

**Music Progression Roadmap**

**EYFS**

Know that we don't have to like every piece of music, that people like different things and that people dance to music to show their feelings.

Know that some notes are high and some are low and some noises are loud, some are quiet.

I can say whether I like music or not, move in response to it and copy high and low sounds.

I know that sounds can be created by banging, shaking, tapping or blowing; that rhythms are patterns of sound; and that different instruments make different sounds.

I know my own ideas, thoughts and feelings can be expressed through design and technology, art, music, dance, role-play and stories.

I can create sounds, rhythms and repeated rhythms by banging, shaking, tapping or blowing; explore the different sounds of instruments and represent my own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

I know that everyone has a voice; each voice is different and changes as we grow up and that I can use my voice to be loud and quiet.

I know it's OK to like and dislike songs; that they can be changed by using different instruments or by being loud and quiet.



I can join in with songs; sing as part of a large and small group; start and stop when instructed; and use my voice to make loud, quiet, long and short sounds.

I can recall a variety of songs and nursery rhymes; how to start and stop my voice and the instructions for doing so; and that as well as loud and quiet, I can make noises that are long and short.

I can name tuned and untuned instruments; use different instruments to make long and short sounds, play a simple rhythm with increasing control; and create loud and quiet sounds. With help, I can clap longer rhythms.

I know that different, long, short, loud and quiet sounds can be made using instruments; that rhythms are patterns of sound; and the names of tuned and untuned instruments.

I can listen to songs, repeat a rhythm and say how they made me feel and why.

I know what a string, brass, woodwind and percussion instrument sounds and looks like.

I listen, join in and move to songs and nursery rhymes by myself and with a group. I can change songs I know.

**Year 1**

I know what a string, brass, woodwind and percussion instrument sounds like; what dynamics, tempo, pitch, pulse and genre are; and that instruments are different in classical compared to pop.

I can identify an instrument based on a picture and sound; begin to talk about dynamics, tempo and pitch; listen to different genres and identify instrument families; discuss mood and atmosphere; find the pulse and clap along; and discuss my likes and dislikes.

I know that music can be recorded using signs and symbols; that notes are represented with letters; I can identify B, A, G; that instrumental sound can create a specific sound or effect; that musical compositions have a beginning, middle & end and combine different sounds.

I can identify notes B, A, G; create and record my own music; play a pattern with rhythm and control; create specific sounds; explain the difference between a tuned and untuned instrument; and play in a group or solo.


I know how to vary my voice; what pitch, round, pulse are; and recognise that a tune can be represented by images.


I can sing solo or as part of a group, in a round; use my voice to make different sounds; read simple scores; imitate pitch; and clap to a beat.


**Year 2**



**Year 3**

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

 Play tuned and untuned instruments musically. Experiment with, create, select and combine sounds using the inter-related dimensions of music.

 Use their voices expressively and creatively by singing songs and speaking chants and rhymes.



Year 2

I recognise notes on a staff; play at least 6 different notes; and copy tunes with accuracy.

I know: dynamics, pitch, duration, melody, pulse, texture, tempo, treble, staff; score; FACE and EGBDF; and how to control pitched percussion.

I can control an instrument to make the sound I want; and read notes I have learnt/played on a treble clef staff.

I know how to use a treble clef; that a staff has 5 lines; that the lines and spaces are used to indicate pitch; and 6 notes from a treble clef staff.

I identify the composer of a piece of music; explain improvements in my own work; recall rhythmic and melodic patterns and use musical language.

Know the terms: dynamics, tempo, pitch, pulse, genres. Know that classical music sounds different to modern pop. Recall instrument families from KS1.

Year 3

Year 4

I know that music has a pulse, and can be built up with different layers.

I can listen to music and discuss using musical terminology. I can listen to several layers of sound and talk about the effect on the mood and feelings.

I know that it is important to show control and fluency when performing; how many beats to play for a crotchet, minim and semibreve; the purpose of a musical staff; the notes EGBDF and FACE; what a treble clef is used for and that the same note can be played on different instruments.

I can read notes on a treble clef staff; use crotchet, minim and semibreve; and notes EGBDF and FACE.

I can draw a treble clef; sing songs from memory with accurate pitch; maintain a part in a group; and retain control and awareness of others in the group.

Know that a crotchet is worth 1 beat; minim is 2 beats; semibreve is worth 4 beats; how to draw a treble clef; how to imitate correct pitch; that songs have more than one part.

I can perform songs keeping control and fluency and in 2 groups; and imitate correct pitch.

Year 5

I can choose appropriate instruments for pieces of music; sing in two parts; stop and start at different points and maintain a part in a collaborative piece.

I recognise notes FACE and EGBDF; know key musical terminology; am aware of posture, position, projection; know the sounds of different instruments; how to control breathing and how to show expression.

I can use musical vocabulary; identify strengths and weaknesses; play simple rhythms; perform songs and play instruments to reflect meaning and occasion; with expression. I perform in one or two parts and collaboratively; and control my breathing.

I know different musical terms and that performance can reflect meaning and occasion.

I can recognise instruments when listening to music.

I can listen, compare and discuss music from different eras and cultures using musical terminology.

I know what 'duration' is; that music changed over time and is different across cultures.

Year 6

I know that music has different cultural meanings and purposes.

I have researched and discussed the meaning of music from at least 2 different cultures.

I can use correct musical language to discuss feelings and emotions linked to music.

I know what harmonies and drones are and I can recall musical notation.

I can perform showing expression; use drones and musical phrases to accompany singing; play instruments with more control, rhythmic accuracy and progression; follow musical notation; and hold my part in a round.

I know the 3P's and can read a score. I know that musical notation is shown in different ways; that a round can have multiple parts and what rhythm is. I know different ways of making sounds and which family an instrument belongs to.

I can hold a part in a round; follow notation and play a piece of music; and perform a variety of pieces.

Year 7



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



Improvise and compose music for a range of purposes using the inter-related dimensions of music. Use and understand staff and other musical notations.



Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Use and understand staves and other musical notations.