



Year Group	Strand					
	Musicianship: Understanding music	Listening: Appraisal	Singing	Playing Instruments/notation	Composition & improvisation	Musical History & Cultural Awareness
Aims of each strand	Pupils develop a secure understanding of the fundamental elements of music including pulse, rhythm, pitch, tempo and dynamics. Early years pupils explore sound through movement and play, while older pupils develop musical vocabulary, recognise time signatures and keys, and apply musical knowledge when performing, composing and evaluating music.	Pupils learn to listen attentively and respond thoughtfully to a wide range of music. Younger pupils explore how music makes them feel and identify simple musical changes, while older pupils analyse musical features, compare styles and traditions, and justify opinions using accurate musical vocabulary.	Pupils develop vocal confidence and musical expression through regular singing opportunities. Early learners sing familiar songs and rhymes, progressing to accurate pitch, part singing, harmonies and expressive performance. Older pupils develop leadership skills by supporting rehearsals and leading singing activities.	Pupils explore classroom instruments safely and creatively in EYFS and KS1 before progressing to structured instrumental playing. Across KS2, pupils learn to read and interpret musical notation, perform melodies and rhythms accurately, and understand musical symbols including staff notation and rhythmic values.	Pupils develop creativity through exploring and organising sound. Younger pupils create simple sound effects and rhythmic patterns through play and storytelling. As pupils progress, they improvise within musical structures, develop melodic ideas and compose increasingly complex pieces using dynamics, rhythm, structure and notation.	Pupils explore music from different cultures, traditions and historical periods to develop an understanding of music within its social and cultural context. Younger pupils experience a range of world music and cultural celebrations, while older pupils study musical traditions, influential composers and musicians, and the historical development of musical genres. Pupils learn how music reflects society, identity and historical change, and develop respect for diverse musical traditions.
Performance Aim	- EYFS pupils perform songs, rhymes and musical activities with confidence - KS1 pupils perform to familiar audiences and begin to understand rehearsal and performance - Lower KS2 pupils perform with increasing confidence and reflect on performances - Upper KS2 pupils perform from memory or notation to a range of audiences and evaluate outcomes					



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Nursery	To explore loud and quiet sounds To explore fast and slow music To begin to feel a steady pulse To copy simple rhythms through clapping To recognise changes in sound To respond physically to music	To listen to different types of music To respond through movement To show enjoyment of music To recognise familiar songs To join in with musical games To talk about what they hear (basic)	To join in with simple songs To copy simple melodies To sing with actions To explore using their voice To sing familiar nursery rhymes To begin to sing in a group	To explore different instruments To make sounds using instruments To play instruments freely To copy simple patterns To play along with music To begin to stop and start on cue	To make sounds using instruments To explore body percussion To create simple sound patterns To choose sounds to represent ideas To copy and repeat sound patterns To experiment with different sounds	To listen to music from different cultures To join in with traditional songs To experience music linked to celebrations To recognise that music is used in events To explore instruments from around the world To respond to cultural music
Nursery Performing	To perform simple songs and rhymes with actions To keep a basic pulse through clapping or movement To explore and play instruments with control To use their voice to make different sounds To join in with group music-making activities To respond to music through movement and expression					



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Reception	To understand pulse in music	To listen carefully to different music	To sing familiar songs from memory	To play instruments to a steady pulse	To create simple rhythmic patterns	To recognise music in celebrations
	To recognise rhythm patterns	To talk about how music makes them feel	To sing with clear words	To copy simple rhythms on instruments	To improvise using voice and instruments	To listen to music from different cultures
	To begin to identify pitch changes	To identify instruments by sound	To match pitch more accurately	To begin to control sounds	To choose sounds to represent ideas	To explore traditional songs
	To copy simple rhythms accurately	To recognise changes in music	To sing in a group confidently	To play together as a group	To create short sound sequences	To understand music is used worldwide
	To recognise tempo changes	To respond through movement and discussion	To follow a leader when singing	To respond to start/stop signals	To repeat and improve patterns	To recognise cultural differences in music
	To describe music using simple terms	To compare simple pieces of music	To sing with simple expression	To explore simple symbols for sounds	To perform simple compositions	To respond to music from different places
Reception Performing	To perform familiar songs from memory with actions To keep a steady pulse when clapping or playing To sing in a group with increasing confidence To play instruments in time with others To create and perform simple sound patterns To respond to music with movement and simple expression					



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Year 1	To understand pulse, rhythm and pitch To identify tempo (fast/slow) To identify dynamics (loud/quiet) To clap simple rhythms accurately To recognise repeating patterns To begin to use musical vocabulary	To listen to a range of music To identify changes in music To describe music using simple words To recognise different instruments To respond through movement or drawing To share opinions about music	To sing simple songs clearly To sing in tune (developing) To sing with actions To follow a melody To sing as part of a group To begin to control volume	To play untuned instruments To keep a steady pulse To play simple rhythms To follow simple patterns To start and stop together To recognise basic symbols	To create simple sound patterns To improvise rhythms To choose sounds for ideas To sequence sounds To repeat patterns To perform simple compositions	To listen to music from different cultures To recognise music used in celebrations To explore traditional songs To talk about music from different places To identify cultural differences To enjoy a range of music styles
Year 1 Performing	To perform simple songs with clear diction To keep a steady pulse when singing or playing To play simple rhythms on untuned instruments To perform as part of a group To create and perform simple compositions To show basic control of dynamics (loud and quiet)					



