



Music Progression Map – Year 1 to Year 6

	Year 1 & 2		Year 3 & 4		Year 5 & 6	
Focused Listening	Listen attentively and with understanding to music from different historical periods. (All Units) Genres Covered: Romantic, Hip Hop (U1) Musical Theatre (U2) Baroque, 20th Century Modern (U3) Hip hop (U4) Classical, Indian Classical, Folk Traditions (U5) Electronic (U6)	Recognise the sound of different families of instruments and how each makes a sound. (U1, U3, U5) Listen to music from around the world. (U1, U2, U3, U5) Genres Covered: Classical/Orchestral, Rock/Pop (U1) Musical Theatre (U2) Classical (U3) Highlife (U4) South African, Bollywood Fusion, Irish Folk, Tango (U5) Ballad (U6)	Aurally identify dimensions in music, such as pitch and texture. (U1, U3, U4, U5, U6) Appreciate and respond to music from across historical periods and traditions. (U2, U5, U6) Genres Covered: Jazz (U1) Musical Theatre (U2) 90's Pop (U3) Energetic Pop (U4) Baroque & Contemporary Classical (U5) Romantic Era (U6)	Listen with attention to detail for specific instruments, musical elements and recall sounds with increasing aural memory. (All Units) Understand contrasting traditions and stories. (All Units) Genres Covered: Electronic Dance Music (U1) Musical Theatre (U2) Contemporary Pop (U3) Contemporary R&B (U4) Folk (Guyanese) (U6) Classic Rounds (U6)	Develop and expand musical understanding through critical listening. Be able to use musical terminology and identify how it is used within the pieces of music they are listening to. (All Units) Understand the stories, origins, traditions, history and social context of Brazilian Samba. (U5) Genres Covered: Soul (U1) Musical Theatre (U2) Soundtrack/Film Music (U3) Folk/Traditional (U4) Samba (U5) Hip Hop (U6)	Further develop students' knowledge and understanding of the music they are listening to. (All Units) Be able to confidently identify musical elements and describe the pieces of music accurately using musical vocabulary. (All Units) Genres Covered : Grime, Hip Hop (U1) Musical Theatre/Pantomime (U2) Classical/Orchestral (U3) Sea Shanties/Folk (U4) Latin/Pop (U6)

