

Music Progression Pathway

Strand	End of EYFS Pathway	End of KS1 Pathway	End of LKS2 Pathway	End of UKS2 Pathway
Performing: Singing songs with control and using the voice expressively	<ul style="list-style-type: none"> Experiment by making a range of sounds using their voices. Beginning to join in with simple songs and rhymes with support and repetition. 	<ul style="list-style-type: none"> To find their singing voice and use their voices confidently. Sing a melody accurately at their own pitch. Sing with a sense of awareness of pulse and control of rhythm. Recognise phrase lengths and know when to breathe. Sing songs expressively. Follow pitch movements with their hands and use high, low and middle voices. Begin to sing with control of pitch (e.g. following the shape of the melody). Sing with an awareness of other performers. 	<ul style="list-style-type: none"> Sing with confidence using a wider vocal range. Sing in tune. Sing with awareness of pulse and control of rhythm. Recognise simple structures. (Phrases). Sing expressively with awareness and control at the expressive elements. E.g. timbre, tempo, dynamics. Sing songs and create different vocal effects. Understand how mouth shapes can affect voice sounds. Internalise sounds by singing parts of a song 'in their heads.' 	<ul style="list-style-type: none"> Sing songs with increasing control of breathing, posture and sound projection. Sing songs in tune and with an awareness of other parts. Identify phrases through breathing in appropriate places. Sing with expression and rehearse with others. Sing a round in two parts and identify the melodic phrases and how they fit together. Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice
Topics		Yr A Autumn 1 – Hey You! Yr A Spring 2 – In the Groove Yr A Summer 1 – Jack and the Beanstalk Yr B Autumn 1 – Hands, Feet and Heart Yr B Autumn 2 – Finding Your Voice Yr B Spring 2 – Taking Off Yr B Summer 1 – I Wanna Play in a Band	Yr A Autumn 1 – Three Little Birds Yr A Autumn 2 – Singing Games Yr A Spring 2 – Let Your Spirit Fly Yr B Autumn 1 – Mamma Mia Yr B Autumn 2 – River Journey Yr B Spring 2 – Trains Yr B Summer 1 – Lean on Me Yr B Summer 2 – Heroes of Troy	Yr A Autumn 1 – Ten Pieces (BBC Classical Music) Yr A Autumn 2 – Livin' on a Prayer Yr A Spring 1 – Fresh Prince of Bel Air Yr A Spring 2 – Stop Yr A Summer 2 – Super Stan Yr B Autumn 2 – Christmas / Glockenspiels Yr B Spring 1 – Make You Feel My Love Yr B Spring 2 – Songs from WWII Yr B Summer 1 – Don't Stop Believing Yr B Summer 2 – Pirates of the Curry Beans
Performing: Controlling pulse and rhythm	<ul style="list-style-type: none"> clap along in time to the pulse of a piece of music. Clap a rhythm along with an adult Clap the rhythm of their name / lines of a nursery rhyme 	<ul style="list-style-type: none"> Identify the pulse in different pieces of music. Identify the pulse and join in getting faster and slower together. Identify long and short sounds in music. Perform a rhythm to a given pulse. Begin to internalise and create rhythmic patterns. Accompany a chant or song by clapping or playing the pulse or rhythm. 	<ul style="list-style-type: none"> Recognise rhythmic patterns. Perform a repeated pattern to a steady pulse. Identify and recall rhythmic and melodic patterns. Identify repeated patterns used in a variety of music. (Ostinato). 	<ul style="list-style-type: none"> Identify different speeds of pulse (tempo) by clapping and moving. Improvise rhythm patterns. Perform an independent part keeping to a steady beat. Identify the metre of different songs through recognising the pattern of strong and weak beats. Subdivide the pulse while keeping to a steady beat.
Topics		Yr A Autumn 1 – Hey You! Yr A Spring 2 – In The Groove Yr A Summer 1 – Jack and the Beanstalk Yr B Autumn 1 – Hands, Feet and Heart Yr B Spring 1 – Exploring Pulse and Rhythm Yr B Summer 1 – I Wanna Play in a Band	Yr A Autumn 2 – Singing Games Yr A Summer 1 – Play It Again Yr B Spring 2 – Trains Yr B Summer 1 – Lean on Me	Yr A Autumn 2 – Livin' on a Prayer Yr A Spring 1 – Fresh Prince of Bel Air Yr A Summer 1 – Ukulele Course Yr A Summer 2 – Super Stan Yr B Autumn 1 – Samba Yr B Autumn 2 – Christmas / Glockenspiels

