

Music Overview and Progression

Disciplinary Skills							
	Early years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening and Evaluating	<p>Pupils listen attentively to musical stimuli and respond through expressive movement and facial expressions. They begin to describe music in basic terms such as happy or sad.</p> <p>Through active listening, they show engagement by clapping or moving. They mimic musical actions and rhythms. Pupils also start showing preferences for certain music or sounds.</p> <p>Pupils will listen to music from a wide variety of cultures and historical periods.</p>	<p>Pupils listen to music with focused attention and begin to move in time with the beat.</p> <p>They express their opinions about music using simple descriptive language.</p> <p>Pupils discuss how music makes them feel and why. They begin to analyse music through movement and imitation.</p> <p>Pupils also learn to follow a teacher-led listening task with purpose.</p>	<p>Pupils develop confidence in using terms like loud, quiet, fast, and slow when describing music. They start to move more consistently in time with the beat.</p> <p>Pupils begin to explain how music makes them feel using basic reasoning.</p> <p>Pupils identify similarities and differences between pieces.</p> <p>Pupils participate in guided listening activities.</p>	<p>Pupils explain their preferences for pieces of music using simple musical vocabulary. They respond to musical structure through movement and gesture.</p> <p>Pupils participate in discussions about musical features and style. They compare different styles and start recognising their distinctive elements.</p> <p>Pupils listen for repeated patterns and can describe them.</p>	<p>Pupils use musical vocabulary to describe structure, style, and technique. They compare pieces and describe their emotional or narrative effects.</p> <p>Pupils begin to use graphic notation to represent musical features. They work in groups to discuss changes and effects in music.</p> <p>Pupils present their analysis using correct musical terms.</p>	<p>Pupils use precise musical vocabulary to discuss and compare musical works. They identify how musical elements combine to create overall impact.</p> <p>Pupils listen actively and critically to assess the purpose and effectiveness of music. They explore connections between music and other subjects such as history and art.</p> <p>Pupils begin preparing presentations of their musical analyses.</p>	<p>Pupils confidently lead discussions and presentations about music. They critique music using precise, subject-specific language.</p> <p>Pupils draw connections between music and broader historical, cultural, and artistic contexts. They explain how composers use musical elements for specific purposes.</p> <p>Pupils evaluate how performance context influences interpretation.</p>
Creating sound	<p>Pupils experiment with body percussion and classroom items to create different sounds. They learn to play loudly or softly based on instruction.</p> <p>Pupils follow guided explorations of sound-making. They begin to copy sound sequences created by peers or teachers.</p> <p>Creativity is encouraged through spontaneous sound-making in response to visual or narrative prompts.</p>	<p>Pupils use instruments creatively to produce effects that match images or stories. They begin to coordinate hand movements to create rhythmic patterns.</p> <p>Pupils follow the teacher's model to keep time. They explore how to change volume and speed when playing.</p> <p>Pupils also take turns in group playing exercises.</p>	<p>Pupils create expressive music to represent a theme or place. They follow the teacher's model to use instruments in time.</p> <p>Pupils explore the difference between soft and loud playing using a range of instruments. They develop ideas collaboratively through group improvisations.</p> <p>Pupils practise short musical sequences and repeat them with accuracy.</p>	<p>Pupils follow teacher demonstrations and instructions to create specific sounds. They apply feedback to adjust volume and expression.</p> <p>Pupils begin to think critically about how they hold and play instruments. They collaborate to create cohesive soundscapes.</p> <p>Pupils use instruments in increasingly expressive ways during composition tasks.</p>	<p>Pupils use a variety of dynamics, timbre, and articulation in performance. They apply teacher feedback to improve sound quality.</p> <p>Pupils begin exploring how to notate structure and performance instructions. They perform collaboratively to create expressive musical results.</p> <p>Pupils use movement to interpret and explore dynamics and tempo.</p>	<p>Pupils develop and notate musical ideas using appropriate symbols and software. They work with increased independence and responsibility.</p> <p>Pupils rehearse and revise musical content for clarity and expression. They manage their instrumental parts in group settings.</p> <p>Pupils use structured feedback to refine performance and composition.</p>	<p>Pupils manage longer-term projects from planning to performance. They use peer and teacher feedback effectively.</p> <p>Pupils work flexibly between group and solo roles. They refine musical material through structured rehearsal.</p> <p>Pupils document creative processes using notation, audio, or visual methods.</p>
