Beam County Primary School: Progression Map Subject: Music

Key concepts

Singing

Listening

Composing Performing/Instrumental Performance

EYFS	End Points EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	End Points KS2
Listen and respond to different styles of recorded and live music. Move expressively to music, exploring tempo (fast/slow) and dynamics (loud/soft). Begin identifying simple musical patterns. Engage with live performances	1.Listen and respond to instructions and different musical styles, paying attention to particular sounds.	Listening should inclue of the stories, origins, and social context of t Listening to recorded be complemented by experience live music	traditions, history he music. performances should opportunities to	Develop an understanding of different genres such as Baroque, Romantic, Funk, and 21st Century music. Listen to recorded music, understanding the context and traditions behind each genre.	Broaden listening to include Classical, Early Music, Jazz, Blues, and world music. Explore how music relates to historical, social, and cultural contexts.	Listen to a range of 20th and 21st- century music, including Classical, 80s/90s Pop and Disco.	Talk about the music and how it makes you feel, using musical language to describe the music.	1 Listen and appraise a range of music from throughout history, using precise musical language and identifying particular stylistic indicators.

NC Alignment

Early Learning Areas

C&L: Engaging children actively in rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts.

Literacy: Enjoy rhymes, poems and songs together.

UTW: Listening to a broad selection rhymes and poems will foster their understanding of our culturally diverse world.

<u>KS1</u>

Listen with concentration and understanding to a range of high-quality live and recorded music

<u>KS2</u>

Listen with attention to detail and recall sounds with increasing aural memory

Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music

Develop an understand	ng of the history of music.						
Sing simple,	2.Sing a range	Sing simple songs,	Sing songs with a	Sing a widening range	Sing songs with a pitch	Focus on ensemble performance, with an	2 Use their
familiar songs,	of well-known	chants, and rhymes	wider pitch range	of unison songs of	range of an octave (do-	emphasis on melody accompaniment,	voices to sing
rhymes, and	nursery rhymes	from memory, using	(do-so) and	varying styles and	do), demonstrating	phrasing, accurate pitching, and appropriate	fluently after
chants collectively	and songs.	a small pitch range	improved vocal	structures, with a pitch	vocal control and	style.	musical warm
and in small	J	(mi-sol).	control.	range of do-sol.	expression.		ups and games,
groups.							demonstrating
Destining to be set.		Develop confidence	Demonstrate	Perform action songs	Begin to introduce		control,
Participate in call-		through collective	dynamics	confidently and in	simple vocal harmony		·
and-response		singing and call-and-	(loud/quiet) and	time, incorporating	and small and large		expression and
songs to develop		response songs.	tempo (fast/slow)	movement.	leaps in melody.		accuracy.
pitch-matching and			through visual and				
listening skills.			verbal cues.				



