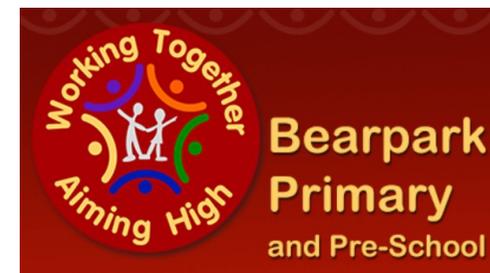


Progression in Music 2025-2026



| | Children in Nursery will be learning to: | Children in Reception will be learning to: | ELG |
|-----------------------------------|---|--|---|
| Expressive arts and design | <p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Remember and sing entire songs.</p> <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>Play instruments with increasing control to express their feelings and ideas.</p> | <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> | <p><u>Being Imaginative and Expressive</u></p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.</p> |
| Physical development | <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> | | |
| Communication | <p>Sing a large repertoire of songs.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> | <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p> | |

Progression in Music 2025-2026



| | | Year 1/2 | Year 3/4 | Year 5/6 |
|----------------------|----------------------------|---|---|--|
| Performing - Singing | | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression | |
| | Vocal Expression / Effects | <p><i>For instance:</i></p> <p>Use their voices confidently to create sound effects</p> <p>Explore different types of voices</p> <p>Sing songs in different ways and discuss the effect</p> | <p><i>For instance:</i></p> <p>Use voices to create and control sounds (including tempo/speed-dynamics/volume and pitch)</p> | <p><i>For instance:</i></p> <p>Create different vocal effects when singing and rapping</p> |
| | Chants and Rhymes | <p><i>For instance:</i></p> <p>Chant words expressively using known songs and rhymes</p> <p>Chant and clap in time with a steady pulse</p> | <p><i>For instance:</i></p> <p>Keep in time with a steady pulse when chanting, singing or moving. Be aware of correct posture whilst singing/playing</p> <p>Play singing games and clapping games</p> <p>Sing/perform rhythmically straightforward parts (i.e. minims, crotchets, quavers in simple common meter)</p> | <p><i>For instance:</i></p> <p>Sing songs in unison and two parts</p> <p>Maintain their own part when singing songs written in two parts</p> <p>Sing songs written in different metres - tap the pulse on the strong beats</p> |

Progression in Music 2025-2026



| | | Year 1/2 | Year 3/4 | Year 5/6 |
|--------------------------------|----------|---|---|---|
| Performing - Singing continued | Pitching | <p><i>For instance:</i></p> <p><i>Listen to notes G - E played on chime bars. Use the tune found in playground songs e.g. 'I'm the King of the Castle', to find their singing voice and match pitches</i></p> <p><i>Slide the voice upwards in pitch to a high voice and downwards in pitch to a low voice</i></p> <p><i>Follow the shape of the melody when singing songs. (Use hand/arm to gesture)</i></p> | <p><i>For instance:</i></p> <p><i>Sing in tune in a group and alone</i></p> <p><i>Sing using a limited range of notes (i.e. middle C to D octave above)</i></p> | <p><i>For instance:</i></p> <p><i>Sing with control of pitch</i></p> |
| | Singing | <p><i>For instance:</i></p> <p><i>Sing songs while maintaining a steady beat: tapping/walking</i></p> <p><i>Sing songs at different speeds</i></p> <p><i>Sing the same song in different ways: loud, quiet; fast, slow, and in various moods</i></p> <p><i>Use the 'thinking voice' - ie sing the words in their head</i></p> <p><i>Play singing games in which children sing phrases alone</i></p> <p><i>Sing songs expressively increasingly in tune within a limited pitch</i></p> <p><i>Recognise phrase lengths and know when to breathe with an attention to posture</i></p> <p><i>Use movements to show phrases</i></p> <p><i>Perform each phrase in a different way</i></p> | <p><i>For instance:</i></p> <p><i>Sing words/phrases of a song in their heads (thinking voice)</i></p> <p><i>Sing with expression</i></p> <p><i>Sing/play appropriate material confidently and fluently</i></p> <p><i>Make improvements to singing - rehearse together to achieve objectives</i></p> <p><i>Use graphic notation to illustrate the shape and formation of melodies</i></p> | <p><i>For instance:</i></p> <p><i>Sing/play with increased control, expression, fluency and confidence</i></p> <p><i>Sing with clear diction, a sense of phrase and musical expression</i></p> <p><i>Control breathing, posture and sound projection.</i></p> <p><i>Breathe in agreed places to identify phrases.</i></p> <p><i>Recognise structures in known songs (identify repeated phrases)</i></p> <p><i>Sing a round in two parts - identify the melodic phrases and how they fit together</i></p> <p><i>Use graphic/traditional/other notation to develop a deeper understanding of shape/form of melodies</i></p> |