Notation	<p>Children look at visual cues and follow them to make sounds. They relate their position on a page to pitch.</p> <p>Pupils begin associating shapes or positions with certain musical characteristics. They explore line drawings as a tool for planning their sounds.</p> <p>Simple rhythm symbols like dots or lines may be introduced for play.</p>	<p>Pupils follow visual scores created by the teacher or class. They match sounds to symbols with increasing accuracy.</p> <p>Children explore simple graphic scores. They begin to recognise rhythmic durations such as one beat (crotchet).</p> <p>They practise aligning playing with visual cues.</p>	<p>Pupils follow simplified notation with improved accuracy. They read, clap, and play patterns using basic rhythm symbols (e.g., crotchets and rests).</p> <p>Pupils compose short rhythmic phrases using notation. They begin to recognise and interpret pitch changes visually.</p> <p>Pupils explore graphic scores to represent changes in music.</p>	<p>Pupils read and perform from basic staff notation. They create simple notated scores of their compositions.</p> <p>Pupils use graphic symbols alongside formal notation. They label musical elements in their compositions.</p> <p>Pupils explore the connection between sound and written score.</p>	<p>Pupils interpret staff notation in performance tasks. They annotate scores to support expressive performance.</p> <p>Pupils combine formal and graphic notation for more complex pieces. They rehearse compositions from their own scores.</p> <p>Pupils develop fluency in reading and writing musical symbols.</p>	<p>Pupils follow and interpret multi-part scores with increasing independence. They prepare written scores for others to perform.</p> <p>Pupils annotate scores to support rehearsal and performance. They explore how notation communicates musical intention.</p> <p>Pupils combine traditional and creative forms of notation to express musical ideas.</p>	<p>Pupils transcribe their musical ideas using appropriate notation. They combine digital and handwritten elements in their scores.</p> <p>Pupils edit and revise notation based on rehearsal outcomes. They apply theoretical knowledge to improve clarity and accuracy.</p> <p>Pupils present scores for peer and external performances.</p>

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Improvising and composing	<p>Pupils improvise sounds in response to physical stimuli like artwork or natural sounds. They engage in collaborative sound play with others.</p> <p>They explore question-and-answer musical phrases informally.</p> <p>Pupils imitate and develop teacher-led improvisations. They begin to recognise patterns in their own creations.</p>	<p>Pupils improvise with untuned percussion instruments. They explore variations in rhythm and pitch through voice and sound effects.</p> <p>Children respond to visual prompts with spontaneous musical ideas.</p> <p>Pupils build confidence in creating short musical phrases. They use trial and error to adapt and refine their improvisations.</p>	<p>Pupils participate in group-based compositions. They create and adapt rhythmic patterns collaboratively.</p> <p>Pupils explore how different instrument sounds can be combined. They are guided to use contrasting dynamics or pitch.</p> <p>They begin to make conscious choices in composition to suit purpose.</p>	<p>Pupils experiment with different ideas before settling on a composition. They begin to evaluate their own work and make improvements.</p> <p>Pupils follow prompts and criteria to compose in a style (e.g., Battle Song). They work in pairs or groups to organise and layer sounds.</p> <p>Pupils use rehearsal to refine their compositions.</p>	<p>Pupils improvise musically in a given style using classroom instruments. They develop melodies using loops and transpositions.</p> <p>Pupils review and refine their ideas based on group discussion. They consider the purpose of their composition and adjust accordingly.</p> <p>Pupils prepare their work for performance and presentation.</p>	<p>Pupils experiment and improvise using a wide pitch and rhythm range. They work collaboratively to shape compositions with cohesion and form.</p> <p>Pupils use digital tools for editing and presentation. They reflect critically on their creative choices.</p> <p>Pupils present compositions to peers and evaluate their impact.</p>	<p>Pupils explore and experiment using a range of compositional techniques. They respond to musical briefs and evaluate how well they've achieved their intentions.</p> <p>Pupils adjust musical material based on feedback and reflection. They use music technology for editing and presentation.</p> <p>Pupils confidently share their music and discuss its impact.</p>