		1					
			Walk, move, or clap a	To listen to the group			
Engage in			steady beat with	when singing.			
movement and			others, adjusting the	5 5			
action songs to			speed as the tempo of				
internalise pulse			the music changes.				
			the music changes.				
and rhythm.							
De able te terrard							
Be able to tap out							
simple repeated							
rhythms.							
Explore and							
experiment with							
changing sounds							
using voice and							
instruments.							
Explore pitch (high							
and low sounds)							
through singing							
and instrument							
play.							
NC Alignment							
Early Learning Areas	<i></i>	ems, and then providing them with extensive opportuni					
CXI - Engaging children	actively in rhymes and bog	ems, and then providing them with extensive opportuni	ties to lise and embed new wi				
				orus in a range or contexts.			
PD: Gross and fine moto	or experiences develop inc	rementally throughout early childhood, starting with se		ords in a range of contexts.			
	or experiences develop inc			ords in a range of contexts.			
PD: Gross and fine moto EA&D: Explore a wide ra	or experiences develop inc			olds in a lange of contexts.			
PD: Gross and fine moto EA&D: Explore a wide ra	or experiences develop inc ange of media	rementally throughout early childhood, starting with se		orus in a range of contexts.			
PD: Gross and fine moto EA&D: Explore a wide ra	or experiences develop inc ange of media						
PD: Gross and fine moto EA&D: Explore a wide ra KS1 Use their voices express KS2	or experiences develop inc ange of media sively and creatively by sin	rementally throughout early childhood, starting with se	nsory explorations	-			
PD: Gross and fine moto EA&D: Explore a wide ra KS1 Use their voices express KS2	or experiences develop inc ange of media sively and creatively by sin	rementally throughout early childhood, starting with se	nsory explorations	-			
PD: Gross and fine moto EA&D: Explore a wide ra KS1 Use their voices express KS2	or experiences develop inc ange of media sively and creatively by sin o and ensemble contexts, u	rementally throughout early childhood, starting with se ging songs and speaking chants and rhymes sing their voices and playing musical instruments with	nsory explorations increasing accuracy, fluency,	control and expression	Play melodies on	Making decisions	3 Rehearse and
PD: Gross and fine moto EA&D: Explore a wide ra KS1 Use their voices express KS2 Play and perform in solo	or experiences develop inc ange of media sively and creatively by sin and ensemble contexts, u 3.Play	rementally throughout early childhood, starting with ser ging songs and speaking chants and rhymes sing their voices and playing musical instruments with Use body and classroom percussion (both	increasing accuracy, fluency, Develop skills in	-	Play melodies on tuned percussion,	Making decisions about dynamic	3 Rehearse and
PD: Gross and fine moto EA&D: Explore a wide ra KS1 Use their voices express KS2 Play and perform in solo Play untuned percussion	or experiences develop inc ange of media sively and creatively by sin and ensemble contexts, u 3.Play exploratory	rementally throughout early childhood, starting with ser ging songs and speaking chants and rhymes sing their voices and playing musical instruments with Use body and classroom percussion (both untuned and tuned) to play repeated	increasing accuracy, fluency, Develop skills in playing tuned	control and expression Play and perform melodies in small	tuned percussion,	about dynamic	<mark>play</mark> a musical
PD: Gross and fine moto EA&D: Explore a wide ra KS1 Use their voices express KS2 Play and perform in solo Play untuned percussion instruments to	or experiences develop inc ange of media sively and creatively by sin and ensemble contexts, u 3.Play exploratory sounds on	rementally throughout early childhood, starting with ser ging songs and speaking chants and rhymes sing their voices and playing musical instruments with Use body and classroom percussion (both	increasing accuracy, fluency, Develop skills in playing tuned percussion or melodic	control and expression Play and perform melodies in small groups, following stave	tuned percussion, keyboards, or		<mark>play</mark> a musical instrument
PD: Gross and fine moto EA&D: Explore a wide ra KS1 Use their voices express KS2 Play and perform in solo Play untuned percussion instruments to explore pulse,	or experiences develop inc ange of media sively and creatively by sin and ensemble contexts, u 3.Play exploratory sounds on instruments,	rementally throughout early childhood, starting with ser ging songs and speaking chants and rhymes sing their voices and playing musical instruments with Use body and classroom percussion (both untuned and tuned) to play repeated rhythm patterns (ostinati).	increasing accuracy, fluency, Develop skills in playing tuned percussion or melodic instruments , following	control and expression Play and perform melodies in small groups, following stave notation (e.g., C-G, do-	tuned percussion, keyboards, or melodic instruments,	about dynamic range.	<mark>play</mark> a musical instrument confidently with
PD: Gross and fine moto EA&D: Explore a wide ra KS1 Use their voices express KS2 Play and perform in solo Play untuned percussion instruments to explore pulse, rhythm, and	or experiences develop inc ange of media sively and creatively by sin and ensemble contexts, u 3.Play exploratory sounds on	rementally throughout early childhood, starting with ser ging songs and speaking chants and rhymes sing their voices and playing musical instruments with Use body and classroom percussion (both untuned and tuned) to play repeated rhythm patterns (ostinati). Play a tuned instrumental part with the song	increasing accuracy, fluency, Develop skills in playing tuned percussion or melodic	control and expression Play and perform melodies in small groups, following stave	tuned percussion, keyboards, or melodic instruments, using one stave	about dynamic range. Engage in ensemble	<mark>play</mark> a musical instrument confidently with
PD: Gross and fine moto EA&D: Explore a wide ra KS1 Use their voices express KS2 Play and perform in solo Play untuned percussion instruments to explore pulse,	or experiences develop inc ange of media sively and creatively by sing and ensemble contexts, u 3.Play exploratory sounds on instruments, identifying how	rementally throughout early childhood, starting with ser ging songs and speaking chants and rhymes sing their voices and playing musical instruments with Use body and classroom percussion (both untuned and tuned) to play repeated rhythm patterns (ostinati).	increasing accuracy, fluency, Develop skills in playing tuned percussion or melodic instruments , following simple stave notation.	control and expression Play and perform melodies in small groups, following stave notation (e.g., C-G, do- sol).	tuned percussion, keyboards, or melodic instruments, using one stave notation, tablature	about dynamic range. Engage in ensemble playing, taking on	<mark>play</mark> a musical instrument confidently with appropriate and