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Musical Elements	Pulse: Move in time with the beat of different pieces of music using lots of different body movements. (All units) Rhythm: Use and repeat simple rhythmic patterns. Be able to copy patterns accurately. (U1, U3, U4, U5, U6) Pitch: Identify specific pitch registers (high, middle, low) and visually map the melodic contour of a song using physical gestures or symbols. (U2, U3, U4, U5, U6) Dynamics: Distinguishing between <i>piano</i> (quiet) and <i>forte</i> (loud) to enhance the emotional impact or narrative of a performance. (U2, U3, U4, U5, U6)	Pulse: Move in time to the beat. (All units) Rhythm: Play and invent copycat rhythms. (U1, U4, U5) Create rhythms using word phrases. Begin to identify the "strong beat" of the bar. (U1, U3, U4, U5) Pitch recognition is developed through movement and instrument exploration. Accuracy is developed by echoing vocal phrases and identifying note heights on the glockenspiel. These skills are applied by playing specific notes like G, A, and B to create original melodies. (U1, U2, U3, U4, U5, U6) Dynamics: Experiment playing instruments at different volumes,	Pulse / Beat: Maintain a steady pulse while marching, tapping, or walking, using contrasting rhythms. (All Units) Rhythm: Develop from echoing simple 4-beat patterns to performing syncopated (off-beat) rhythms and identifying symbols for crotchets and quavers. (All Units) Pitch: Use hand movements to show melodic shape, sing sol-mi-la-do patterns, and play specific notes on tuned instruments. (All Units) Dynamics: Use Italian terms piano (quiet) and forte (loud) and follow a conductor's hand signals to change volume expressively. (U2, U3, U4, U5, U6) Tempo: The speed of the music. Children use tempo buttons to adjust playback speed and explore how changing tempo affects a song's mood or energy. (U1, U4, U5, U6) Texture: The number of layers of sound. Children	Pulse: Practice finding the pulse through whole-body movements like tapping knees, clicking, or nodding to the beat. (All units) Rhythm: Use their knowledge of rhythm patterns to build their own compositions. (U1, U3, U4, U5, U6) Pitch: Learn that higher placement on the stave corresponds to higher pitch. (U1, U2, U4, U5, U6) Use solfège hand signals to follow melodic shapes and recognise when notes move by "step" (close together) or "jump" (wider distances). (U6) Learn to compose melodies using specific note sets, such as the D minor scale (D, E, F, G, A), and practice starting and ending compositions on the "home note" D. (U1) Dynamics: Learn to build musical expression by performing with forte and piano volumes while mastering gradual crescendos and diminuendos to add emotional depth to their playing. (U1, U3, U4, U5) Tempo: learn that tempo affects	Pulse: internalise a steady beat through movement; ensemble performers rely on the Surdo to maintain group coordination in Samba, and digital producers align notes to a grid in YuStudio to ensure rhythmic precision. (All units require pulse) Rhythm: Build on their rhythm skills to use more complicated rhythms in their playing and composing. (U1, U2, U3, U4, U5, U6) Pitch: Develop more fluency in recognising and reading different pitches from notation. Learn how to use different sets of notes (scales & tonality) to create different emotions. (U1, U2, U3, U4, U6) Dynamics: Become more fluent in using musical terminology when using dynamics, and apply a wider range to performance and composition. (U1, U2, U3, U4, U5, U6)	Pulse: consolidate findings and maintain a steady pulse by tapping, clapping, or using percussion. They also learn that the "strong beat" is typically the first beat of a bar. (All units) Rhythm: explore rhythmic patterns, including syncopation. Practice repeating rhythms from melodies and using speech-like rhythms in compositions. (U1, U4, U6) Pitch: Learn to use technology to write melodies, and use a piano roll to visualise pitch movement. (U1, U5) Develop matching singing pitch by ear. (U2, U4, U6) Dynamics: Consolidate knowledge by identifying and applying changes in volume to communicate emotion or tell a story. (U1, U2, U4) Tempo: Learn that tempo is the speed of music, measured in beats per minute (BPM). Practice adjusting tempo in digital software and using it to