Progression in Music 2025-2026



| | | Year 1/2 | Year 3/4 | Year 5/6 |
|----------------------|--------------------------------------|--|---|---|
| Performing - Playing | | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> play tuned and un-tuned instruments musically | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression | |
| | Identify Instruments / Sound Effects | <p><i>For instance:</i></p> <p>Describe, name and group a variety of instruments</p> <p>Play instruments or use body percussion in different ways to create sound effects and follow directions to 'perform' a story together</p> | <p><i>For instance:</i></p> <p>Create and control sounds on instruments (including tempo/speed-dynamics/volume and pitch)</p> <p>Select instruments and create sounds to describe visual images</p> | |
| | Control | <p><i>For instance:</i></p> <p>Handle and play a variety of tuned and un-tuned instruments with control</p> <p>Sing a song they know well - one group taps the pulse on their thighs the other group taps the rhythm with two fingers on the palm of their hands</p> <p>Add an instrument to play on the beat and one to play with the rhythm</p> <p>The children mark the pulse of a song with stamps/ claps</p> <p>Chant/sing, clap the rhythm of the song; transfer the rhythm onto an un-tuned instrument; use it to accompany the chanting</p> <p>Count with a steady pulse</p> <p>Contribute ideas and control sounds as part of a class composition and performance</p> | <p><i>For instance:</i></p> <p>Keep in time with a steady pulse when playing instruments</p> <p>Perform a repeated pattern to a steady pulse</p> <p>Maintain own part with awareness of how the different parts fit together to achieve an overall effect</p> | <p><i>For instance:</i></p> <p>Play instruments with control and rhythmic accuracy</p> <p>Perform a particular cyclic pattern i.e. rhythmic phrase structured, layered and repeated. SAMBA, STREET BAND or AFRICAN DRUMMING</p> <p>Perform a round confidently using voices and instruments. Be aware of other parts when playing an independent part</p> <p>Play simple chords in sequence</p> <p>Demonstrate awareness of own contribution - leading others, taking a solo part and/or providing rhythmic support/accompaniment</p> <p>Subdivide the pulse keeping to a steady beat. e.g. count in 4s - one part plays every beat (crotchets) another part plays every 2 beats (minims) holding each for 2 counts; another part plays every 4 beats (semi-breve) holding for 4 full beats</p> |

Progression in Music 2025-2026



| | | Year 1/2 | Year 3/4 | Year 5/6 |
|---|------------|---|---|---|
| Performing - Playing <small>continued</small> | Notation | <p><i>For instance:</i></p> <p><i>Follow a conductor and be the conductor themselves, responding to a range of gestures for: start/stop, slow/fast, loud/quiet</i></p> <p><i>Make a picture label for each group of instruments</i></p> <p><i>Play together, using symbols as a support</i></p> <p><i>Talk about and devise signs/gestures/symbols for the concepts: high/low, fast/slow, long/short.</i></p> <p><i>Make two flash cards, one for long and one for short sounds</i></p> <p><i>Perform long and short sounds in response to symbols</i></p> <p><i>Play and sing phrases from dot notation using 'pitch cards' - High/Middle/Low -</i></p> <p><i>Interpret the pattern on the card e.g. H-H-L or L-M-H or H-L-H</i></p> | <p><i>For instance:</i></p> <p><i>Play new pieces by ear and from simple notations</i></p> | <p><i>For instance:</i></p> <p><i>Perform significant parts from memory and from notations</i></p> |
| | Evaluating | <p><i>For instance:</i></p> <p><i>Evaluate own music and that of others</i></p> <p><i>Discuss what was good</i></p> <p><i>Suggest how it might be improved</i></p> | <p><i>For instance:</i></p> <p><i>Suggest and make improvements to work and that of others, commenting on the intended effect and how to achieve it</i></p> <p><i>Contribute to a class performance</i></p> <p><i>Rehearse together to achieve objectives</i></p> <p><i>Suggest Ideas and preparations for performances</i></p> | <p><i>For instance:</i></p> <p><i>Rehearse with others and help achieve a high quality performance showing an awareness of the audience</i></p> <p><i>Refine and improve their own and others' work in relation to the intended effect</i></p> <p><i>Perform with awareness of audience, venue and occasion</i></p> |