PD: Gross and fine moto EA&D: Explore a wide ra KS1 Use their voices express KS2 Play and perform in solo Play untuned percussion instruments to explore pulse, rhythm, and timbre.	or experiences develop inc ange of media sively and creatively by sing and ensemble contexts, u 3.Play exploratory sounds on instruments, identifying how they can be	rementally throughout early childhood, starting with ser ging songs and speaking chants and rhymes sing their voices and playing musical instruments with Use body and classroom percussion (both untuned and tuned) to play repeated rhythm patterns (ostinati). Play a tuned instrumental part with the song they perform.	increasing accuracy, fluency, Develop skills in playing tuned percussion or melodic instruments , following simple stave notation. Perform stepwise	control and expression Play and perform melodies in small groups, following stave notation (e.g., C-G, do- sol). Perform duets or simple	tuned percussion, keyboards, or melodic instruments, using one stave	about dynamic range. Engage in ensemble playing, taking on melody	play a musical instrument confidently with appropriate and refined
PD: Gross and fine moto EA&D: Explore a wide ra KS1 Use their voices express KS2 Play and perform in solo Play untuned percussion instruments to explore pulse, rhythm, and timbre. Experiment with	or experiences develop inc ange of media sively and creatively by sing and ensemble contexts, u 3.Play exploratory sounds on instruments, identifying how	rementally throughout early childhood, starting with ser ging songs and speaking chants and rhymes sing their voices and playing musical instruments with Use body and classroom percussion (both untuned and tuned) to play repeated rhythm patterns (ostinati). Play a tuned instrumental part with the song	increasing accuracy, fluency, Develop skills in playing tuned percussion or melodic instruments , following simple stave notation. Perform stepwise melodic phrases solo,	control and expression Play and perform melodies in small groups, following stave notation (e.g., C-G, do- sol). Perform duets or simple parts (melody and	tuned percussion, keyboards, or melodic instruments, using one stave notation, tablature and/or chord chart	about dynamic range. Engage in ensemble playing, taking on	<mark>play</mark> a musical instrument confidently with appropriate and
PD: Gross and fine moto EA&D: Explore a wide ra KS1 Use their voices express KS2 Play and perform in solo Play untuned percussion instruments to explore pulse, rhythm, and timbre. Experiment with different ways of	or experiences develop inc ange of media sively and creatively by sing and ensemble contexts, u 3.Play exploratory sounds on instruments, identifying how they can be	rementally throughout early childhood, starting with ser ging songs and speaking chants and rhymes sing their voices and playing musical instruments with Use body and classroom percussion (both untuned and tuned) to play repeated rhythm patterns (ostinati). Play a tuned instrumental part with the song they perform. Play the part in time with the steady pulse.	increasing accuracy, fluency, Develop skills in playing tuned percussion or melodic instruments , following simple stave notation. Perform stepwise melodic phrases solo, with accuracy,	control and expression Play and perform melodies in small groups, following stave notation (e.g., C-G, do- sol). Perform duets or simple parts (melody and accompaniment) from	tuned percussion, keyboards, or melodic instruments, using one stave notation, tablature and/or chord chart Understand and play	about dynamic range. Engage in ensemble playing, taking on melody accompaniment.	play a musical instrument confidently with appropriate and refined
PD: Gross and fine moto EA&D: Explore a wide ra KS1 Use their voices express KS2 Play and perform in solo Play untuned percussion instruments to explore pulse, rhythm, and timbre. Experiment with	or experiences develop inc ange of media sively and creatively by sing and ensemble contexts, u 3.Play exploratory sounds on instruments, identifying how they can be	rementally throughout early childhood, starting with ser ging songs and speaking chants and rhymes sing their voices and playing musical instruments with Use body and classroom percussion (both untuned and tuned) to play repeated rhythm patterns (ostinati). Play a tuned instrumental part with the song they perform.	increasing accuracy, fluency, Develop skills in playing tuned percussion or melodic instruments , following simple stave notation. Perform stepwise melodic phrases solo,	control and expression Play and perform melodies in small groups, following stave notation (e.g., C-G, do- sol). Perform duets or simple parts (melody and	tuned percussion, keyboards, or melodic instruments, using one stave notation, tablature and/or chord chart	about dynamic range. Engage in ensemble playing, taking on melody accompaniment. Study triads,	play a musical instrument confidently with appropriate and refined
PD: Gross and fine moto EA&D: Explore a wide ra KS1 Use their voices express KS2 Play and perform in solo Play untuned percussion instruments to explore pulse, rhythm, and timbre. Experiment with different ways of	or experiences develop inc ange of media sively and creatively by sing and ensemble contexts, u 3.Play exploratory sounds on instruments, identifying how they can be	rementally throughout early childhood, starting with ser ging songs and speaking chants and rhymes sing their voices and playing musical instruments with Use body and classroom percussion (both untuned and tuned) to play repeated rhythm patterns (ostinati). Play a tuned instrumental part with the song they perform. Play the part in time with the steady pulse.	increasing accuracy, fluency, Develop skills in playing tuned percussion or melodic instruments , following simple stave notation. Perform stepwise melodic phrases solo, with accuracy,	control and expression Play and perform melodies in small groups, following stave notation (e.g., C-G, do- sol). Perform duets or simple parts (melody and accompaniment) from	tuned percussion, keyboards, or melodic instruments, using one stave notation, tablature and/or chord chart Understand and play	about dynamic range. Engage in ensemble playing, taking on melody accompaniment.	play a musical instrument confidently with appropriate and refined