Performing - singing and playing	<p>Children perform in informal group settings using basic singing and body percussion. They start following a lead (teacher or recorded music).</p> <p>Pupils use movement to enhance their performance expression. They show enjoyment in performance, which encourages further engagement.</p> <p>Performing becomes a shared experience with peers.</p>	<p>Pupils perform simple pieces following teacher direction. They learn how to maintain a steady beat while singing or playing.</p> <p>Children use actions and movement as part of their performances. They become aware of their posture and presentation.</p> <p>Pupils begin to evaluate their own and others' performances positively.</p>	<p>Pupils prepare and perform songs and instrumental pieces for an audience. They become more comfortable maintaining steady beats.</p> <p>Pupils respond to visual cues such as hand signals or gesture. They reflect on their role in a performance.</p> <p>Pupils demonstrate understanding of performance etiquette, such as facing the audience and remaining still when not playing.</p>	<p>Pupils rehearse and perform in groups, focusing on timing and coordination. They begin to respond to visual cues from a conductor or teacher.</p> <p>Pupils use dynamic markings and expression during performance. They reflect on performance success and areas for improvement.</p> <p>Pupils begin leading simple sections of group performances.</p>	<p>Pupils practise playing in time with others and following visual cues. They adjust their dynamics and articulation during rehearsals.</p> <p>Pupils reflect on how to make their performances more expressive. They follow a conductor to maintain ensemble unity.</p> <p>Pupils maintain stage presence throughout group performances.</p>	<p>Pupils rehearse independently and in groups. They follow conducting cues and peer leadership.</p> <p>Pupils adjust their performance to suit musical style and purpose. They participate in formal and informal sharing of music.</p> <p>Pupils reflect on performance quality using a shared vocabulary.</p>	<p>Pupils lead or coordinate group performances. They take on specialist roles (e.g. harmony, percussion leader).</p> <p>Pupils evaluate performance using technical and expressive criteria. They prepare for performances through organised rehearsal schedules.</p> <p>Pupils model professionalism in presentation and behaviour.</p>

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Substantive Knowledge							
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Listening and Evaluating	<p>Children begin to understand contrasts in pitch (high and low) and volume (loud and quiet).</p> <p>They are introduced to music through listening to simple songs and sounds from their environment. They start to recognise emotional responses elicited by music.</p> <p>Basic tempo and pulse recognition begins to emerge. They also develop awareness of different instrumental sounds and textures.</p>	<p>Pupils learn to describe music using terms such as fast/slow, loud/quiet, and high/low. They recognise simple patterns and repetition in rhythm and pitch.</p> <p>Children begin to develop awareness of how music affects emotions and mood. They identify basic instruments and associate sounds with experiences.</p> <p>Exposure to varied styles begins to build a foundation for genre recognition.</p>	<p>Pupils learn to identify common instruments and their timbres. They begin to understand the use of repetition in music through rhythm and pitch.</p> <p>Children are introduced to the concepts of tempo and dynamics in more nuanced ways. They learn that music can be described and analysed.</p> <p>They explore music from a variety of cultures and historical periods.</p>	<p>Pupils explore music from different genres such as Indian and Classical. They learn to identify motifs and recognise metre in a piece.</p> <p>They begin to understand that music from different cultures has distinct characteristics.</p> <p>Pupils also describe musical elements such as timbre, texture, and tempo changes. They begin using terms like crescendo and decrescendo when listening.</p>	<p>Pupils explore Jazz, Swing, and music from other traditions. They identify stylistic features such as syncopation and instrumental texture.</p> <p>Pupils describe how musical features change across a piece. They learn to identify repeated motifs and gradual tempo changes.</p> <p>Pupils explore the purpose and emotional impact of music.</p>	<p>Pupils study more complex genres such as Blues and Musical Theatre. They analyse how composers use dynamics, structure, and instrumentation for emotional effect.</p> <p>Pupils identify features shared across genres and trace their historical development.</p> <p>They learn to describe how music reflects cultural and social context. Vocabulary expands to include terms like ostinato and syncopation.</p>	<p>Pupils consolidate knowledge of genres, composers, and musical eras. They evaluate how musical styles have evolved and influenced each other.</p> <p>Pupils relate music to wider cultural movements, including links to film, art, and dance. They recognise advanced musical elements such as syncopation, dissonance, and modulation.</p> <p>Pupils understand the role of music in performance, storytelling, and ritual.</p>