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Year 2	To identify pulse, rhythm and pitch To recognise tempo and dynamics To clap more complex rhythms To identify simple structure To use musical vocabulary To explain how music changes	To describe music using vocabulary To compare two pieces of music To identify instruments in music To recognise different styles To explain preferences To evaluate music simply	To sing with expression To maintain pitch To follow a melody accurately To sing as part of a group To control breathing when singing To perform confidently	To play rhythms accurately To use untuned instruments confidently To begin to read simple notation To play in time with others To follow rhythmic patterns To perform simple pieces	To create short compositions To use rhythm patterns in compositions To structure simple pieces To combine different sounds To improve compositions To perform compositions	To recognise music from different times To explore simple information about composers To identify music from different cultures To understand the purpose of music To compare different styles To discuss differences in music
Year 2 Performing	To perform songs with expression and control To maintain a steady pulse and rhythm To play simple rhythmic patterns accurately To perform in a group with awareness of others To create and perform short compositions To begin to follow simple musical instructions					



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Year 3	Explain musical elements Recognise structure Identify harmony (basic) Use vocabulary confidently Analyse patterns Explain musical effect	Compare genres Identify instruments Analyse structure Evaluate music Explain preferences Use musical language	Sing in rounds Maintain part Use dynamics Control pitch Perform confidently Sing with expression	Play melodies Read notation Perform in groups Maintain rhythm Follow scores Improve accuracy	Compose structured pieces Use melody and rhythm Add dynamics Create contrasts Refine work Perform compositions	Study music periods Identify composers Compare styles Understand context Explore world music Explain influences
Year 3 Performing	To perform songs with accuracy and expression To maintain a part within a group performance To play tuned instruments with increasing control To perform simple pieces from notation To compose and perform short structured pieces To use dynamics and tempo in performance					



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Year 4	To explain musical elements (pitch, tempo, dynamics) To recognise structure in music (e.g. verse/chorus) To identify simple harmony (two notes played together) To use musical vocabulary accurately To recognise patterns and repetition To explain how musical elements create mood	To compare music from different genres To identify instruments within a piece To describe structure in music To evaluate music using musical vocabulary To explain preferences with reasons To discuss similarities and differences between pieces	To sing in rounds and simple parts To maintain an independent part in a group To sing with accurate pitch To use dynamics when singing To perform with confidence To sing with expression and clear diction	To play simple melodies on tuned instruments To read and follow basic notation To perform as part of a group To maintain rhythm when playing To follow simple scores To improve accuracy and control	To compose music with a clear structure To combine rhythm and melody To use dynamics in compositions To create contrasting sections To refine and improve compositions To perform composed pieces confidently	To explore music from different historical periods To identify key composers To compare music from different times To understand the context of music To explore music from around the world To explain how music reflects culture
Year 4 Performing	To perform confidently in groups and parts (e.g. rounds) To maintain pitch and rhythm accurately To play melodies on tuned instruments To follow notation when performing To compose and perform structured pieces To use expression, dynamics and tempo effectively					



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Year 5	To analyse musical elements in detail To recognise more complex structures To understand harmony and texture To use advanced musical vocabulary To explain how music creates atmosphere To evaluate how elements are combined	To evaluate music critically To compare different genres and styles To identify stylistic features To analyse structure in music To justify opinions using musical vocabulary To describe how music communicates ideas	To sing in harmony To maintain an independent vocal part To sing with expression and control To control breathing and phrasing To perform confidently in groups To lead and support group singing	To play more complex pieces on tuned instruments To read notation fluently To perform in ensemble contexts To maintain an independent part To interpret musical notation To improve technical accuracy	To compose music with multiple layers To use structure in compositions To combine rhythm, melody and dynamics To refine and improve compositions To record compositions using notation To perform compositions confidently	To study composers in more detail To understand historical context of music To compare musical eras To analyse cultural influences in music To explore global musical traditions To explain how music has developed over time
Year 5 Performing	To perform confidently in harmony and parts To maintain an independent role in ensemble performance To play more complex pieces on tuned instruments To perform using notation fluently To compose and perform multi-layered pieces To demonstrate control of expression, phrasing and dynamics					



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Year 6	To analyse and evaluate music in detail To understand complex musical structures To explain harmony, texture and timbre To use precise musical vocabulary To interpret musical features To justify musical choices and opinions	To critically evaluate a wide range of music To compare music across different eras To identify stylistic features confidently To analyse composition techniques To justify opinions with detailed reasoning To use accurate and technical vocabulary	To perform with confidence and control To maintain harmony in group performances To sing with expression and musicality To control pitch, tone and dynamics To perform as part of an ensemble To lead performances and support others	To perform complex pieces accurately To read and interpret standard notation To play in ensemble contexts confidently To maintain independent parts To interpret musical scores To perform with fluency and expression	To compose extended pieces with clear structure To use musical elements intentionally To combine multiple layers in compositions To refine and edit compositions independently To record compositions using notation To perform final compositions confidently	To analyse music across historical periods To understand the cultural context of music To compare global musical traditions To evaluate the influence of music on society To study significant composers and musicians To explain how music evolves over time
Year 6 Performing	To perform confidently with accuracy, fluency and expression To maintain independent parts in ensemble performances To play complex pieces using standard notation To compose and perform extended pieces with structure To demonstrate control of dynamics, tempo and phrasing To perform to an audience with confidence and professionalism					

Music Progression Map 2026-2027