Describe and apply changes in dynamics and tempo.	Control dynamics and tempo intentionally.	Use dynamics and tempo expressively.	Manipulate dynamics and tempo to communicate musical ideas.
Notation	Recognise symbols and marks.	Begin recognising simple notation.	Read simple rhythmic notation.	Read and use basic staff notation.	Use notation to support performance and composition.	Read and write notation with increasing fluency.	Use notation confidently when composing and performing.
Musical Vocabulary Progression	loud, quiet, fast, slow, beat, song	pulse, rhythm, pitch, tempo, dynamics	melody, performance, instrument, composer	notation, structure, improvise, compose	harmony, ensemble, expression, texture	genre, style, phrase, motif, accompaniment	harmony, timbre, structure, notation, composition, evaluate
Knowledge of Musicians, Genres & Traditions	Experience a range of songs and musical styles.	Listen to music from different cultures and traditions.	Recognise that music comes from different places and times.	Explore music from a variety of cultures and historical periods.	Compare musical traditions and styles.	Understand how music reflects culture and identity.	Evaluate music from different genres, cultures and historical periods.



Local / Real-World Music Links	Singing in school and community events.	School performances and celebrations.	Music heard in the local community.	Music linked to local heritage and celebrations.	Participation in school and community performances.	Exploring music connected to culture and identity in modern Britain.	Understanding the role of music in communities, media and society.
Expected End Point	Begin to explore and enjoy music through singing, movement and instruments.	Perform simple songs and rhythms whilst recognising pulse and pitch.	Sing, play, create and respond to music with increasing confidence.	Read simple notation and compose short musical ideas.	Perform, compose and evaluate music using a growing musical vocabulary.	Use musical knowledge and skills creatively across a range of contexts.	Think and work as a musician: perform, compose, improvise and evaluate music confidently, using musical knowledge, technical skill and creativity.