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	Tempo: Recognise and adapt to varying musical speeds, from a slow <i>Largo</i> to a fast <i>Scherzo</i>, and understand how tempo dictates the "energy" of a piece. (U1, U3, U2, U5, U6) Structure: Construct and perform repeating musical patterns (ostinatos) and participate accurately in call-and-response (musical question and answer) structures. (U3, U4, U5) Timbre & Texture: Select appropriate instrumental "voices" (wood, metal, skin) to create specific "sound pictures" and explore how layering these sounds builds musical texture. (U3, U4, U5)	including mezzo piano (U4, U6) Follow instructions for gradual changes in volume, such as getting louder (crescendo) or softer (decrescendo). (U2, U4, U5) Tempo: Understand and keep in time with changes of speed. (All units) Timbre: Describe sounds using words like "smooth," "scratchy," "bright," or "warm". (U1, U5) Learn to identify different instrument families (brass, percussion, string, woodwind) by their specific sounds. (U1, U3, U4, U5) Structure: Improvise musical "questions" and "answers" and Call and Response using body percussion. (U1, U5, U6)	identify broad textures (many instruments) and narrow textures (soloists) and create their own textures by layering rhythmic parts in an ensemble. (U1, U4, U5, U6) Timbre: Compare the smooth sound of a clarinet to the deep sound of a cello, and choose instruments that specifically represent images, like using a tambourine for "rustling leaves". (U1, U4, U5, U6) Structure: Learn standard song structures (Intro, Verse, Chorus, Instrumental, Outro) and use storyboards or graphic scores to plan the beginning, middle, and end of their own pieces. (U1, U4, U5) Articulation: How notes are played, such as staccato (short/jumpy) or legato (smooth/flowing). Children use these to add character to their playing, such as using "spiky" sounds for a "Winter Warrior" composition. (U1, U2, U4, U5, U6)	the character and mood of a piece and practice following a conductor who speeds up or slows down. (U1, U4, U5) Texture: explore musical texture by layering voices and instruments, moving from "thin" to "full" sounds, utilising sustained drones, melodic rounds, and two-part harmonies to build a rich harmonic foundation. (U2, U4, U5, U6) Timbre: use FX to create realism, atmosphere, or drama, experimenting with how specific sounds (bubbles, whale calls, etc.) change the narrative impact of a scene. (U5) Structure: learn how a song is constructed, identifying sections like the intro, verse, chorus, bridge, and outro. (U3, U5, U6) Articulation: learn to contrast staccato (short, bouncy, detached notes) with legato (smooth, sliding, connected notes). They apply these techniques to both singing and instrumental playing to tell a story or change the mood. (U4)	Tempo: Learn how to use tempo within YuStudio. (U3, U6) Know that different styles of music have particular tempo ranges. (U1, U3, U4, U5, U6) Texture: Build on their knowledge of drones, chords and triads. Learn how to use parts to layer in composition. (U1, U3, U4, U5, U6) Timbre: Use the digital sound bank to make decisions on instrumental timbre to match the composition's style. (U3, U6) Structure: Use a ternary form for a composition. Use and identify chorus, verse, and bridge. (U1, U3, U4, U6) Articulation: build on using variations in articulation to create better effects when playing instrumental parts and also match compositional styles. (U4, U6)	build anticipation or excitement. (U1, U3, U5) Texture: learn about "layering" sounds, such as stacking drums, bass, and melodies. They describe texture as "thick" (many sounds) or "thin" (few sounds) and learn how it affects musical impact. (U1, U5) Timbre: Compare and contrast the timbres of orchestral instruments with those of digital "synthesisers" and electronic sounds. (U3, U5) Structure: learn the arrangement of sections, including intro, verse, chorus, bridge, and ending. They learn that structures like rounds involve parts that start at different times and interlock. (U4, U5) Articulation: Consolidate their skills in playing and choosing appropriate articulations to best represent the emotion of the piece. (U4)

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Notation	Follow a graphic score made from pictures and symbols to guide singing and playing. (U5) Use the Rhythm Grids tool to create and read simple rhythm patterns. (U4) Use the Percussion A writer tool to write and read symbols that represent sounds. (U6)	Represent rhythms with notation, including crotchets, quavers, and crotchet rests. (U4, U5) Recognise notation and match it to 3-note tunes played on tuned percussion. (U3, U4)	Recognise a staff (the five lines) and a clef (such as Treble or Bass). (U1, U4) Play and perform melodies following staff notation with a small range of notes. (U1, U4) Identify and differentiate between the symbols for crotchets and paired quavers. (U1, U4) Create and perform a graphic score (U5)	Play and perform more complex melodies following staff notation as a class and in groups. (U1, U4) Play and perform in two or more parts from simple notation. (U1, U4) Understand the differences between minims, crotchets, paired quavers and their rests. (U1, U4) Follow and perform simple rhythmic scores and maintain an individual part. (U1, U4)	Play and perform melodies following staff notation written up to one octave. (U4) Understand and play triads/chords. (U3, U4, U6) Understand semibreves, minims, crotchets, paired quavers and semiquavers. (U1, U3, U4, U5, U6) Understand the differences between 2/4, 3/4 and 4/4 time signatures. (U1, U4, U6)	Confidently read and perform from notation, identifying note names and duration. (U4, U6) Understand the difference between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests. (U1, U3, U4, U5, U6)