Performing: Control of instruments	<ul style="list-style-type: none"> Explore ways to make sounds with a range of instruments and everyday objects 	<ul style="list-style-type: none"> Play instruments in different ways and create sound effects. Handle and play instruments with control. Identify different groups of instruments. 	<ul style="list-style-type: none"> Identify melodic phrases and play them by ear. Select instruments to describe visual images. Choose instruments on the basis of internalised sounds. 	<ul style="list-style-type: none"> Identify and control different ways percussion instruments make sounds. Play accompaniments with control and accuracy. Create different effects using combinations of pitched sounds. Use ICT to change and manipulate sounds.
Topics		Yr A Spring 1 – Exploring Pitch Yr A Spring 2 – In The Groove Yr B Spring 1 – Exploring Pulse and Rhythm Yr B Spring 2 – Taking Off Yr B Summer 2 – Rain. Rain, Go Away	Yr A Spring 2 – Glockenspiels Stage 1 Yr B Spring 1 – Recorders Yr B Spring 2 – Trains	Yr A Autumn 2 – Livin' on a Prayer Yr A Spring 2 – Stop Yr A Summer 1 – Ukulele Course Yr B Autumn 1 – Samba Yr B Autumn 2 – Christmas / Glockenspiels
Performing: Performance skills	<ul style="list-style-type: none"> Sing as part of a small group / class 	<ul style="list-style-type: none"> Perform together and follow instructions that combine the musical elements. 	<ul style="list-style-type: none"> Perform in different ways, exploring the way the performers are a musical resource. Perform with awareness of different parts. 	<ul style="list-style-type: none"> Present performances effectively with awareness of audience, venue and occasion.
Topics	<ul style="list-style-type: none"> 	Yr A Spring 1 – Exploring Pitch Yr A Spring 2 – In The Groove Yr A Summer 1 – Jack and the Beanstalk Yr B Autumn 1 – Hands, Feet and Heart Yr B Autumn 2 – Finding Your Voice Yr B Spring 2 – Taking Off Yr B Summer 2 – Rain. Rain, Go Away	Yr A Autumn 1 – Three Little Birds Yr A Spring 2 – Let Your Spirit Fly Yr A Summer 1 – Play It Again Yr B Autumn 1 – Mamma Mia Yr B Spring 1 – Recorders Yr B Spring 2 – Trains Yr B Summer 1 – Lean on Me Yr B Summer 2 – Heroes of Troy	Yr A Autumn 2 – Livin' on a Prayer Yr A Spring 1 – Fresh Prince of Bel Air Yr A Spring 2 – Stop Yr A Summer 1 – Ukulele Course Yr A Summer 2 – Super Stan Yr B Autumn 1 – Samba Yr B Autumn 2 – Christmas / Glockenspiels

Composition:		<ul style="list-style-type: none"> • Contribute to the creation of a class composition. • Basic skills developments for composition in KS1 are to be found within 'Exploring sounds'. 	<ul style="list-style-type: none"> • Create textures by combining sounds in different ways. • Create music that describes contrasting moods/emotions. • Improvise simple tunes based on the pentatonic scale. • Compose music in pairs and make improvements to their own work. • Create an accompaniment to a known song. • Create descriptive music in pairs or small groups. 	<ul style="list-style-type: none"> • Identify different starting points or composing music. • Explore, select combine and exploit a range of different sounds to compose a soundscape. • Write lyrics to a known song. • Compose a short song to own lyrics based on everyday phrases. • Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition
Topics		Yr A Spring 1 – Exploring pitch Yr B Spring 2 – Taking Off Yr B Summer 2 – Rain. Rain, Go Away	Yr A Spring 2 – Glockenspiels Stage 1 Yr A Summer 2 – Dragon Scales Yr B Autumn 2 – Water Yr B Spring 2 - Trains Yr B Summer 2 – Heroes of Troy	Yr A Spring 1 – Fresh Prince of Bel Air Yr A Spring 2 – Stop Yr A Summer 1 – Ukulele Course Yr B Autumn 1 – Samba Yr B Summer 1 – Don't Stop Believing
Composition: Exploring sounds, melody and accompaniment.	<ul style="list-style-type: none"> • Make a sequence of loud and quiet sounds. • Use voices, instruments and everyday objects 	<ul style="list-style-type: none"> • To explore different sound sources. • Make sounds and recognise how they can give a message. • Identify and name classroom instruments. • Create and chose sounds in response to a given stimulus. • Identify how sounds can be changed. • Change sounds to reflect different stimuli. 	<ul style="list-style-type: none"> • Identify ways sounds are used to accompany a song. • Analyse and comment on how sounds are used to create different moods. • Explore and perform different types of accompaniment. • Explore and select different melodic patterns. • Recognise and explore different combinations of pitch sounds. 	<ul style="list-style-type: none"> • Skills development for this element are to be found within 'Control of instruments' and 'Composition'.
Topics		Yr A Spring 1 – Exploring Pitch Yr B Spring 1 – Exploring Pulse and Rhythm Yr B Spring 2 – Taking Off Yr B Summer 2 – Rain. Rain, Go Away	Yr A Spring 1 – India Yr A Summer 1 – National Anthems Yr B Autumn 1 – Mamma Mia Yr B Autumn 2 – Water Yr B Autumn 2 – River Journey Yr B Spring 2 - Trains Yr B Summer 1 – Lean on Me	