PD: Gross and fine moto EA&D: Explore a wide ra KS1 Use their voices express KS2 Play and perform in solo Play untuned percussion instruments to explore pulse, rhythm, and timbre. Experiment with different ways of	or experiences develop inc ange of media sively and creatively by sing and ensemble contexts, u 3.Play exploratory sounds on instruments, identifying how they can be	rementally throughout early childhood, starting with ser ging songs and speaking chants and rhymes sing their voices and playing musical instruments with Use body and classroom percussion (both untuned and tuned) to play repeated rhythm patterns (ostinati). Play a tuned instrumental part with the song they perform. Play the part in time with the steady pulse. Listen to and follow musical instructions	increasing accuracy, fluency, Develop skills in playing tuned percussion or melodic instruments , following simple stave notation. Perform stepwise melodic phrases solo, with accuracy, adjusting for tempo	control and expression Play and perform melodies in small groups, following stave notation (e.g., C-G, do- sol). Perform duets or simple parts (melody and accompaniment) from	tuned percussion, keyboards, or melodic instruments, using one stave notation, tablature and/or chord chart Understand and play	about dynamic range. Engage in ensemble playing, taking on melody accompaniment. Study triads,	play a musical instrument confidently with appropriate and refined
PD: Gross and fine moto EA&D: Explore a wide ra KS1 Use their voices express RS2 Play and perform in solo Play untuned percussion instruments to explore pulse, rhythm, and timbre. Experiment with different ways of producing sounds Begin to associate	or experiences develop inc ange of media sively and creatively by sing and ensemble contexts, u 3.Play exploratory sounds on instruments, identifying how they can be	rementally throughout early childhood, starting with ser ging songs and speaking chants and rhymes sing their voices and playing musical instruments with Use body and classroom percussion (both untuned and tuned) to play repeated rhythm patterns (ostinati). Play a tuned instrumental part with the song they perform. Play the part in time with the steady pulse. Listen to and follow musical instructions	increasing accuracy, fluency, Develop skills in playing tuned percussion or melodic instruments , following simple stave notation. Perform stepwise melodic phrases solo, with accuracy, adjusting for tempo changes.	control and expression Play and perform melodies in small groups, following stave notation (e.g., C-G, do- sol). Perform duets or simple parts (melody and accompaniment) from written notation. Recognise simple time	tuned percussion, keyboards, or melodic instruments, using one stave notation, tablature and/or chord chart Understand and play triad chords Begin to understand	about dynamic range. Engage in ensemble playing, taking on melody accompaniment. Study triads, incorporating them into performance	play a musical instrument confidently with appropriate and refined
PD: Gross and fine moto EA&D: Explore a wide ra KS1 Use their voices express Play and perform in solo Play untuned percussion instruments to explore pulse, rhythm, and timbre. Experiment with different ways of producing sounds Begin to associate sounds with simple	or experiences develop inc ange of media sively and creatively by sing and ensemble contexts, u 3.Play exploratory sounds on instruments, identifying how they can be	rementally throughout early childhood, starting with ser ging songs and speaking chants and rhymes sing their voices and playing musical instruments with Use body and classroom percussion (both untuned and tuned) to play repeated rhythm patterns (ostinati). Play a tuned instrumental part with the song they perform. Play the part in time with the steady pulse. Listen to and follow musical instructions	increasing accuracy, fluency, Develop skills in playing tuned percussion or melodic instruments , following simple stave notation. Perform stepwise melodic phrases solo, with accuracy, adjusting for tempo changes. Develop rhythm, time	control and expression Play and perform melodies in small groups, following stave notation (e.g., C-G, do- sol). Perform duets or simple parts (melody and accompaniment) from written notation. Recognise simple time signatures (2/4, 3/4,	tuned percussion, keyboards, or melodic instruments, using one stave notation, tablature and/or chord chart Understand and play triad chords Begin to understand basic harmonic	about dynamic range. Engage in ensemble playing, taking on melody accompaniment. Study triads, incorporating them	play a musical instrument confidently with appropriate and refined
PD: Gross and fine moto EA&D: Explore a wide ra KS1 Use their voices express Play and perform in solo Play untuned percussion instruments to explore pulse, rhythm, and timbre. Experiment with different ways of producing sounds Begin to associate sounds with simple graphic marks or	or experiences develop inc ange of media sively and creatively by sing and ensemble contexts, u 3.Play exploratory sounds on instruments, identifying how they can be	rementally throughout early childhood, starting with ser ging songs and speaking chants and rhymes sing their voices and playing musical instruments with Use body and classroom percussion (both untuned and tuned) to play repeated rhythm patterns (ostinati). Play a tuned instrumental part with the song they perform. Play the part in time with the steady pulse. Listen to and follow musical instructions	increasing accuracy, fluency, Develop skills in playing tuned percussion or melodic instruments , following simple stave notation. Perform stepwise melodic phrases solo, with accuracy, adjusting for tempo changes. Develop rhythm, time signature, and tempo	control and expression Play and perform melodies in small groups, following stave notation (e.g., C-G, do- sol). Perform duets or simple parts (melody and accompaniment) from written notation. Recognise simple time	tuned percussion, keyboards, or melodic instruments, using one stave notation, tablature and/or chord chart Understand and play triad chords Begin to understand basic harmonic structures, including	about dynamic range. Engage in ensemble playing, taking on melody accompaniment. Study triads, incorporating them into performance	play a musical instrument confidently with appropriate and refined
PD: Gross and fine moto EA&D: Explore a wide ra Use their voices express <u>KS1</u> Use their voices express Play and perform in solo Play untuned percussion instruments to explore pulse, rhythm, and timbre. Experiment with different ways of producing sounds Begin to associate sounds with simple graphic marks or visual	or experiences develop inc ange of media sively and creatively by sing and ensemble contexts, u 3.Play exploratory sounds on instruments, identifying how they can be	rementally throughout early childhood, starting with ser ging songs and speaking chants and rhymes sing their voices and playing musical instruments with Use body and classroom percussion (both untuned and tuned) to play repeated rhythm patterns (ostinati). Play a tuned instrumental part with the song they perform. Play the part in time with the steady pulse. Listen to and follow musical instructions	increasing accuracy, fluency, Develop skills in playing tuned percussion or melodic instruments , following simple stave notation. Perform stepwise melodic phrases solo, with accuracy, adjusting for tempo changes. Develop rhythm, time signature, and tempo understanding through	control and expression Play and perform melodies in small groups, following stave notation (e.g., C-G, do- sol). Perform duets or simple parts (melody and accompaniment) from written notation. Recognise simple time signatures (2/4, 3/4,	tuned percussion, keyboards, or melodic instruments, using one stave notation, tablature and/or chord chart Understand and play triad chords Begin to understand basic harmonic structures, including simple major and	about dynamic range. Engage in ensemble playing, taking on melody accompaniment. Study triads, incorporating them into performance	play a musical instrument confidently with appropriate and refined