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Singing	Sing simple songs with a limited range, and chants and rhymes from memory. (U1, U2, U3, U4, U5, U6) Singing collectively at the same pitch, responding to simple visual directions. (U1, U2, U3, U4, U6) Sing call-and-response songs to control and match vocal pitch. (U4) Understand how to warm voices ready to sing. (U2)	Sing songs with a small pitch range accurately with increasing vocal control. (U1, U2, U5, U6) Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing. (U2, U4, U5) Understand good posture to support Singing. (U1, U2, U5, U6)	Sing unison songs with widening pitch range, in varying styles, tunefully and with expression. (U1, U2, U4, U6) Perform actions confidently and in time. (U1, U2, U3, U4, U6) Perform as a choir in school assemblies. (U1, U2, U3, U6)	Sing unison songs with up to an octave range, pitching accurately, and following choral directions. (U1, U2, U3, U4, U6) Sing rounds and partner songs with different time signatures. (U6) Sing songs with a simple second part to introduce vocal harmony. (U2, U4, U6) Perform a range of songs in school Assemblies (U1, U2, U3, U4, U6)	Sing songs with a sense of ensemble and performance. (U1, U2, U4) Observe phrasing, accurate pitching and appropriate style. (U1, U2, U4) Sing three-part rounds, partner songs, and songs with a verse and a chorus. (U2) Perform in school assemblies and other performances. Opportunities. (U1, U2, U4)	Sing songs with syncopated rhythms. (U4, U6) Sing as part of a choir, with a sense of ensemble and performance. (U2, U4, U6) Observe rhythm, phrasing, accurate pitching and appropriate style. U1, U2, U4, U6) Experiment with positioning singers. (U2) Perform in school and to a wider audience. (U2, U4, U6)

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Instrumental Practice	Select and play a range of untuned percussion (drums, woodblocks, triangles, shakers, cymbals), and recognise instruments based on their unique timbre (wood, metal, skin). (U3, U4, U5, U6) Perform rhythm patterns (long, short, and rest sounds) (U1, U3, U4, U5, U6) Keep a steady, repeating beat going (Ostinato) while the rest of the group plays something else. (U4)	Play untuned/ tuned percussion and classroom instruments using up to 3 notes (U1, U3, U4, U5) Maintain a good posture with a straight back and relaxed shoulders while playing. (U1, U3, U4, U5) Learn how to hold and use beaters correctly to strike glockenspiels. (U1, U3, U4, U5) Develop playing from memory as a way to improve fluency and avoid repeated head movements while performing. (U1, U3, U4, U5) Practice accurate note playing, specifically focusing on using up to 3 notes. (U1, U3, U4, U5) Experiment with controlling different volume levels, such as playing loudly (<i>forte</i>), quietly (<i>piano</i>), or moderately quiet (<i>mezzo piano</i>). (U4, U5)	Play untuned/tuned percussion, classroom and whole-class instruments (if appropriate) using notes up to 5 notes. (U1, U3, U4, U5) Practice holding the beater correctly and striking the centre of the bars to achieve a clear, resonant tone. (U1, U4) Use untuned percussion (tambourines, shakers, claves) to maintain a steady pulse and respond to count-ins and stop cues. (U1, U3, U4, U5) Practice keeping a steady underlying beat (Ostinato) while others perform a contrasting rhythmic pattern. (U1, U4) Use syncopation to add excitement and bounce to rhythm patterns. (U4) Create texture by layering different instrumental parts, such as having one group play a steady beat while another plays a melody. (U1, U4, U5)	Play tuned percussion, classroom and whole-class instruments using up to 8 notes. (U1, U4) Master correct posture and hand positioning. Focus on striking the centre of each bar with a gentle, controlled motion. (U1, U4) Enhance motor skills and timing by incorporating beater variations—alternating between the mallet head and the stick during rhythmic exercises. (U1, U4) Learn to identify and play the five notes of the D minor scale (D, E, F, G, A). They practice playing these notes, stepping up in pitch and then down in step. (U1) Explore musical expression by practising the contrast between <i>forte</i> (loud) and <i>piano</i> (soft), while developing the control needed for smooth crescendos and diminuendos. (U1, U4) Learn to navigate articulation, switching between the crisp, detached bounce of staccato and the smooth, flowing connection of legato. (U1, U4) Practice reading simple staff notation on a stave to play melodies. (U1, U4)	Play tuned percussion, classroom and whole-class instruments (if appropriate) using major and minor scales and chords. (U1, U4, U6) Continue to master correct posture and hand positioning. Focusing on striking the centre of each bar with a gentle, controlled motion. (U1, U4,) Develop their fluency in note recognition and using articulation when playing the glockenspiel. (U1, U4) Learn the unique rhythms for each of the samba instruments and develop the ability to play accurately while other parts are being played. (U5)	Play tuned percussion, classroom, and whole-class instruments (if appropriate) using major and minor scales and chords Progressions. Learn the Bb major scale and main chords. (U4) Consolidate good posture and playing technique, including the use of different articulations where appropriate. (U4, U6) Continue to develop fluency in note recognition and playing from notation. (U4, U6) Develop ensemble skills by playing multiple parts simultaneously, with pupils confidently holding their own parts. (U4, U6)