Progression in Music 2025-2026



| | | Year 1/2 | Year 3/4 | Year 5/6 |
|-------------------------------|-------------------------|--|--|---|
| Improvising and Experimenting | | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> experiment with, create, select and combine sounds using the inter-related dimensions of music | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory | |
| | Explore and Make Sounds | <p><i>For instance:</i></p> <p><i>Explore different sounds using body percussion</i></p> <p><i>Make various sound effects to describe selected/thematic words</i></p> <p><i>Suggest which instruments would make a particular sound</i></p> <p><i>Select sounds and sound sources carefully in response to a story suggest what sounds could be added to depict ideas</i></p> <p><i>Make own short sequence of sounds using symbols as a support</i></p> <p><i>Make sounds and recognise how they can communicate ideas</i></p> <p><i>Create and choose sounds in response to stimulus e.g. night-time, the seaside etc.</i></p> <p><i>Suggest instruments that make sounds like those described by the selected words and create sound pictures</i></p> <p><i>Children order sounds in response to the stimulus and make their own short sequence of sounds using symbols as a support</i></p> <p><i>Create a sound story</i></p> | <p><i>For instance:</i></p> <p><i>Recognise and explore the ways sounds can be combined and used expressively</i></p> <p><i>Identify how songs are structured and accompanied</i></p> <p><i>Express song meanings/lyrics using voices or instruments</i></p> <p><i>Identify and control different ways instruments make sounds</i></p> | <p><i>For instance:</i></p> <p><i>Develop musical imagination through experimenting, improvising and adapting sounds</i></p> <p><i>Explore different textures of un-tuned sounds</i></p> <p><i>Explore the relationship between sounds</i></p> <p><i>Explore different combinations of vocal sounds</i></p> |

Progression in Music 2025-2026



| | | Year 1/2 | Year 3/4 | Year 5/6 |
|--|---------------------------|---|---|---|
| Improvising and Experimenting <small>continued</small> | Control and Change Sounds | <p><i>For instance:</i></p> <p><i>Identify how sounds can be changed e.g. grip triangle to 'stop it from vibrating well and release it to enable a full, vibrating sound</i></p> <p><i>Identify the pulse and explore getting faster and slower</i></p> <p><i>Experiment with different timbres (sound qualities)</i></p> <p><i>Explore the concepts: loud/quiet, high/low, fast/slow</i></p> <p><i>Explore the effect of silence</i></p> <p><i>Experiment and change sounds</i></p> <p><i>Make instruction flash cards showing selected words or symbols and hold up to play from to help children remember the different sections of a composition</i></p> <p><i>Experiment to improve the intended effect</i></p> <p><i>Give the composition a title</i></p> | <p><i>For instance:</i></p> <p><i>Explore repeated patterns in music/art/dance</i></p> <p><i>Create repeated patterns and combine several layers of sound with awareness of the combined effect</i></p> | <p><i>For instance:</i></p> <p><i>Devise more complex rhythmic patterns using semi-quavers and rests</i></p> <p><i>Improvise rhythmic patterns over a steady pulse with confidence</i></p> <p><i>Fit different rhythmic patterns together and maintain own part with awareness of the pulse</i></p> |
| | | | | |