Creating sound	<p>Children explore sounds using everyday objects and untuned instruments. They investigate different ways to create sounds through tapping, shaking, or scraping.</p> <p>There's an emphasis on sensory exploration and imaginative responses.</p> <p>Pupils begin to understand that instruments can create different effects. They also experience cause and effect by altering how instruments are played.</p>	<p>Pupils explore making sound with classroom instruments (tuned and untuned).</p> <p>They investigate how the way an instrument is held affects its sound. They begin to use instruments to follow a simple beat.</p> <p>Sound is used expressively to support storytelling or drama. Pupils develop awareness of pitch through experimentation.</p>	<p>Children explore playing different instruments and using varied force to affect sound. They begin to understand how dynamics can change based on how instruments are played.</p> <p>They experiment with the creation of soundscapes using expressive choices.</p> <p>Pupils develop increased control over hand-eye coordination while playing. They are introduced to producing pitch changes on simple tuned instruments</p>	<p>Pupils develop greater awareness of instrumental technique and sound quality. They learn to play in time using both tuned and untuned instruments.</p> <p>Pupils explore how to adjust playing technique to influence dynamics and pitch. They begin to use both hands with more control and accuracy.</p> <p>Pupils continue developing body coordination during performance and exploration.</p>	<p>Pupils refine their instrumental playing technique and control. They learn to interpret performance directions like forte and piano.</p> <p>Pupils explore the organisation of music using visual aids. They continue developing skills in playing pitched instruments.</p> <p>Pupils gain fluency in coordinating both hands for performance.</p>	<p>Pupils enhance control over tuned and untuned instruments. They explore chord progressions and learn to perform simple harmonic accompaniments.</p> <p>Pupils refine sound combinations and dynamics in group work. They experiment with contrasting textures and instrumental layering.</p> <p>Pupils deepen understanding of musical structure through longer compositions.</p>	<p>Pupils create detailed and expressive musical works across different media. They manipulate dynamics, pitch, timbre, and structure for effect.</p> <p>Pupils arrange music using layers and contrasting sections. They create music that conveys narrative or emotion.</p> <p>Pupils consider how instrumentation affects meaning and expression.</p>
Notation	<p>Pupils become aware of how symbols or images can represent sound. They begin to explore high and low sounds visually using pictorial representation.</p> <p>Simple mark-making may be used to represent musical elements. They recognise patterns in sound visually.</p> <p>No formal notation is introduced, but the foundation for visual representation is laid.</p>	<p>Pupils explore how to visually represent pitch and rhythm. They learn that notation is read from left to right.</p> <p>Pictures or symbols are used to show different sounds or actions. They are introduced to the concept that higher placement = higher pitch.</p> <p>Simple beats are represented using icons or object notation.</p>	<p>Pupils use symbols to represent different durations in rhythm. They start to match rhythm symbols with spoken chants or musical sounds.</p> <p>Introduction to simplified staves supports pitch recognition. They build on left-to-right reading.</p> <p>Pupils begin to differentiate between beat and rhythm through notation.</p>	<p>Pupils are introduced to basic staff notation and its structure. They identify notes on lines and spaces.</p> <p>Pupils use rhythmic and pitch notation to record their musical ideas. They learn about note values such as crotchets, quavers, and minims.</p> <p>Pupils match written notation to sound in short examples.</p>	<p>Pupils use staff notation to write short melodies and rhythms. They identify musical symbols and understand their functions.</p> <p>Pupils learn to place notes correctly on the staff. They explore combining pitch and rhythm notation.</p> <p>Pupils create notated versions of short compositions.</p>	<p>Pupils use staff notation fluently to read, write, and perform rhythms and melodies. They identify time signatures and key signatures in simple pieces.</p> <p>Pupils understand and use musical terms such as tempo markings and dynamic instructions. They compose using notation that reflects structure and performance directions.</p> <p>Pupils are introduced to Roman numerals for chord analysis.</p>	<p>Pupils confidently read and write extended pieces in staff notation. They use formal musical symbols, including articulation, phrasing and dynamics.</p> <p>Pupils analyse and interpret musical scores. They prepare written music for ensemble performance.</p> <p>Pupils use music software to present compositions and arrangements.</p>