PD: Gross and fine moto EA&D: Explore a wide ra KS1 Use their voices express Play and perform in solo Play untuned percussion instruments to explore pulse, rhythm, and timbre. Experiment with different ways of producing sounds Begin to associate sounds with simple graphic marks or	or experiences develop inc ange of media sively and creatively by sing and ensemble contexts, u 3.Play exploratory sounds on instruments, identifying how they can be	rementally throughout early childhood, starting with ser ging songs and speaking chants and rhymes sing their voices and playing musical instruments with Use body and classroom percussion (both untuned and tuned) to play repeated rhythm patterns (ostinati). Play a tuned instrumental part with the song they perform. Play the part in time with the steady pulse. Listen to and follow musical instructions	increasing accuracy, fluency, Develop skills in playing tuned percussion or melodic instruments , following simple stave notation. Perform stepwise melodic phrases solo, with accuracy, adjusting for tempo changes. Develop rhythm, time signature, and tempo understanding through clapping, tapping, or	control and expression Play and perform melodies in small groups, following stave notation (e.g., C-G, do- sol). Perform duets or simple parts (melody and accompaniment) from written notation. Recognise simple time signatures (2/4, 3/4,	tuned percussion, keyboards, or melodic instruments, using one stave notation, tablature and/or chord chart Understand and play triad chords Begin to understand basic harmonic structures, including	about dynamic range. Engage in ensemble playing, taking on melody accompaniment. Study triads, incorporating them into performance	play a musical instrument confidently with appropriate and refined
PD: Gross and fine moto EA&D: Explore a wide ra Use their voices express <u>KS1</u> Use their voices express <u>KS2</u> Play and perform in solo Play untuned percussion instruments to explore pulse, rhythm, and timbre. Experiment with different ways of producing sounds Begin to associate sounds with simple graphic marks or visual representations.	or experiences develop inc ange of media sively and creatively by sing and ensemble contexts, u 3.Play exploratory sounds on instruments, identifying how they can be	rementally throughout early childhood, starting with ser ging songs and speaking chants and rhymes sing their voices and playing musical instruments with Use body and classroom percussion (both untuned and tuned) to play repeated rhythm patterns (ostinati). Play a tuned instrumental part with the song they perform. Play the part in time with the steady pulse. Listen to and follow musical instructions	increasing accuracy, fluency, Develop skills in playing tuned percussion or melodic instruments , following simple stave notation. Perform stepwise melodic phrases solo, with accuracy, adjusting for tempo changes. Develop rhythm, time signature, and tempo understanding through clapping, tapping, or playing percussion in	control and expression Play and perform melodies in small groups, following stave notation (e.g., C-G, do- sol). Perform duets or simple parts (melody and accompaniment) from written notation. Recognise simple time signatures (2/4, 3/4,	tuned percussion, keyboards, or melodic instruments, using one stave notation, tablature and/or chord chart Understand and play triad chords Begin to understand basic harmonic structures, including simple major and	about dynamic range. Engage in ensemble playing, taking on melody accompaniment. Study triads, incorporating them into performance	play a musical instrument confidently with appropriate and refined
PD: Gross and fine moto EA&D: Explore a wide ra KS1 Use their voices express KS2 Play and perform in solo Play untuned percussion instruments to explore pulse, rhythm, and timbre. Experiment with different ways of producing sounds Begin to associate sounds with simple graphic marks or visual representations. Explore pitch (high	or experiences develop inc ange of media sively and creatively by sing and ensemble contexts, u 3.Play exploratory sounds on instruments, identifying how they can be	rementally throughout early childhood, starting with ser ging songs and speaking chants and rhymes sing their voices and playing musical instruments with Use body and classroom percussion (both untuned and tuned) to play repeated rhythm patterns (ostinati). Play a tuned instrumental part with the song they perform. Play the part in time with the steady pulse. Listen to and follow musical instructions	increasing accuracy, fluency, Develop skills in playing tuned percussion or melodic instruments , following simple stave notation. Perform stepwise melodic phrases solo, with accuracy, adjusting for tempo changes. Develop rhythm, time signature, and tempo understanding through clapping, tapping, or	control and expression Play and perform melodies in small groups, following stave notation (e.g., C-G, do- sol). Perform duets or simple parts (melody and accompaniment) from written notation. Recognise simple time signatures (2/4, 3/4,	tuned percussion, keyboards, or melodic instruments, using one stave notation, tablature and/or chord chart Understand and play triad chords Begin to understand basic harmonic structures, including simple major and	about dynamic range. Engage in ensemble playing, taking on melody accompaniment. Study triads, incorporating them into performance	play a musical instrument confidently with appropriate and refined