Progression in Music 2025-2026



| | | Year 1/2 | Year 3/4 | Year 5/6 |
|--|-----------------------------|---|---|--|
| Improvising and Experimenting <small>continued</small> | Create Rhythms and Melodies | <p><i>For instance:</i></p> <p><i>Begin to internalise and create rhythmic patterns</i></p> <p><i>Use words/phrases (these could be from songs days of week/months of year) - tap them out</i></p> <p><i>Make up simple dance patterns – keeping in time with the pulse and including rhythms</i></p> <p><i>Use voices to provide sound effects</i></p> <p><i>Create long and short sounds on instruments.</i></p> <p><i>Find and play by ear, phrases of well-known songs on tuned instruments</i></p> <p><i>Make up three-note tunes independently</i></p> <p><i>Record their own tunes - use colours instead of note names</i></p> <p><i>Create songs of their own using high-middle-low pitches</i></p> | <p><i>For instance:</i></p> <p><i>Improvise - devise melodic phrases - using pentatonic scales (limited range of notes: DEGAB or CDEGA)</i></p> | <p><i>For instance:</i></p> <p><i>Recognise combinations of pitched sounds - concords and discords</i></p> <p><i>Identify and play CM diatonic Chords C-F-G-Am-Dm</i></p> <p><i>Improvise - developing rhythmic and melodic material within given structures - when performing</i></p> |
| | Electronic | | <p><i>For instance:</i></p> <p><i>Use ICT/electronic devices, (microphones and recording equipment) to change and manipulate sounds</i></p> | <p><i>For instance:</i></p> <p><i>Use ICT / electronic devices, (microphones and recording equipment) to change and manipulate sounds</i></p> |

Progression in Music 2025-2026



| | Year 1/2 | Year 3/4 | Year 5/6 |
|-----------|----------|---|--|
| Composing | | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> improvise and compose music for a range of purposes using the inter-related dimension of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations | |
| | | <p><i>For instance:</i></p> <p><i>Combine sounds to create textures</i></p> <p><i>Create sequences of sound - musical structures which express ideas or moods using lyrics/sounds/movements-actions</i></p> <p><i>Compose sequences using notated rhythms</i></p> <p><i>Join sequences together to create structures of rhythmic, descriptive or dance patterns</i></p> <p><i>Select and sequence pitches (limited range) to create melodic phrases</i></p> <p><i>Add words to melodic phrases to create a class/group song</i></p> <p><i>Compose music in pairs - and small groups</i></p> <p><i>Explore, choose, combine, organise and record musical ideas within musical structures</i></p> <p><i>Use a variety of notations including 'graphic score' - pictograms etc.</i></p> <p><i>Develop an ability to represent sounds and symbols in movement/words/with instruments</i></p> <p><i>Use staff notation as a support</i></p> <p><i>Look at the music and follow each part</i></p> | <p><i>For instance:</i></p> <p><i>Create textures by combining sounds</i></p> <p><i>Compose music to describe images</i></p> <p><i>Create music that describes two contrasting moods</i></p> <p><i>Internalise sounds, then select, combine and exploit a range of different sounds to compose a sound-scape stimulated by...(topic)</i></p> <p><i>Develop more complex rhythmic ideas</i></p> <p><i>Devise rhythmic, melodic and harmonic accompaniments</i></p> <p><i>Apply knowledge and understanding of how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures/forms and used to communicate different moods and effects</i></p> <p><i>Compose music for different occasions using appropriate musical features and devices (melody, rhythms, chords and structures)</i></p> <p><i>Use standard and additional methods of notation as appropriate across a range of different contexts.</i></p> <p><i>Be aware of some of the basic major scales</i></p> <p><i>Play from pitched notation (read music)</i></p> <p><i>Show understanding of how music is produced in different ways and described through relevant established and invented notations</i></p> |