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Improvising and composing	<p>Children are encouraged to explore sound to express ideas and feelings. They begin to copy and then create their own simple rhythmic or melodic patterns.</p> <p>Sound becomes a form of storytelling or narrative.</p> <p>Pupils use instruments to mimic sounds from nature or everyday life. They begin to organise sound play into beginning-middle-end forms.</p>	<p>Children begin to make purposeful choices in sound-making. They explore improvisation by responding to a stimulus, such as a picture or object.</p> <p>They use instruments or voices to ask and answer musical questions.</p> <p>Pupils begin creating simple compositions using selected sounds. They start to consider dynamics and tempo when composing.</p>	<p>Pupils learn to select appropriate sounds to represent objects, animals, or events. They explore how changing tempo or dynamics affects musical meaning.</p> <p>Pupils use a variety of instruments to create mood and character. They experiment with sound layering.</p> <p>They start to sequence sounds in a logical and expressive way.</p>	<p>Pupils begin to improvise short melodies within a given style using their voice. They also use classroom instruments to explore musical responses.</p> <p>Pupils compose short, structured pieces using a theme or motif. They begin using basic musical forms in their compositions.</p> <p>Pupils learn to combine rhythm and melody in structured improvisation.</p>	<p>Pupils compose coherent music using voices and instruments in styles such as Indian Classical or Jazz. They explore rhythmic variation and layering.</p> <p>Pupils use motifs and structural devices such as call and response. They refine ideas to produce more structured compositions.</p> <p>Pupils begin using digital tools or scores to represent their work.</p>	<p>Pupils explore composition using musical devices like inversion, augmentation, and sequence. They structure compositions clearly and begin incorporating multiple interrelated dimensions.</p> <p>Pupils create extended pieces in response to visual, narrative, or musical stimuli. They develop songs, using lyrics and melody with logical phrasing.</p> <p>Pupils incorporate harmony or counter melody in ensemble compositions.</p>	<p>Pupils compose original songs including lyrics, melodies, and accompaniment. They develop longer-form compositions using musical form (e.g. ternary, rondo).</p> <p>Pupils compose with increasing independence and attention to musical detail. They demonstrate fluency in using structure and thematic development.</p> <p>Pupils incorporate interrelated dimensions in a cohesive way.</p>
Performing - singing and playing	<p>Pupils sing rhymes and chants from memory. They develop the ability to sing in groups or solo with increasing confidence.</p> <p>Their physical positioning (e.g. posture) begins to align with performance expectations.</p> <p>Pupils explore beat through clapping and movement. They also experiment with their singing and speaking voices.</p>	<p>Pupils sing known songs from memory and follow melody and rhythm with growing accuracy. They develop control of their singing voice and begin to use simple dynamics.</p> <p>Songs are sung both independently and as part of a group.</p> <p>They begin to use instruments to accompany songs or chants. Physical coordination supports their instrumental performance.</p>	<p>Pupils develop ensemble awareness while performing simple group pieces. They learn to start and stop at appropriate times with a leader.</p> <p>Children continue improving vocal control and technique.</p> <p>Pupils develop greater accuracy when playing rhythmic patterns. They explore performing with varying dynamics and tempi.</p>	<p>Pupils sing with more control and accuracy, demonstrating awareness of pitch and phrasing. They begin to perform with expression, adjusting volume and tempo.</p> <p>Pupils play melody and rhythm parts with improving fluency. They are introduced to basic ensemble performance.</p> <p>Pupils understand the importance of posture and stage presence.</p>	<p>Pupils perform in ensembles with improved timing and coordination. They sing longer phrases with breath control and accuracy.</p> <p>Pupils demonstrate a developing sense of musical expression. They respond to subtle tempo and dynamic shifts.</p> <p>Pupils increase fluency in playing both melodic and rhythmic parts.</p>	<p>Pupils sing in two or more parts and explore complex rhythmic patterns. They demonstrate control of pitch, phrasing, dynamics, and timbre.</p> <p>Pupils play from notation and memory with fluency and accuracy. They perform music with expressive intention and adjust based on audience or venue.</p> <p>Pupils understand how to lead and follow in ensemble settings.</p>	<p>Pupils perform confidently in solos, duets, and ensembles. They adjust performance elements based on context and audience.</p> <p>Pupils follow conductor cues with precision. They maintain musical continuity and expression throughout complex pieces.</p> <p>Pupils reflect artistic intent in their musical delivery.</p>