PD: Gross and fine moto EA&D: Explore a wide ra KS1 Use their voices express KS2 Play and perform in solo Play untuned percussion instruments to explore pulse, rhythm, and timbre. Experiment with different ways of producing sounds Begin to associate sounds with simple graphic marks or visual representations. Explore pitch (high and low sounds)	or experiences develop inc ange of media sively and creatively by sing and ensemble contexts, u 3.Play exploratory sounds on instruments, identifying how they can be	rementally throughout early childhood, starting with ser ging songs and speaking chants and rhymes sing their voices and playing musical instruments with Use body and classroom percussion (both untuned and tuned) to play repeated rhythm patterns (ostinati). Play a tuned instrumental part with the song they perform. Play the part in time with the steady pulse. Listen to and follow musical instructions	increasing accuracy, fluency, Develop skills in playing tuned percussion or melodic instruments , following simple stave notation. Perform stepwise melodic phrases solo, with accuracy, adjusting for tempo changes. Develop rhythm, time signature, and tempo understanding through clapping, tapping, or playing percussion in time with others.	control and expression Play and perform melodies in small groups, following stave notation (e.g., C-G, do- sol). Perform duets or simple parts (melody and accompaniment) from written notation. Recognise simple time signatures (2/4, 3/4,	tuned percussion, keyboards, or melodic instruments, using one stave notation, tablature and/or chord chart Understand and play triad chords Begin to understand basic harmonic structures, including simple major and	about dynamic range. Engage in ensemble playing, taking on melody accompaniment. Study triads, incorporating them into performance	play a musical instrument confidently with appropriate and refined
PD: Gross and fine moto EA&D: Explore a wide ra KS1 Use their voices express KS2 Play and perform in solo Play untuned percussion instruments to explore pulse, rhythm, and timbre. Experiment with different ways of producing sounds Begin to associate sounds with simple graphic marks or visual representations. Explore pitch (high and low sounds) through singing	or experiences develop inc ange of media sively and creatively by sing and ensemble contexts, u 3.Play exploratory sounds on instruments, identifying how they can be	rementally throughout early childhood, starting with ser ging songs and speaking chants and rhymes sing their voices and playing musical instruments with Use body and classroom percussion (both untuned and tuned) to play repeated rhythm patterns (ostinati). Play a tuned instrumental part with the song they perform. Play the part in time with the steady pulse. Listen to and follow musical instructions	increasing accuracy, fluency, Develop skills in playing tuned percussion or melodic instruments , following simple stave notation. Perform stepwise melodic phrases solo, with accuracy, adjusting for tempo changes. Develop rhythm, time signature, and tempo understanding through clapping, tapping, or playing percussion in time with others.	control and expression Play and perform melodies in small groups, following stave notation (e.g., C-G, do- sol). Perform duets or simple parts (melody and accompaniment) from written notation. Recognise simple time signatures (2/4, 3/4,	tuned percussion, keyboards, or melodic instruments, using one stave notation, tablature and/or chord chart Understand and play triad chords Begin to understand basic harmonic structures, including simple major and	about dynamic range. Engage in ensemble playing, taking on melody accompaniment. Study triads, incorporating them into performance	play a musical instrument confidently with appropriate and refined
PD: Gross and fine moto EA&D: Explore a wide ra KS1 Use their voices express KS2 Play and perform in solo Play untuned percussion instruments to explore pulse, rhythm, and timbre. Experiment with different ways of producing sounds Begin to associate sounds with simple graphic marks or visual representations. Explore pitch (high and low sounds)	or experiences develop inc ange of media sively and creatively by sing and ensemble contexts, u 3.Play exploratory sounds on instruments, identifying how they can be	rementally throughout early childhood, starting with ser ging songs and speaking chants and rhymes sing their voices and playing musical instruments with Use body and classroom percussion (both untuned and tuned) to play repeated rhythm patterns (ostinati). Play a tuned instrumental part with the song they perform. Play the part in time with the steady pulse. Listen to and follow musical instructions	increasing accuracy, fluency, Develop skills in playing tuned percussion or melodic instruments , following simple stave notation. Perform stepwise melodic phrases solo, with accuracy, adjusting for tempo changes. Develop rhythm, time signature, and tempo understanding through clapping, tapping, or playing percussion in time with others.	control and expression Play and perform melodies in small groups, following stave notation (e.g., C-G, do- sol). Perform duets or simple parts (melody and accompaniment) from written notation. Recognise simple time signatures (2/4, 3/4,	tuned percussion, keyboards, or melodic instruments, using one stave notation, tablature and/or chord chart Understand and play triad chords Begin to understand basic harmonic structures, including simple major and	about dynamic range. Engage in ensemble playing, taking on melody accompaniment. Study triads, incorporating them into performance	play a musical instrument confidently with appropriate and refined
PD: Gross and fine moto EA&D: Explore a wide ra KS1 Use their voices express RS2 Play and perform in solo Play untuned percussion instruments to explore pulse, rhythm, and timbre. Experiment with different ways of producing sounds Begin to associate sounds with simple graphic marks or visual representations. Explore pitch (high and low sounds) through singing	or experiences develop inc ange of media sively and creatively by sing and ensemble contexts, u 3.Play exploratory sounds on instruments, identifying how they can be	rementally throughout early childhood, starting with ser ging songs and speaking chants and rhymes sing their voices and playing musical instruments with Use body and classroom percussion (both untuned and tuned) to play repeated rhythm patterns (ostinati). Play a tuned instrumental part with the song they perform. Play the part in time with the steady pulse. Listen to and follow musical instructions	increasing accuracy, fluency, Develop skills in playing tuned percussion or melodic instruments , following simple stave notation. Perform stepwise melodic phrases solo, with accuracy, adjusting for tempo changes. Develop rhythm, time signature, and tempo understanding through clapping, tapping, or playing percussion in time with others.	control and expression Play and perform melodies in small groups, following stave notation (e.g., C-G, do- sol). Perform duets or simple parts (melody and accompaniment) from written notation. Recognise simple time signatures (2/4, 3/4,	tuned percussion, keyboards, or melodic instruments, using one stave notation, tablature and/or chord chart Understand and play triad chords Begin to understand basic harmonic structures, including simple major and	about dynamic range. Engage in ensemble playing, taking on melody accompaniment. Study triads, incorporating them into performance	play a musical instrument confidently with appropriate and refined