Progression in Music 2025-2026



| | | Year 1/2 | Year 3/4 | Year 5/6 |
|---|-----------|---|--|--|
| Listening, Developing Knowledge and Understanding | | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> listen with concentration and understanding to a range of high quality live and recorded music | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> appreciate and understand a wide range of high quality music drawn from different traditions and from great composers and musicians develop an understanding of the history of music | |
| | Listening | <p><i>For instance:</i></p> <p><i>Listen to short excerpts of music from a variety of styles, genres and traditions</i></p> <p><i>Identify a variety of instruments that can be heard and describe sounds</i></p> <p><i>Identify the pulse in different pieces of music</i></p> <p><i>Tap knees in time with 'steady beat' music</i></p> <p><i>Listen to different sounds in the environment</i></p> <p><i>Recall short sequences / patterns of sounds</i></p> <p><i>Sing a familiar song, identify then tap the rhythm of the words</i></p> <p><i>Sing back melodic phrases from known songs</i></p> <p><i>Listen to pieces of music that describe e.g. The Sea/ Fireworks etc</i></p> <p><i>Describe different images created by music</i></p> <p><i>Identify features e.g. Loud/quiet, fast/slow, high/low, pulse, rhythm, sound effects...</i></p> <p><i>Listen to a selection of music that has long (often slow) and short (often fast) sounds</i></p> <p><i>Recognise long and short sounds and make longer and shorter sounds with their voices</i></p> | <p><i>For instance:</i></p> <p><i>Listen with attention to detail and internalize and recall sounds with increasing aural memory</i></p> <p><i>Learn new songs quickly; sing from memory</i></p> <p><i>Identify rhythmic patterns, instruments and repetitions of sound/pattern</i></p> <p><i>Internalise short melodies and play these on pitched instruments (play by ear)</i></p> <p><i>Analyse and compare different sound qualities (TIMBRES) instrumental, vocal, environmental/ natural, synthesised</i></p> <p><i>Explain how sounds can create different intended effects</i></p> <p><i>Recognise how the different musical elements are combined and used expressively</i></p> | <p><i>For instance:</i></p> <p><i>Identify musical features (scale, arpeggio, canon, drone, dynamics, ostinato, timbre...)</i></p> <p><i>Analyse and comment on the effectiveness of how sounds, images and lyrics are used to create different moods</i></p> <p><i>Recognise different tempi – speeds of music</i></p> <p><i>Identify different meters – grouping of the beat – counting and feeling the pulse on the strong beat</i></p> <p><i>Describe the effect of different combinations of pitched notes using the terms tense-discord, relaxed-concord</i></p> <p><i>Appraise own work by comparing/contrasting with work of others</i></p> <p><i>Improve performance through listening, internalising and analysing</i></p> |

Progression in Music 2025-2026



| | | Year 1/2 | Year 3/4 | Year 5/6 |
|--|-----------------------------|---|--|---|
| Listening, Developing Knowledge and Understanding <small>continued</small> | Knowledge and Understanding | <p><i>For instance:</i></p> <p><i>Recall and perform rhythmic patterns to a steady pulse</i></p> <p><i>Use instruments to copy back 4-beat rhythm patterns</i></p> <p><i>Introduce the Xylophone or metallophone</i></p> <p><i>Play 'High-middle-low': prepare two chime bars an octave apart, Introduce the middle note, G</i></p> <p><i>Illustrate stories or nursery rhymes by playing up or down the notes at appropriate moments</i></p> <p><i>Use movement and dance to reinforce the enjoyment of music and the sense of pulse</i></p> <p><i>Respond to long and short sounds through movement - match actions to long and short sounds</i></p> <p><i>Talk about high and low sounds in the environment and everyday life and imitate them with voices</i></p> <p><i>Use hand position to reinforce high, middle, low</i></p> <p><i>Sing back melodic phrases from known songs</i></p> <p><i>Express thoughts and feelings about music and respond physically through simple demonstration, language, movement and other art forms, giving simple justifications of reasons for response</i></p> | <p><i>For instance:</i></p> <p><i>Identify descriptive features in art and music</i></p> <p><i>Explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary</i></p> <p><i>Evaluate how venue, occasion and purpose affects the way music is created performed and heard</i></p> <p><i>Describe, compare and evaluate different kinds of music using an appropriate musical vocabulary</i></p> <p><i>Develop an understanding of a wide range of live and recorded music from different styles, genres and traditions from a variety of composers and musicians</i></p> | <p><i>For instance:</i></p> <p><i>Listen with concentration and some engagement to longer pieces of instrumental and vocal music</i></p> <p><i>Explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary</i></p> <p><i>Identify how music reflects different intentions</i></p> <p><i>Identify how music reflects time and place</i></p> <p><i>Show knowledge and understanding of how time and place can influence the way music is created, performed and heard.</i></p> <p><i>Identify and explore musical device</i></p> <p><i>Describe, compare and evaluate different kinds of music using an appropriate musical vocabulary e.g. pitch, tempo, timbre, lyrics</i></p> <p><i>Develop a broad understanding of a wide range of live and recorded music from different styles, genres and traditions from a variety of composers and musicians</i></p> |