

Music Progression Map

1. Singing (Vocal Development)

The curriculum moves from basic exploration of the voice to sophisticated harmony and multi-part performance.

- **Nursery/Reception:** Focus on singing rhymes and chants. Children explore their voices through tempo, dynamics, and timbre.
- **Year 1:** Pupils speak chants and rhymes, mark the phrases of a song, and tap the pulse while singing.
- **Year 2:** Progression includes singing simple two-note phrases from notation and participating in call and response songs.
- **Year 3 & 4:** Students begin singing in parts. They decide how to perform a song and use changes in tempo and dynamics for expression.
- **Year 5 & 6:** Advanced vocal skills include singing an ostinato accompaniment and performing in two- and three-part harmony.

2. Playing Instruments & Notation

Pupils transition from imitating simple rhythms to reading and writing standard staff notation.

- **Nursery/Reception:** Children use untuned and tuned percussion. They learn to play along to a pulse and distinguish between pulse and rhythm.
- **Year 1 & 2:** Pupils play the pulse and rhythm of a song. In Year 2, they begin reading simple notation flashcards (crotchets and quavers) and play melodies on instruments like the xylophone.
- **Year 3 & 4:** Students read and play 4- and 8-beat rhythm notation (including crotchets, rests, and quavers). They progress to reading melodic phrases from staff notation.
- **Year 5 & 6:** Notation expands to include minims, dotted crotchets, and semibreves. Pupils begin to notate their own compositions and transcribe simple melodic phrases from dictation.

3. Composition & Improvisation

This strand develops from responding to stories to using music technology for complex structures.

- **Nursery/Reception:** Children choose instruments to represent sounds in a story or poem.
- **Year 1 & 2:** Students improvise rhythms and create melodic ostinatos using two notes. They introduce graphic notation and picture scores.
- **Year 3 & 4:** Pupils organize phrases into **Binary Form (AB)** and **Ternary Form (ABA)**. They begin using iPads for basic looping and recording.
- **Year 5 & 6:** Pupils improvise using the pentatonic scale and combine melodies with ostinato accompaniments. They use technology to edit loops and create full melodies.

4. Listening & Appreciating

Aural awareness progresses from identifying feelings to technical analysis of era, style, and scale.

- **Nursery/Reception:** Pupils move to music and explore how music makes them feel.
- **Year 1 & 2:** Children identify ascending and descending sounds and recognize specific instrument families (percussion, brass, and strings).
- **Year 3 & 4:** Students identify the era and style of music. They analyze basic song structures and track repeated or contrasting sections.
- **Year 5 & 6:** Pupils make comparisons between music from different traditions. They learn to identify individual rhythms in five-part structures and explore major and minor scales and chords.