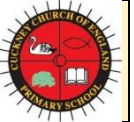
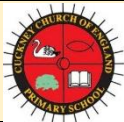


Music Curriculum Progression Map: HOLBECK 2025-26

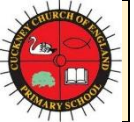


NC content	Foundation	Year 1
<p>Singing <i>Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes</i></p>	<p>Expressive arts and design: Being imaginative and expressive</p> <p>ELG: Invent, adapt and recount narratives and stories with peers and their teacher, sing a range of well know nursery rhymes and songs, perform songs, rhymes poems and stories with others and (when appropriate) try to move in time with music</p> <ul style="list-style-type: none"> • Explores using a variety of instruments & hears differences • Joins in with singing sessions, copying actions and repeating chorus' • Performs familiar songs & rhymes • Use music in role play/create on rhythms using a range of instruments • Movement in response to music • Musically acting out a narrative (xmas play) • Copies a simple beat • Makes up own simple beats • Explores making beats louder, quieter, quicker & slower • Music from around the world - different instruments from around the world • Sounds of Spring using a range of instruments • Movement in response to seasonal sounds/music 	<ul style="list-style-type: none"> • Make different sounds with voice • Follow instructions about when to play and sing
<p>Playing an instrument <i>Pupils should be taught to play tuned and untuned instruments musically</i></p>		<ul style="list-style-type: none"> • Use instruments to perform and choose sounds to represent different things
<p>Listening and appreciating <i>Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded music</i></p>		<ul style="list-style-type: none"> • Say whether they like or dislike a piece of music
<p>Create own music <i>Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music</i></p>		<ul style="list-style-type: none"> • Clap and repeat short rhythmic and melodic patterns • Make a sequence of sounds and respond to different moods in music

EDIB foci throughout the curriculum

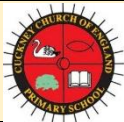


Music Curriculum Progression Map: SHERWOOD 2025-26

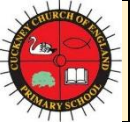


NC content	Year 2	Year 3
<p>2 - Singing <i>Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes</i></p> <p>3 - Performing <i>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i></p>	<ul style="list-style-type: none"> • Sing or clap increasing and decreasing • Perform simple patterns and accompaniments keeping a steady pulse 	<ul style="list-style-type: none"> • play clear notes on instruments and use different elements in composition
<p>2 - Playing an instrument <i>Pupils should be taught to play tuned and untuned instruments musically</i></p> <p>3 - Use and understand <i>use and understand staff and other musical notations</i></p>	<ul style="list-style-type: none"> • Play simple rhythmic patterns on an instrument 	<ul style="list-style-type: none"> • create repeated patterns with different instruments • improve my work; explaining how it has been improved
<p>2 - Listening and appreciating <i>Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded music</i></p> <p>3 - Listen <i>listen with attention to detail and recall sounds with increasing aural memory</i></p>	<ul style="list-style-type: none"> • Make connections between notations and musical sounds 	<ul style="list-style-type: none"> • listen carefully and recognise high and low phrases
<p>2 - Create own music <i>Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music</i></p> <p>3 - Compose <i>improvise and compose music for a range of purposes using the inter-related dimensions of music</i></p>	<ul style="list-style-type: none"> • Order sounds to create a beginning, middle and an end • Create music in response to different starting points 	<ul style="list-style-type: none"> • combine different sounds to create a specific mood or feeling
<p>3 - Appreciate <i>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i></p>	<ul style="list-style-type: none"> • use musical words to describe a piece of music and compositions • use musical words to describe what they like and do not like about a piece of music 	
<p>3 - History of music <i>develop an understanding of the history of music</i></p>	<ul style="list-style-type: none"> • recognise the work of at least one famous composer 	

EDIB foci throughout the curriculum

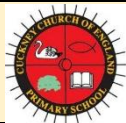


Music Curriculum Progression Map: LANGWITH 2025-26

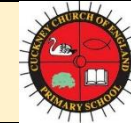


NC content	Year 4
Performing <i>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i>	<ul style="list-style-type: none">• sing songs from memory with accurate pitch (KS2 Productions/Young Voices)
Compose <i>improvise and compose music for a range of purposes using the inter-related dimensions of music</i>	<ul style="list-style-type: none">• use notation to record compositions in a small group or individually
Listen <i>listen with attention to detail and recall sounds with increasing aural memory</i>	<ul style="list-style-type: none">• explain why silence is often needed in music and explain what effect it has
Use and understand <i>use and understand staff and other musical notations</i>	<ul style="list-style-type: none">• use notation to record and interpret sequences of pitches
Appreciate <i>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i>	<ul style="list-style-type: none">• identify and describe the different purposes of music
History of music <i>develop an understanding of the history of music</i>	<ul style="list-style-type: none">• begin to identify the style of work of Beethoven, Mozart and Elgar

