



Music Key Concepts Progression Map



Key Concept	EYFS	KS1		KS2			
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
All key concepts include the interrelated dimensions of music (pitch, duration, dynamics, tempo, timbre, texture, structure and structure and)	<p>Performing</p> <p>Children will use their voices to join in with well-known songs from memory.</p> <p>Children will remember and maintain their role within a group performance.</p> <p>Children will move to music with instruction to perform actions.</p> <p>Children will participate in performances to a small audience.</p> <p>Children will be able to stop and start playing at the right time.</p>	<p>Children will use their voices expressively to speak and chant.</p> <p>Children will sing short songs from memory, maintaining the overall shape of the melody and keeping in time.</p> <p>Children will maintain the pulse (play on the beat) using hands, and tuned and untuned instruments.</p> <p>Children will be able to copy back short rhythmic and melodic phrases on percussion instruments.</p> <p>Children will respond to simple musical instructions such as tempo and dynamic changes as part of a class performance.</p>	<p>Children will use their voices expressively when singing, including the use of basic dynamics (loud and quiet).</p> <p>Children will sing short songs from memory, with melodic and rhythmic accuracy.</p> <p>Children will be able to copy longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse.</p> <p>Children will be able to perform expressively using dynamics and timbre to alter sounds as appropriate.</p> <p>Children will sing back short melodic patterns by ear and playing short melodic patterns from letter notation.</p>	<p>Children will sing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.</p> <p>Children will sing and play in time with peers, with some degree of accuracy and awareness of their part in the group performance.</p> <p>Children will perform from basic staff notation, incorporating rhythm and pitch and be able to identify these symbols using musical terminology.</p>	<p>Children will sing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression, including control of subtle dynamic changes.</p> <p>Children will sing and play in time with peers with accuracy and awareness of their part in the group performance.</p> <p>Children will play melodic parts on tuned instruments with accuracy and control and developing instrumental technique.</p> <p>Children will play syncopated rhythms with accuracy, control and fluency.</p>	<p>Children will sing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.</p> <p>Children will work as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.</p> <p>Children will perform with accuracy and fluency from graphic and simple staff notation.</p> <p>Children will play a simple chord progression with accuracy and fluency.</p>	<p>Children will sing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.</p> <p>Children will work as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group.</p> <p>Children will perform a solo or take a leadership role within a performance.</p> <p>Children will perform with accuracy and fluency from graphic and staff notation and from their own notation.</p> <p>Children will perform by following a conductor's cues and directions.</p>

