



King Athelstan Music Progression map

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening	0-3 YO Listen with increased attention to sounds. Turn towards familiar sounds. 3-4 YO Show awareness of sounds in the environment and in music. Respond to music in creative and imaginative ways.	Listen attentively and respond to what they hear with relevant questions, comments and actions	Recognise and respond to contrasting musical features through active listening. • identify whether music is fast/slow, loud/quiet and high/low • recognise changes in tempo and dynamics • respond physically to music through movement or drawing • talk about what they hear using musical vocabulary	Identify musical elements and begin comparing pieces of music. • compare tempo, rhythm and pitch within different pieces • identify instruments and voices • describe how music creates different moods • compare simple similarities and differences between pieces	Describe how musical elements are used to create character and structure. • identify dynamics, tempo, rhythm, texture and timbre • recognise simple musical structures such as verse and chorus • discuss music from different times and cultures • justify opinions using musical vocabulary	Analyse how composers and performers use musical elements for effect. • identify differing structures between genres • recognise instrumental families and ensemble types • explain how musical elements create atmosphere and emotion • compare music from a range of genres and traditions	Evaluate music by identifying stylistic features and compositional techniques. • recognise musical conventions within different genres • identify melody and accompaniment • discuss how historical and cultural contexts influence music • explain musical preferences using appropriate terminology	Analyse and evaluate music with increasing independence and understanding. • identify features of a wide range of musical styles and traditions • explain how composers develop musical ideas over time • compare performances using musical vocabulary • evaluate music critically, referring to structure, texture, harmony and expression
Singing	0-3 YO Join in with songs and rhymes, making some sounds. Sing a large repertoire of songs. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. 3-4 YO Remember and sing entire songs. Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.	To sing and begin to perform nursery rhymes To sing and perform in the class performance To join in and attend whole school singing assemblies	Sing simple songs with growing confidence and accuracy. • sing from memory using a clear singing voice • maintain a steady pulse when singing • start and finish together • follow simple performance instructions and pitch signals	Sing confidently with increasing pitch accuracy and expression. • sing a wider range of songs from memory • match pitch more consistently • sing with clear diction and appropriate dynamics • perform as part of a group with an awareness of the performers around them	Sing expressively while developing vocal technique. • sing in tune across an extended vocal range • maintain an independent part in simple rounds • demonstrate good posture and breathing • sing with expression and musical phrasing	Sing with confidence, control and awareness of ensemble performance. • maintain own vocal part within a group • sing songs in two parts where appropriate • demonstrate accurate pitching and rhythm • perform with appropriate dynamics and articulation	Perform increasingly challenging repertoire with accuracy and expression. • sing more accurately in two parts • demonstrate secure intonation and rhythmic accuracy • perform with stylistic awareness • communicate the meaning of lyrics through expressive singing	Perform confidently as an independent and responsive ensemble singer. • maintain harmony parts with confidence • demonstrate expressive phrasing and dynamic control • adapt vocal technique to different musical styles • perform with confidence, accuracy and musical maturity



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	Sing in a group or on their own, increasingly matching pitch. Develop control of voice when singing.							
Performing	0-3 YO Explore a range of sound-makers and instruments and play them in different ways. Play instruments with increasing control to express their feelings and ideas. 3-4 YO Explore how sounds can be changed (loud/quiet, fast/slow). Use a range of musical skills in combination (singing, playing, movement).	Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music. To begin to move in time to music. To learn dance routines	Perform simple rhythms and melodies using voices and instruments. • keep a steady pulse • play simple rhythmic patterns • follow a conductor or leader • perform short musical ideas with others	Perform increasingly accurate rhythmic and melodic patterns. • play tuned and untuned percussion appropriately • read simple graphic and standard notation • perform confidently as part of a class ensemble • begin to evaluate performances	Perform simple melodies using standard notation. • play notes accurately on classroom instruments • maintain an independent rhythmic part • rehearse to improve performances • demonstrate awareness of ensemble balance	Perform confidently on the ukulele as part of an ensemble. • play the chords C, F, G, Am, G7 and Dm accurately and fluently • change between known chords with increasing confidence and consistent tempo • accompany songs by singing while playing • perform as part of a class ensemble, maintaining a steady pulse and responding to others • demonstrate good playing technique, posture and instrument care	Perform with increasing technical control and musical expression • perform more complex rhythmic and melodic material with accuracy • perform chord and bass line accompaniment parts to support ensemble performances • maintain an independent part within an ensemble while listening to others • respond confidently to conducting gestures and musical direction • refine performances through rehearsal, listening and evaluation	Perform fluently and expressively as an independent ensemble musician • perform confidently from notation or memory with technical accuracy • perform melodic, chordal and bass line accompaniment parts independently • adapt accompaniment patterns appropriately to different musical styles • demonstrate musical expression through dynamics, articulation and phrasing • evaluate and improve performances using accurate musical terminology
Composing	0-3 YO Create their own songs, or improvise a song around one they know. 3-4 YO Experiment with rhythm and sound patterns.	To experiment with different instruments and their sounds To experiment with tuned and untuned instruments To create own compositions using tuned and untuned instruments	Create simple musical ideas using voices, instruments and sound. • explore and choose sounds for a purpose • create simple rhythmic and melodic patterns • improvise short musical responses	Compose short musical pieces with increasing control. • organise sounds into simple structures • combine rhythm and pitch • use simple notation to record ideas • improve compositions following feedback	Compose melodies and accompaniments within simple musical structures. • compose using pentatonic scales and simple rhythmic patterns • develop motifs and musical phrases • create accompaniments using chords or drones	Compose and accompany songs using the ukulele and recognised musical structures. • create simple chord sequences using the chords C, F, G, Am, G7 and Dm • experiment with different chord combinations to create contrasting moods	Compose music demonstrating stylistic understanding and creativity • compose using binary (AB) and ternary (ABA) forms • develop motifs into longer melodic ideas • compose using major and minor tonalities	Compose extended pieces demonstrating control of musical elements • compose using theme and variation and other recognised musical forms • use accompaniment, texture and structure purposefully to develop musical ideas • compose in a range of musical styles for



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	Select instruments for different effects in play or performance.		• represent ideas using pictures or symbols		• record compositions using standard or graphic notation	• compose short songs or accompaniments using repeating chord progressions • combine singing with ukulele accompaniment when performing original compositions	• use chords and accompaniment patterns appropriately to support melodies • use music technology to create, record and edit compositions	different purposes and audiences • refine compositions through evaluation, rehearsal and redrafting • use notation and technology to record, edit and present finished compositions
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