EDIB foci throughout the curriculum

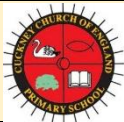


Music Curriculum Progression Map: WELBECK 2025-26



NC content	Year 5	Year 6
Performing <i>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i>	<ul style="list-style-type: none">• maintain own part whilst others are performing their part (KS2 Productions)	<ul style="list-style-type: none">• sing in harmony confidently and accurately• perform parts from memory• take the lead in a performance (KS2 Productions)
Compose <i>improvise and compose music for a range of purposes using the inter-related dimensions of music</i>	<ul style="list-style-type: none">• compose music which meets specific criteria• choose the most appropriate tempo for a piece of music	<ul style="list-style-type: none">• use a variety of different musical devices in composition (including melody, rhythms and chords).
Listen <i>listen with attention to detail and recall sounds with increasing aural memory</i>	<ul style="list-style-type: none">• repeat a phrase from the music after listening intently.	<ul style="list-style-type: none">• accurately recall a part of the music listened to.
Use and understand <i>use and understand staff and other musical notations</i>	<ul style="list-style-type: none">• use music diary to record aspects of the composition process	<ul style="list-style-type: none">• analyse features within different pieces of music
Appreciate <i>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i>	<ul style="list-style-type: none">• describe, compare and evaluate music using musical vocabulary• explain why they think music is successful or unsuccessful	<ul style="list-style-type: none">• evaluate how the venue, occasion and purpose affects the way a piece of music is created
History of music <i>develop an understanding of the history of music</i>	<ul style="list-style-type: none">• contrast the work of a famous composer with another and explain preferences	<ul style="list-style-type: none">• compare and contrast the impact that different composers from different times have had on people of that time

EDIB foci throughout the curriculum



Music Skills Progression



Key Area	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Performing	<p>Use their voice to speak/sing/chant</p> <p>Join in with singing</p> <p>Clap short rhythmic patterns</p> <p>Experiment with creating sounds with different instruments</p>	<p>Use their voice to speak/sing/chant</p> <p>Join in with singing</p> <p>Clap short rhythmic patterns</p> <p>Use instruments to perform a simple piece</p> <p>Respond to musical indications about when to play or sing</p> <p>Respond musically with increasing accuracy to a call (high/low, loud/soft, fast/slow) and keep a steady pulse</p>	<p>Follow the melody using their voice or an instrument</p> <p>Sing songs as an ensemble following the tune (melody) well</p> <p>Perform in an ensemble with instructions from the leader (e.g. hand signals to indicate pitch and duration of notes)</p> <p>Play simple rhythmic patterns on an instrument</p> <p>Sing/clap a pulse increasing or decreasing in tempo</p> <p>Have control when playing instruments</p> <p>Perform musical patterns keeping a steady pulse</p>	<p>Sing songs from memory with increasing expression, accuracy and fluency</p> <p>Maintain a simple part within an ensemble</p> <p>Modulate and control their voice when singing and pronounce the words clearly</p> <p>Play notes on tuned and un-tuned instruments with increasing clarity and accuracy</p> <p>Improvise (including call and response) within a group using the voice</p> <p>Collaborate</p>	<p>Perform a simple part of an ensemble rhythmically</p> <p>Sing songs from memory with increasing expression, accuracy and fluency</p> <p>Improvise using repeated patterns with increasing accuracy and fluency</p> <p>Recognise how the inter-related dimensions of music are used by composers to create different moods and effects</p>	<p>Sing and use their understanding of meaning to add expression</p> <p>Perform 'by ear' and from simple notations</p> <p>Improvise within a group using melodic and rhythmic phrases</p> <p>Recognise and use basic structural forms e.g. rounds, variations, rondo form</p> <p>Maintain their part whilst others are performing their part</p>	<p>Begin to sing a harmony part</p> <p>Begin to perform using notations</p> <p>Take the lead in a performance</p> <p>Take on a solo part</p> <p>Provide rhythmic support</p> <p>Perform parts from memory</p>

Composing	Make a range of sounds with their voice	Make a range of sounds with their voice	Order sounds to create a beginning, middle and end	Create repeated patterns using a range of instruments	Use notations to record and interpret sequences of pitches	To use standard notation	Recognise that different forms of notation serve different purposes
	Make a range of sounds with instruments	Make a range of sounds with instruments	Represent sounds pictorially with increasing relevance	Combine different sounds to create a specific mood or feeling	Use notations to record compositions in a small group or on their own	Use their notations to record groups of pitches (chords)	Combine groups of beats
	Represent sounds pictorially	Identify changes in sounds	Choose sounds to achieve an effect (including use of technology)	Understand how the use of tempo can provide contrast within a piece of music	Use notation in a performance	Choose the most appropriate tempo for a piece of music	Use a variety of different musical devices in their composition (e.g. melody, rhythms and chords)
		Tell the difference between long and short sounds	To compose short melodic patterns using two or three notes (tuned instruments/voice)	To read and write musical notation		Use technology to compose music which meets a specific criterion	
		Represent sounds pictorially	Create short, rhythmic patterns – sequences of long and short sounds	Effectively choose, order, combine and control sounds to create different textures			
		Make a sequence of sounds for a purpose	Be selective in the control used on an instrument in order to create an intended effect	Use silent beats for effect (rests)			
			Create their own symbols to represent sounds	Combine different inter-related dimensions of music (e.g. fast/slow, high/low, loud/soft) in their composition			
			Choose sounds to create an effect on the listener				