Composition: Reading and writing notation	<ul style="list-style-type: none"> Respond to simple symbols showing when to play e.g. red circle means stop, green means play 	<ul style="list-style-type: none"> Perform long and short sounds in response to symbols. Create long and short sounds on instruments. <ul style="list-style-type: none"> Play and sing phrase from dot notation. Record their own ideas. Make their own symbols as part of a class score 	<ul style="list-style-type: none"> Devise non-standard symbols to indicate when to play and rest. Recognise the notes EGBDF and FACE on the musical stave. Recognise the symbols for a quaver, crotchet and minim and say how many beats they represent 	<ul style="list-style-type: none"> Read and create notes on the musical stave. Perform using notation as a support. Sing songs with staff notation as support. Understand the purpose of the treble and bass clefs and use them in transcribing compositions. Understand and use the # (sharp) and ♭ (flat) symbols. Use and understand simple time signatures
Topics	<ul style="list-style-type: none"> 	Yr A Spring 1 – Exploring Pitch Yr A Summer 2 – What's the Score / Our Environment Yr B Spring 1 – Exploring Pulse and Rhythm Yr B Spring 2 – Taking Off Yr B Summer 2 – Rain. Rain, Go Away	Yr A Spring 2 – Glockenspiels Stage 1 Yr A Summer 2 – Dragon Scales Yr B Spring 1 - Recorders	Yr A Summer 1 – Ukulele Course Yr B Autumn 1 – Samba Yr B Autumn 2 – Christmas / Glockenspiels Yr B Summer 1 – Don't Stop Believing Yr B Summer 2 – Pirates of the Curry Beans

Listening and appraising	<ul style="list-style-type: none"> • Say if they like/dislike a piece of music. • Respond to music through movement <ul style="list-style-type: none"> • Say how a piece of music make them feel • Recognise if a piece of music is loud or quiet 	<ul style="list-style-type: none"> • Choose sounds and instruments carefully and make improvements to their own and others' work. • Talk about music heard with appropriate vocabulary. • Begin to explore how music can affect emotions. • Recognise how music enriches our lives. • Compare 2 contrasting pieces of music for dimensions such as pitch or tempo. • Think of ways to improve their compositions. 	<ul style="list-style-type: none"> • Recognise how music can reflect different intentions. • Recognise the family groups within the orchestra and the importance of the conductor. • Describe and give opinions of the music heard with some use of musical vocabulary. • Discuss the emotional impact of a piece. • Identify some of the structural and expressive aspects of the music heard (starts slowly and gets faster) • Share ways to improve the composition of others 	<ul style="list-style-type: none"> • Improve their work through analysis, evaluation and comparison. • Identify different ensemble combinations and instruments heard and their role within the ensemble (eg ostinato; melody). • Describe and give opinions of the music heard with confident use of an extended range of musical terminology. • Listen to music of differing genres (eg jazz, classical, blues) and compare and contrast the different styles. • Discuss ways to improve the composition of others using musical dimensions as a guide
Topics		Yr A Autumn 2 – Sound Pictures Yr A Spring 1 – Around the World Yr A Summer 2 – What's the Score / Our Environment. Yr B Spring 2 – Taking Off Yr B Summer 2 – Rain. Rain, Go Away	Yr A Autumn 1 – Three Little Birds Yr A Spring 1 – India Yr A Summer 1 – Animal Magic Yr A Summer 1 – National Anthems Yr A Summer 2 – Dragon Scales Yr B Autumn 1 – Mamma Mia Yr B Autumn 2 – Water Yr B Autumn 2 – River Journey Yr B Spring 2 – Trains Yr B Summer 2 – Heroes of Troy	Yr A Autumn 1 – Ten Pieces (BBC Classical Music) Yr A Autumn 2 – Livin' on a Prayer Yr A Spring 1 – Fresh Prince of Bel Air Yr A Spring 2 – Stop Yr A Summer 1 – Ukulele Course Yr A Summer 2 – Super Stan Yr B Autumn 1 - Samba Yr B Spring 1 – Make You Feel My Love Yr B Spring 2 – Songs from WWII Yr B Summer 1 – Don't Stop Believing Yr B Summer 2 – Pirates of the Curry Beans