

## Music Progression Map 2023-2024

| Development Matters and National Curriculum aims  | Birth to 3-year-old  | Nursery (3-year-old to 4-year-old)  | Reception (4-year-old to 5-Year-old)   | Key Stage 1 (year 1 and year 2)  | Lower Key Stage 2 (year 3 and year 4)   |
|---|--|---|--|--|---|
| <p><b><u>Birth to 3-year-old</u></b><br/>Join in with songs and rhymes, making some sounds.</p> <p>Make rhythmical and repetitive sounds.</p> <p>Explore a range of sound makers and instruments and play them in different ways.</p> <p><b><u>Nursery</u></b><br/>Play instruments with increasing control to express their feelings and ideas.</p> <p><b><u>Reception</u></b><br/>Explore and engage in music making and dance, performing solo or in groups.</p> | <ul style="list-style-type: none"> <li>Introduce children to songs, including songs to go with routines.<br/>Suggestion: when washing hands, sing "This is the ways we wash our hands...".</li> <li>Provide children with instruments and with 'found objects'.<br/>Suggestions: tapping a bottle onto the table or running a twig along a fence.</li> <li>Encourage children to experiment with different ways of playing instruments.</li> </ul> | <ul style="list-style-type: none"> <li>Offer children a wide range of different instruments, from a range of cultures. This might also include electronic keyboards and musical apps on tablets.</li> <li>Encourage children to experiment with different ways of playing instruments.</li> <li>Listen carefully to their music making and value it.<br/>Suggestion: record children's pieces, play the pieces back to the children and include them in your</li> </ul> | <ul style="list-style-type: none"> <li>Notice and encourage children to keep a steady beat, this may be whilst singing and tapping their knees, dancing to music, or making their own music with instruments and sound makers.</li> <li>Play movement and listening games that use different sounds for different movements.<br/>Suggestions: march to the sound of the drum or creep to the sound of the maraca.</li> <li>Model how to tap rhythms to accompany words, such as tapping the</li> </ul> | <ul style="list-style-type: none"> <li>To find their singing voice and use their voices confidently.</li> <li>Sing a melody accurately at their own pitch.</li> <li>Sing with a sense of awareness of pulse and control of rhythm.</li> <li>Recognise phrase lengths and know when to breathe. Sing songs expressively.</li> <li>Follow pitch movements with their hands and use high, low and middle voices.</li> <li>Begin to sing with control of pitch (e.g. following the shape of the melody).</li> <li>Sing with an awareness of other performers.</li> </ul> | <ul style="list-style-type: none"> <li>Sing with confidence using a wider vocal range.</li> <li>Sing in tune.</li> <li>Sing with awareness of pulse and control of rhythm.</li> <li>Recognise simple structures. (Phrases).</li> <li>Sing expressively with awareness and control at the expressive elements. E.g. timbre, tempo, dynamics.</li> <li>Sing songs and create different vocal effects.</li> <li>Understand how mouth shapes can affect voice sounds.</li> <li>Internalise sounds by singing parts of a song 'in their heads.'</li> </ul> |

|   |  |   |   |  |  |
|---|--|---|---|--|--|
| <p><b><u>Key stage 1</u></b><br/>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p><b><u>Key stage 2</u></b><br/>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> |  | <p>repertoire of music played in the setting.</p> | <p>syllables of names, objects, animals and the lyrics of a song.</p> <ul style="list-style-type: none"> <li>• Play music with a pulse for children to move in time with and encourage them to respond to changes: they could jump when the music suddenly becomes louder, for example.</li> <li>• Encourage children to create their own music. Encourage children to replicate choreographed dances, such as pop songs and traditional dances from around the world. Encourage children to choreograph their own dance moves, using some of the steps and techniques they have learnt.</li> </ul> |  |  |
|---|--|---|---|--|--|

|  |  |  |   |  |   |
|--|--|--|---|--|---|
| <p><b><u>Birth to 3-year-old</u></b><br/>Show attention to sounds and music.</p> <p>Respond emotionally and physically to music when it changes.</p> <p><b><u>Nursery</u></b><br/>Listen with increased attention to sounds.</p> <p><b><u>Reception</u></b><br/>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p><b><u>Key Stage 1</u></b><br/>Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p><b><u>Key stage 2</u></b><br/>Listen with attention to detail and recall sounds with increasing aural memory.</p> | <ul style="list-style-type: none"> <li>• Babies are born ready to enjoy and make music from birth.</li> <li>• Stimulate their enjoyment of music through singing and playing musical and singing games which are attuned to the baby.</li> </ul> | <ul style="list-style-type: none"> <li>• Help children to develop their listening skills through a range of active listening activities.</li> <li>• Notice 'how' children listen well, for example: listening whilst painting or drawing, or whilst moving.</li> </ul> | <ul style="list-style-type: none"> <li>• Give children an insight into new musical worlds.</li> <li>• Introduce them to different kinds of music from across the globe, including traditional and folk music from Britain.</li> <li>• Invite musicians in to play music to children and talk about it.</li> <li>• Encourage children to listen attentively to music.</li> <li>• Discuss changes and patterns as a piece of music develops.</li> </ul> | <ul style="list-style-type: none"> <li>• Recall and remember short songs and sequences and patterns of sounds.</li> <li>• Respond physically when performing, composing and appraising music.</li> <li>• Identify different sound sources.</li> <li>• Identify well-defined musical features.</li> </ul> | <ul style="list-style-type: none"> <li>• Identify melodic phrases and play them by ear.</li> <li>• Create sequences of movements in response to sounds.</li> <li>• Explore and chose different movements to describe animals.</li> <li>• Demonstrate the ability to recognise the use of structure and expressive elements through dance.</li> <li>• Identify phrases that could be used as an introduction, interlude and ending.</li> </ul> |
| <p><b><u>Birth to 3-year-old</u></b><br/>Move and dance to music.</p> <p>Anticipate phrases and actions in rhymes and songs, like 'Peepo'.</p>   | <ul style="list-style-type: none"> <li>• Provide babies, toddlers and young children with a range of different types of singing, sounds and music</li> </ul>   | <ul style="list-style-type: none"> <li>• Play, share and perform a wide variety of music and songs from different cultures and</li> </ul>  | <ul style="list-style-type: none"> <li>• Offer opportunities for children to go to a live performance, such as a pantomime,</li> </ul>  | <ul style="list-style-type: none"> <li>• Identify the pulse in different pieces of music.</li> <li>• Identify the pulse and join in getting faster and slower together.</li> </ul>   | <ul style="list-style-type: none"> <li>• Recognise rhythmic patterns.</li> <li>• Perform a repeated pattern to a steady pulse.</li> </ul>   |