<p>Appraising</p>	<p>Say if they like or dislike a piece of music</p> <p>Identify and distinguish environmental sounds</p> <p>Describe the sounds (e.g. loud, quiet, high, low, fast, slow)</p> <p>Express how music makes them feel</p>	<p>Form an opinion to express how they feel about a piece of music</p> <p>Recognise repeated patterns</p> <p>Tell the difference between a fast and slow tempo, loud and quiet, and high and low sounds</p> <p>Hear the pulse in a piece music</p> <p>Tell the difference between loud and quiet sounds</p> <p>Describe how sounds are made and changed</p> <p>Respond to different moods in music and say how a piece of music makes them feel</p>	<p>Identify particular features when listening to music</p> <p>Begin to associate sounds they hear with instruments</p> <p>Independently identify the pulse in a piece of music and tap along</p> <p>Listen carefully to recall short rhythmic patterns</p> <p>Recognise changes in timbre, dynamics and pitch</p> <p>Recognise and name different instruments by sight</p> <p>Evaluate and improve their own work and give reasons</p>	<p>Use musical words (pitch, duration, dynamics, tempo) to describe and give their opinion on a piece of music</p> <p>Evaluate and improve their work, explaining how it has improved using a success criterion</p> <p>Know that music can be played or listened to for a variety of purposes (including different cultures and periods in history)</p> <p>Recognise a range of instruments by ear</p> <p>Internalise the pulse in a piece of music</p> <p>Identify the features within a piece of music</p>	<p>Explain why silence is used in a piece of music and say what effect it has</p> <p>Start to identify the character of a piece of music</p> <p>Describe and identify the different purposes of music</p> <p>Use musical words (pitch, duration, timbre, dynamics, tempo) to describe a piece of music and composition</p>	<p>Describe, compare and evaluate music using musical vocabulary</p> <p>Suggest improvements to their own or others' work</p> <p>Choose the most appropriate tempo for a piece of music</p> <p>Identify and begin to evaluate the features within different pieces of music</p> <p>Contrast the work of established composers and show preferences</p>	<p>Refine and improve their work</p> <p>Evaluate how the venue, occasion and purpose affects the way a piece of music is created</p> <p>Compare and contrast the impact that different composers from different times will have had on the people of the time</p> <p>Analyse features within different pieces of music</p>
<p>Listening</p>	<p>Listen with concentration</p> <p>Describe the sounds of instruments (e.g. scratchy sound, soft sound)</p>	<p>Respond to different moods of music, in different ways</p>	<p>Listen to simple inter-related dimensions of music</p> <p>Verbally recall what they have heard with simple vocabulary – loud, soft, high, low</p> <p>Begin to say what they like and dislike</p>	<p>Describe music using appropriate vocabulary</p> <p>To compare different kinds of music</p> <p>Recognise differences between music of</p>	<p>Describe what they hear using a wider range of musical vocabulary</p> <p>Understand the cultural and social meaning of lyrics</p>	<p>Describe, compare and evaluate different kinds of music using an appropriate and broad musical vocabulary</p>	<p>Evaluate differences in live and recorded performances</p> <p>Consider how one piece of music may be interpreted in different ways by different performers, sometimes according</p>

EDIB foci throughout the curriculum

	Describe changes in the music (e.g. fast and then slow) Compare pieces of music			different times and cultures	Appreciate harmonies, drone and ostinato Explore ways the way in which sounds are combined towards certain effects Understand the relationship between lyrics and melody	Analyse and compare features from a wide range of music Discern and distinguish layers of sound and understand their combined effect Recognise how the inter-related dimensions of music are used by composers to create different moods and effects	to venue and occasion
Vocabulary	<i>chant, fast, follow, high, instrument, low, loud, quiet (use instead of 'soft'), repeat, rhythm, sing, slow, song, sounds</i>	as EYFS plus: <i>beat, beater, cymbal, drum, high (sound), listen, loud, low (sound), perform, quiet, shaker, steady beat, tambourine, tempo, triangle, tune, voice</i>	as Year 1 plus: <i>accompany, body percussion, chime bar, chord, claves, compose, duration, ostinato, percussion, phrase, pitch, pulse, recorder, score, tuned percussion, un-tuned percussion, volume</i>	as Key Stage One plus: <i>names of orchestral instrument, accompaniment, call and response, castanets, composer, conductor, drone, duet, duration, dynamics, glockenspiel, lyrics, melodic phrase, melody, orchestra, orchestration, ostinato, round, scale, stepwise, movement, structure, theme, unison, woodblock, xylophone</i>	as Year 3 plus: <i>harmony, improvise, leaping (large interval between two notes), pentatonic</i>	as Year 4 plus: <i>accent, bass, notation, texture, timbre</i>	as Year 5 plus: <i>diction, interval, syncopation</i>