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Composition and Improvisation including using Music Technology	Improvise simple vocal chants using question-and-answer phrases. (U4)	Sing and play, using percussion instruments, simple, improvised question and answer phrases. (U1)	Develop improvising skills using voices and untuned and tuned instruments, inventing short 'on-the-spot' responses with a limited note range. (U1, U4, U5, U6)	Improvise with a limited range of notes, paying attention to musical features such as legato and staccato (smooth and detached) articulation. (U1, U4)	Improvise freely over a drone or groove to develop a sense of shape and character. (U1, U4)	Extend improvised melodies beyond 8 beats. (U1, U4, U6)
	Create musical sound effects in response to a stimulus. (U3, U4, U5, U6)	Create music in response to a non-musical stimulus. (U4, U5, U6)	Compose in response to different types of stimuli. (U1, U3, U5, U6)	Make compositional decisions about the overall structure of improvisations. (U1, U5, U6)	Experiment with a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo). (U3, U4, U6)	Develop improvisation skills to create music with multiple sections, including repetition and contrast. (U1, U4)
	Combine sequences of sounds to make a story. (U5)			Create and play short pentatonic phrases using five notes. (U1, U4)	Compose melodies made from pairs of phrases in a major and minor key. (U1, U3)	Use chord changes as part of an improvised sequence. (U4)
	Understand the difference between creating a rhythm pattern and a pitch pattern. (U6)	Use graphic symbols and dot or stick notation to record composed pieces. (U3, U4)	Structure musical ideas to create music that has a beginning, middle and end. (U1, U3, U5)	Use the Music Explorer tool to write sequences of 2, 3 or 4-beat phrases, arranged into bars. (U1)		Use the Music Notepad tool to plan, compose, notate, and play melodic phrases that incorporate rhythmic variety and interest. (U4)
	Invent, remember and perform rhythm and pitch patterns. (U3, U4, U5, U6)	Use the Rhythm Grids tool to create and read more complex rhythm patterns. (U3, U4, U5)	Create and simply notate three-note phrases. (U1, U4, U5)	Use the YuStudio DAW to explore musical components and sound effects by composing music for a video. (U5)	Compose a short ternary piece using the Music Notepad tool. (U1)	Use YuStudio to create and produce music with multiple sections and explain how musical contrasts are achieved. (U1, U3, U5)
	Recognise and create graphic notation to represent sounds. (U5, U6)	Use the Music Explorer tool to recognise and write music. (U4)	Compose song accompaniments on untuned percussion. (U1, U4, U5, U6)	Use video to capture and record creative ideas. (U3)	Use YuStudio to explore major and minor chords and to evoke a specific atmosphere, mood or environment. (U3, U6)	Use YuStudio to remix real instrument loops. (U3, U5)
	Use Rhythm Grids to create rhythmic patterns. (U4)					

The Music Progression Map, which outlines the learning in this Creative Music Scheme, is based on two key documents:

- The National Curriculum for Music – A statutory framework that outlines what pupils must be taught.
- The Model Music Curriculum (MMC) – A non-statutory guide offering detailed progression and practical examples to meet those statutory goals.

Key features

- Cumulative Learning: Musical understanding and skills build over time, with previous knowledge revisited and deepened across year groups.

- Clear Skill Development: Progression across focused listening, musical elements, notation, singing, playing instruments, composition, improvisation, including music technology and performances across these activities.
- Purposeful Sequencing: Each unit is deliberately placed to reinforce and extend key musical concepts.
- Integrated Terminology & Concepts: The Unit Teaching Guides and Lesson Plans introduce and explain all relevant vocabulary and techniques.

Please also refer to

- Learning Objectives and I Can Statements document.
- Unit Progression Document