NC Alignment Early Learning Areas PD: Gross and fine motor expe EA&D: Explore a wide range of KS1				basic intervals within a limited range (do-sol).				
Early Learning Areas PD: Gross and fine motor expe EA&D: Explore a wide range of KS1				limited range (do-sol).				
Early Learning Areas PD: Gross and fine motor expe EA&D: Explore a wide range of KS1								
Early Learning Areas PD: Gross and fine motor expe EA&D: Explore a wide range of KS1								
Early Learning Areas PD: Gross and fine motor expe EA&D: Explore a wide range of KS1								
Early Learning Areas PD: Gross and fine motor expe EA&D: Explore a wide range of KS1								
Early Learning Areas PD: Gross and fine motor expe EA&D: Explore a wide range of KS1								
PD: Gross and fine motor expe EA&D: Explore a wide range of KS1								
EA&D: Explore a wide range of KS1	orionada davalan inar	amontally throughout oarly	childhood starting with on	and evelorations				
KS1		ementally infoughout early	childhood, starting with sei	isory explorations				
<u>KS1</u>	ormedia							
Play tuned and untuned instrur	uments musically							
<u>KS2</u>								
Play and perform in solo and e						Esternal framework of the set	Differ the commendation of the second second	
	Create simple	Able to improvise	Improvise with a	Improvising simple	Improvising over	Extend improvisation s		4 Develop a
	<mark>provised</mark>	simple vocal chants,	partner using	phrases using tuned	simple scales using a	with multiple sections,		creativity for
question-and-	<mark>ythms</mark> and	using question and	question and	and untuned	limited note range.	and extended melodies	5.	constructing
answer songs. voc	cal chants.	answer phrases.	answer phrases.	percussion.				improvisations
One of a simula			Develop al III- la	termine the state of				of their own
Create simple			Develop skills in	Improvise using				musical pieces.
rhythmic patterns			using rhythm	voices, tuned, and				
using body			chanting using note	untuned percussion,				
percussion or			values (Ta, Ti-ti).	inventing short 'on-the-				
instruments.				spot' responses with a				
				limited note range.				
Begin to express								
personal				Combine known				
responses to				rhythmic notation to				
music through				create simple melodies				
movement and				and rhythmic phrases.				
storytelling.								
Develop a sense of								
pulse (steady beat)								
through clapping,								
tapping, and								
movement.								
NC Alignment								
Early Learning Areas	alv in whereas	na and than meriddlers of	n with automative served. "	line to use and such a line.	in a range of			
C&L: Engaging children activel EA&D: Explore a wide range of		ris, and then providing the	m with extensive opportuni	lies to use and embed new wo	rus in a range of contexts.			
Engle. Explore a wide larige of								
KS2								
Improvise and compose music	c for a range of purpos	ses using the inter-related of	dimensions of music					
Begin to associate 5.C	Copy musical	Move, clap, or tap a	Recognise simple	Develop skills in	Play and perform	Play melodies on	Making decisions	5 Able to create
0	thms lead by	steady beat with	graphic notation	playing tuned	melodies in small	tuned percussion,	about dynamic	compositions
graphic marks or	adult, then	others, adjusting the	(e.g. dots) for	percussion or melodic	groups, following stave	keyboards, or	range.	for a range of
vieual		speed when	rhythms and pitch	instruments, following	notation (e.g., C-G, do-	melodic instruments,	U C	
representations.	eate their own.	needed.	patterns	simple stave notation.	sol).	using one stave	Engage in ensemble	purposes that
•			(end of year 2 in		·	notation, tablature	playing, taking on	are shaped by
Be able to tap out		Perform simple	preparation for year	Perform stepwise	Perform duets or	and/or chord chart	melody	different
simple repeated		rhythm patterns	3)	melodic phrases solo,	simple parts (melody		accompaniment.	musical
rhythms.		(ostinati) and	/	with accuracy,	and accompaniment)	Understand and play		elements
,		recognise high/low	Learn how the notes	adjusting for tempo	from written notation.	triad chords	Study triads,	working
		pitch.	of the composition	changes.			incorporating them	together.
I		1						logeniei.