Listening	<p>Children will respond to music through movement, altering movement to reflect the tempo, dynamics or pitch of the music.</p> <p>Children will explore lyrics and the story behind them by suggesting appropriate actions.</p> <p>Children will listen to and following a beat using body percussion and instruments, considering whether a piece of music has a fast, moderate or slow tempo.</p> <p>Children will listen to sounds and match them to the object or instrument.</p> <p>Children will listen to sounds and identify high and low pitch.</p> <p>Children will listen to and repeat a simple rhythm and simple lyrics.</p> <p>Children will understand that different instruments make different sounds and group them accordingly.</p>	<p>Children will recognise and understand the difference between pulse and rhythm.</p> <p>Children will understand that different types of sounds are called timbres.</p> <p>Children will recognise basic tempo, dynamic and pitch changes</p> <p>Children will describe the character, mood, or 'story' of music they listen to, both verbally and through movement.</p> <p>Children will describe the differences between two pieces of music.</p> <p>Children will express a basic opinion about music (like/dislike).</p> <p>Children will listen to and repeat short, simple rhythmic patterns.</p> <p>Children will listen and respond to other performers by playing as part of a group.</p>	<p>Children will recognise timbre changes in music they listen to.</p> <p>Children will explore structural features in music they listen to.</p> <p>Children will listen to and recognise instrumentation.</p> <p>Children will begin to use musical vocabulary to describe music.</p> <p>Children will identify melodies that move in steps.</p> <p>Children will listen to and repeat a short, simple melody by ear.</p> <p>Children will suggest improvements to their own and others' work.</p>	<p>Children will discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary</p> <p>Children will understand that music from different parts of the world has different features.</p> <p>Children will recognise and explain the changes within a piece of music using musical vocabulary.</p> <p>Children will describe the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.</p> <p>Children will begin to show an awareness of metre.</p> <p>Children will begin to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.</p>	<p>Children will recognise the use and development of motifs in music.</p> <p>Children will identify gradual dynamic and tempo changes within a piece of music.</p> <p>Children will recognise and discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p> <p>Children will identify common features between different genres, styles and traditions of music.</p> <p>Children will identify scaled dynamics (crescendo/decrescendo) within a piece of music.</p> <p>Children will use musical vocabulary to discuss the purpose of a piece of music.</p> <p>Children will recognise, name and explain the effect of the interrelated dimensions of music when discussing improvements to their own and others' work.</p>	<p>Children will be able to recognise and confidently discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p> <p>Children will be able to represent the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.</p> <p>Children will compare, discuss and evaluate music using detailed musical vocabulary.</p> <p>Children will develop confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.</p>	<p>Children will discuss musical eras in context, identifying how they have influenced each other, and discuss the impact of different composers on musical styles.</p> <p>Children will recognise and confidently discuss the stylistic features of music.</p> <p>Children will represent changes in pitch, dynamics and texture using graphic notation, justifying choices with musical vocabulary.</p> <p>Children will identify the way that features of a song can complement one another to create a coherent overall effect.</p> <p>Children can use musical vocabulary correctly when describing and evaluating the features of a piece.</p> <p>Children will confidently use detailed musical vocabulary to discuss and evaluate their own and others' work.</p>
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Composing	<p>Children will play untuned percussion 'in time' with a piece of music.</p> <p>Children will select classroom objects to use as instruments.</p> <p>Children will experiment with body percussion and vocal sounds to respond to music.</p> <p>Children will select appropriate instruments to represent action and mood.</p> <p>Children will experiment with playing instruments in different ways.</p>	<p>Children will select and create short sequences of sound with voices or instruments to represent a given idea or character.</p> <p>Children will explore combining instrumental and vocal sounds within a given structure.</p> <p>Children will create simple melodies using a few notes.</p> <p>Children will choose dynamics, tempo and timbre for a piece of music.</p>	<p>Children will select and create longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.</p> <p>Children will successfully combine and layer several instrumental and vocal patterns within a given structure.</p>	<p>Children will compose a piece of music in a given style with voices and instruments.</p> <p>Children will combine melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).</p> <p>Children will use letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.</p>	<p>Children will compose a coherent piece of music in a given style with voices, bodies and instruments.</p> <p>Children will begin to improvise musically within a given style.</p> <p>Children will develop melodies using rhythmic variation, transposition, inversion, and looping.</p> <p>Children will create a piece of music with at least four different layers and a clear structure.</p>	<p>Children will compose a detailed piece of music from a given stimulus with voices, bodies and instruments.</p> <p>Children will learn to improvise coherently within a given style.</p> <p>Children will learn how to combine rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.</p> <p>Children will use staff notation to record rhythms and melodies.</p> <p>Children will select, discuss and refine musical choices both alone and with others, using musical vocabulary with confidence.</p> <p>Children will suggest and demonstrate improvements to own and others' work.</p>	<p>Children will improvise and creatively within a given style, incorporating given features.</p> <p>Children will compose a multi-layered piece of music from a given stimulus with voices, bodies and instruments.</p> <p>Children will compose an original song, incorporating lyrics, melody and the composition of accompanying features, within a given structure.</p> <p>Children will develop melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.</p> <p>Children will record their own composition using appropriate forms of notation and/or technology.</p> <p>Children will constructively critique their own and others' work, using musical vocabulary.</p>
History of Music				<p>Children will understand that music from different times has different features</p> <p>(also included in listening strand)</p>	<p>Children will recognise and discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary</p> <p>(also included in listening strand)</p>	<p>Children will be able to recognise and confidently discuss the stylistic features of different genres, styles and traditions of music and explain how these have developed over time</p> <p>(also included in listening strand)</p>	<p>Children will discuss musical eras in context, identifying how they have influenced each other, and discuss the impact of different composers on musical styles.</p> <p>(also included in the listening strand)</p>