|   |  |  |  |   |   |
|---|--|--|--|---|---|
| <p>Explore their voices and enjoy making sounds.</p> <p><b><u>Nursery</u></b><br/>Respond to what they have heard, expressing their thoughts and feelings.</p> <p><b><u>Reception</u></b><br/>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p><b><u>Key Stage 1</u></b><br/>Play tuned and untuned instruments musically.</p> <p><b><u>Key Stage 2</u></b><br/>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> | <p>from diverse cultures.</p> <ul style="list-style-type: none"> <li>• Music and singing can be live as well as pre-recorded. Play and perform music with different: dynamics (loud/quiet), tempo (fast/slow), pitch (high/low), rhythms (pattern of sound)</li> </ul> | <p>historical periods.</p> <ul style="list-style-type: none"> <li>• Play sound-matching games.</li> </ul>  | <p>play, music or dance performance.</p> <ul style="list-style-type: none"> <li>• Provide related costumes and props for children to incorporate into their pretend play.</li> </ul>                         | <ul style="list-style-type: none"> <li>• Identify long and short sounds in music.</li> <li>• Perform a rhythm to a given pulse.</li> <li>• Begin to internalise and create rhythmic patterns.</li> <li>• Accompany a chant or song by clapping or playing the pulse or rhythm.</li> </ul> | <ul style="list-style-type: none"> <li>• Identify and recall rhythmic and melodic patterns.</li> <li>• Identify repeated patterns used in a variety of music. (Ostinato).</li> </ul>    |
| <p><b><u>Birth to 3-Year-Old</u></b><br/>Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.</p> <p><b><u>Nursery</u></b><br/>Remember and sing entire songs.</p>  | <ul style="list-style-type: none"> <li>• Introduce children to a broad selection of action songs from different cultures and languages.</li> <li>• Sing songs regularly so that children learn</li> </ul>  | <ul style="list-style-type: none"> <li>• When teaching songs to children be aware of your own pitch (high/low). Children's voices are higher than adult voices.</li> </ul> | <ul style="list-style-type: none"> <li>• Play pitch-matching games, humming or singing short phrases for children to copy.</li> <li>• Use songs with and without words - children may pitch match</li> </ul> | <ul style="list-style-type: none"> <li>• To explore different sound sources.</li> <li>• Make sounds and recognise how they can give a message.</li> <li>• Identify and name classroom instruments.</li> </ul>   | <ul style="list-style-type: none"> <li>• Identify ways sounds are used to accompany a song.</li> <li>• Analyse and comment on how sounds are used to create different moods.</li> </ul> |

|   |   |  |  |  |   |
|---|---|--|--|--|---|
| <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Create their own songs or improvise a song around one they know.</p> <p><b><u>Reception</u></b><br/>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p><b><u>Key stage 1</u></b><br/>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> | <p>the words, melody and actions off by heart.</p> <ul style="list-style-type: none"> <li>Encourage children to accompany action songs. They can do this with their own movements or by playing instruments.</li> </ul> | <ul style="list-style-type: none"> <li>When supporting children to develop their singing voice use a limited pitch range. For example, 'Rain rain' uses a smaller pitch (high/low) range than many traditional nursery rhymes.</li> <li>Children's singing voices and their ability to control them is developing.</li> <li>Encourage them to use their 'singing' voice: when asked to sing loudly, children often shout.</li> <li>Sing slowly, so that children clearly hear the words and the melody of the song.</li> </ul> | <p>more easily with sounds like 'ba'.</p> <ul style="list-style-type: none"> <li>Sing call-and-response songs, so that children can echo phrases of songs you sing.</li> <li>Introduce new songs gradually and repeat them regularly.</li> <li>Sing slowly, so that children can listen to the words and the melody of the song</li> </ul> | <ul style="list-style-type: none"> <li>Create and chose sounds in response to a given stimulus.</li> <li>Identify how sounds can be changed.</li> <li>Change sounds to reflect different stimuli.</li> </ul> | <ul style="list-style-type: none"> <li>Explore and perform different types of accompaniments.</li> <li>Explore and select different melodic patterns.</li> <li>Recognise and explore different combinations of pitch sounds.</li> </ul> |
|---|---|--|--|--|---|

|   |  |  |  |  |  |
|---|--|--|--|--|--|
| <p><b><u>Key stage 2</u></b><br/>Sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> |  | <ul style="list-style-type: none"> <li>• Use songs with and without words - children may pitch-match more easily without words.</li> <li>• Try using one-syllable sounds such as 'ba'.</li> <li>• Clap or tap to the pulse of songs or music and encourage children to do this.</li> </ul> |  |  |  |
|---|--|--|--|--|--|