Participate in							
		can be written down		Recognise simple time	Begin to understand	into performance	
group music-		and changed if	Combine known	signatures (2/4, 3/4,	basic harmonic	and composition.	
making activities		5	rhythmic notation to	4/4)	structures, including	and composition.	
		necessary.					
that promote		I have a second state of the second state of t	create simple melodies		simple major and		
listening, turn-		Understand that the	and rhythmic phrases.		minor chords.		
taking, and		speed of the beat					
ensemble playing.		can change.	Develop rhythm, time				
			signature, and tempo				
		Begin grouping	understanding through				
		beats in twos and	clapping, tapping, or				
		threes.	playing percussion in				
			time with others.				
		Recognise and					
		respond to chanted	Introduce high/low				
		rhythm patterns	pitch concepts and				
		using rhythm/note	basic intervals within a				
		values (ta, ti-ti, shh).	limited range (do-sol).				
			(do col).				
		Respond to pitch					
		changes in melodic					
		phrases and to 3-					
		note melodies on					
		tuned percussion.					
		tulled percussion.					
NC Alignment							
Early Learning Areas							
	actively in rhymes and poe	ems, and then providing them with extensive opportun	ities to use and embed new wo	ords in a range of contexts.			
	ange of media and materia			5			
<u>KS1</u>							
Experiment with, create	, select and combine sound	ts using the inter-related dimensions of music.					
<u>KS2</u>							
	aff and other musical notation	ons					
		oses using the inter-related dimensions of music					
Engage with live	6.Perform short	Develop confidence through collective	Develop skills in	Play and perform	Play melodies on	Making decisions	6 Perform and
performances	repeating	singing and call-and-response songs.	playing tuned	melodies in small	tuned percussion,	about dynamic	critically
	rhythmic		percussion or melodic	groups, following stave	keyboards, or	range.	evaluate their
Be able to sing	-	Perform simple rhythm patterns (ostinati)	instruments, following	notation (e.g., C-G, do-	melodic instruments,		
simple, familiar	patterns and a	and recognise high/low pitch.	simple stave notation.	sol).	using one stave	Engage in ensemble	musical
songs, chants and	range of familiar	and isong not ingrated prom		/-	notation, tablature	playing, taking on	compositions in
rhymes, singing	chants, songs	Use body and classroom percussion (both	Perform stepwise	Perform duets or	and/or chord chart	melody	comparison to
	and nursery	untuned and tuned) to play repeated	melodic phrases solo,	simple parts (melody	and/or onord onart	accompaniment.	others.
E COMPCIIVENT AND ST		antanoa ana tanoa) to play repeated			the density of an distance	accompaninoni.	
collectively and at		rhythm patterns (ostinati)	with accuracy	and accompaniment)	Linderstand and higy		
the same pitch with	rhymes.	rhythm patterns (ostinati).	with accuracy, adjusting for tempo	and accompaniment)	Understand and play triad chords		
		rhythm patterns (ostinati).	adjusting for tempo	and accompaniment) from written notation.	triad chords		
the same pitch with a very small range.		rhythm patterns (ostinati).					
the same pitch with a very small range. Be able to sing a		rhythm patterns (ostinati).	adjusting for tempo				
the same pitch with a very small range. Be able to sing a wide range of call		rhythm patterns (ostinati).	adjusting for tempo				
the same pitch with a very small range. Be able to sing a wide range of call and response		rhythm patterns (ostinati).	adjusting for tempo				
the same pitch with a very small range. Be able to sing a wide range of call		rhythm patterns (ostinati).	adjusting for tempo				
the same pitch with a very small range. Be able to sing a wide range of call and response songs.		rhythm patterns (ostinati).	adjusting for tempo				
the same pitch with a very small range. Be able to sing a wide range of call and response songs. Be able to tap out		rhythm patterns (ostinati).	adjusting for tempo				
the same pitch with a very small range. Be able to sing a wide range of call and response songs. Be able to tap out simple repeated		rhythm patterns (ostinati).	adjusting for tempo				
the same pitch with a very small range. Be able to sing a wide range of call and response songs. Be able to tap out		rhythm patterns (ostinati).	adjusting for tempo				
the same pitch with a very small range. Be able to sing a wide range of call and response songs. Be able to tap out simple repeated rhythms.		rhythm patterns (ostinati).	adjusting for tempo				
the same pitch with a very small range. Be able to sing a wide range of call and response songs. Be able to tap out simple repeated		rhythm patterns (ostinati).	adjusting for tempo				

peers during end- of-term class performances.										
C&L: Engaging children										
KS1 Play tuned and untuned Use their voices express		ging songs and speaking chants and rhymes								

KS2 Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression