Barley and Barkway (VA) C of E First Schools Federation
Church End, Barley, SG8 8JW | 84 High Street, Barkway, SG8 8EF
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MUSIC SKILLS PROGRESSION MAP

Improvise and Compose (Term 1)

EYFS	Year 1	Year 2
Make up new words and actions about different emotions and feelings.	Participate in creating a dramatic group performance using kitchen themed props.	Improvise rhythms along to a backing track using the note C or G.
Explore making sound with voices and percussion instruments to create different feelings and moods.	Compose music to march to using tuned and untuned percussion.	Compose call-and response music.
Explore storytelling elements in the music and create a class story inspired by the piece.	Experiment with sounds (timbre) to create aquarium-inspired music and draw the sounds using graphic symbols.	Select instruments and compose music to reflect an animal's character.
Make up a simple accompaniment using percussion instruments.		Invent simple patterns using voices, body percussion, and then instruments.
Make up new lyrics and vocal sounds for different kinds of transport.		Follow signals given by a conductor/leader.
		Structure compositional ideas into a bigger piece.
		Improvise solos using instruments.

Lower KS2 (Year A)	Lower KS2 (Year B)
Compose a pentatonic ostinato.	Improvise with the voice on the notes of the pentatonic scale D-E-G-A-B (and B flat if you have one).
Create rhythm patterns using the durations crotchet, crotchet rest, pair of quavers.	Identify, play from, and combine rhythm patterns to make a sequence using crotchets, quavers, and crotchet rests.
Transfer rhythm patterns to tuned instruments to create rising and falling phrases using just three notes.	

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Improvise and Compose (Term 2)

EYFS	Year 1	Year 2
Explore the range and capabilities of voices through vocal play.	Compose word patterns in groups and melodies in pairs using mi-re-do (E-D-C).	Compose 4-beat patterns to create a new rhythmic accompaniment, using a looping app.
Create a sound story using instruments to represent different animal sounds/ movements.	Compose musical sound effects and short sequences of sounds in response to a stimulus.	Improvise and compose, structuring short musical ideas to form a larger piece.
Make up new lyrics and accompanying actions.	Improvise question and answer conversations using percussion instruments.	Begin to understand duration and rhythm notation.
Improvise a vocal/physical soundscape about minibeasts.		Structure musical ideas into a whole-class composition.

Lower KS2 (Year A)	Lower KS2 (Year B)
Compose a 4-beat rhythm pattern to play during instrumental sections.	'Doodle' with voices over the chords in the song.
Working in small groups, sing a call-and-response song with an invented drone accompaniment.	Improvise and compose, exploring how timbre, dynamics, and texture can be used for impact in a fanfare.
	Invent a melody.

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Improvise and Compose (Term 3)

EYFS	Year 1	Year 2
Develop a song by composing new words and adding movements and props.	Create rhythm patterns, sequencing them, and 'fixing' them as compositions using simple notation.	Create action patterns in 2- and 3-time.
Improvise music with different instruments, following a conductor.	Attempt to record compositions with stick and other notations.	Compose a soundtrack to a clip of a silent film.
Compose music based on characters and stories developed through listening to Beethoven's 5th symphony.	Create musical phrases from new word rhythms that children invent.	Understand and use notes of different duration.
Compose a 3-beat body percussion pattern and perform it to a steady beat.		Understand and use notes of different pitch.
Invent and perform actions for new verses.		Understand and use dynamics.

Lower KS2 (Year A)	Lower KS2 (Year B)
Invent simple patterns using rhythms and notes C-D-E.	Compose a pentatonic melody.
Compose music, structuring short ideas into a bigger piece.	Create ostinatos.
Notate, read, follow, and create a 'score'.	

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Sing and Play (Term 1)

EYFS	Year 1	Year 2
Sing with a sense of pitch, following the shape of the melody with their voices.	Sing a cumulative song from memory, remembering the order of the verses.	Play the melody on a tuned percussion instrument.
Mark the beat of the song with actions.	Play classroom instruments on the beat.	Sing with good diction.
Use the voice to adopt different roles and characters.	Copy a leader in a call-and-response song, show the shape of the pitch moving with actions, and sing using mi-re-do.	
Match the pitch of a 4-note (la-so-mi-do) call-and-response song.	Sing a unison song rhythmically and in tune.	
Sing a tune with 'stepping' and 'leaping' notes.	Play percussion instruments expressively, representing the character of their composition.	
Play a steady beat on percussion instruments.		

Lower KS2 (Year A)	Lower KS2 (Year B)
Sing a call-and-response song in groups, holding long notes confidently.	Sing in a Gospel style with expression and dynamics.
Play melodic and rhythmic accompaniments to a song.	Play a bass part and rhythm ostinato along with This little light of mine.
Rap accurately and rhythmically with dynamic contrasts.	Sing Part 1 of a partner song rhythmically.
Perform crotchet and quaver actions ('walk' and 'jogging') on the beat and adapt these actions when the speed of the music changes.	Perform a whole-class 'rondo' made up of playing and singing.
	Sing a stepping melody accurately and with clear articulation and diction.

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Sing and Play (Term 2)

EYFS	Year 1	Year 2
Develop a sense of beat by performing actions to music.	Chant together rhythmically, marking rests accurately.	Chant Grandma rap rhythmically and perform to an accompaniment children create.
Sing an action song with changes in speed.	Play a simple ostinato on untuned percussion.	Chant and play rhythms using the durations of 'walk' (crotchet), 'jogging' (quavers), and 'shh' (crotchet rest) from stick notation.
Play along with percussion instruments.	Sing an echo song while tapping the beat, and clap the rhythm of the words, understanding there is one beat for each syllable.	Learn a clapping game to 'Hi lo chicka lo' that shows the rhythm.
Perform the story as a class.	Sing a simple singing game, adding actions to show a developing sense of beat.	Sing and play, performing composed pieces for an audience.
Sing and play a rising and falling melody, following the shape with voices and on tuned percussion.	Create, interpret, and perform simple graphic scores.	Learn a simple rhythm pattern and perform it with tempo and volume changes.
Sing in call-and-response and change voices to make a buzzing sound.		Learn about the musical terms crescendo, diminuendo, accelerando, ritenuto.
Play an accompaniment using tuned and untuned percussion and recognise a change in tempo.		Follow signals from a conductor.

Lower KS2 (Year A)	Lower KS2 (Year B)
Sing the syncopated rhythms in Latin dance and recognise a verse/chorus structure.	Sing swung rhythms lightly and accurately.
Play a one-note part contributing to the chords accompanying the verses.	Learn a part on tuned percussion and play as part of a whole-class performance.
	Sing Part 2 of a partner song rhythmically. Adopt a rhythmic accompaniment while singing.
	Play repeating rhythmic patterns and count musically.

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Sing and Play (Term 3)

EYFS	Year 1	Year 2
Sing a song that uses a call-and-response structure.	Perform actions to music, reinforcing a sense of beat.	Demonstrate an internalised sense of pulse through singing games.
Play sea sound effects on percussion instruments.	Sing and chant songs and rhymes expressively.	Sing confidently in Polish and play a cumulative game with spoken call-and-response sections.
With some support, play a call-and-response phrase comprising a short, stepping tune (C-D-E).	Sing either part of a call-and-response song.	Play an accompaniment on tuned percussion and invent a 4-beat body percussion pattern.
Play different instruments with control.	Play the response sections on tuned percussion using the correct beater hold.	
Explore dynamics with their voices and instruments.	Echo-sing a line independently with teacher leading, then move on to pair singing in echo format.	
Sing a melody in waltz time and perform the actions.		
Transfer actions to sounds played on percussion instruments.		
Sing a song while performing a sequence of dance steps.		
Play a two-note accompaniment, playing the beat, on tuned or untuned percussion.		

Lower KS2 (Year A)	Lower KS2 (Year B)
Perform call-and-response rhythms vocally, by ear, using word rhythms, then transfer rhythms to body percussion/instruments.	Sing with expression and a sense of the style of the music.
Perform vocal percussion as part of a group.	Understand triads and play C, F, G major, and A minor.
Play the chords of Fly with the stars on tuned percussion as part of a whole-class performance.	Play an instrumental part as part of a whole-class performance.
Sing solo or in a pair in call-and-response style.	Sing a part in a partner song, rhythmically and from memory.

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Listen and Appraise (Term 1)

EYFS	Year 1	Year 2
Identify and describe contrasts in tempo and dynamics.	Listen and move in time to the song.	Recognise and play echoing phrases by ear.
Begin to use musical terms (louder/ quieter, faster/slower, higher/lower).	Respond to musical characteristics through movement.	Listen with increased concentration to sounds/music and respond by talking about them using music vocabulary, or physically with movement and dance.
Respond to music in a range of ways (e.g. movement, talking, writing).	Describe the features of a march using music vocabulary (e.g. that it has a steady beat, that soldiers 'march' to music, naming the instruments playing in the clips).	Identify different qualities of sound (timbre) (e.g. smooth, scratchy, clicking, ringing, and how they are made).
	Listen to 'Aquarium', reflecting the character of the music through movement.	Recognise and respond to changes of speed (tempo), the length of notes (duration – long/ short), short/detached/ smooth (articulation), and pitch (high/low) using music vocabulary, and/or movement.

Lower KS2 (Year A)	Lower KS2 (Year B)
Listen and identify where notes in the melody of the song go down and up.	Listen and move in time to songs in a Gospel style.
	Move to music, marking the pulse with action durations: 'walk' (crotchets), 'jogging' (quavers), 'stride' (minims), 'skipty' (dotted quaver/ semiquaver), and 'shh' (crotchet rest).

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Listen and Appraise (Term 2)

EYFS	Year 1	Year 2
Develop 'active' listening skills by recognising the 'cuckoo call' in a piece of music (so-mi).	Recognise the difference between a pattern with notes (pitched) and without (unpitched).	Show the following durations with actions: 'walk' (crotchet) and 'jogging' (quavers).
Enjoy moving freely and expressively to music.	Listen actively by responding to musical signals and musical themes using appropriate movement.	Listen and appraise, with focus and attention to detail, recalling sounds and patterns.
Listen to music and show the beat with actions.	Create a musical movement picture.	Listen to and analyse four pieces of music inspired by travel/vehicles.
Use appropriate hand actions to mark a changing pitch.	Recognise how graphic symbols can represent sound.	
Listen to a piece of classical music and respond through dance.		

Lower KS2 (Year A)	Lower KS2 (Year B)
Listen to a range of Cuban pieces, understanding influences on the music and recognising some of its musical features.	Listen and identify similarities and differences between acoustic guitar styles.
Develop active listening skills by responding to musical themes through movement.	Listen and appraise, recognising and talking about the musical characteristics of a fanfare using music vocabulary.
Understand the structure of rondo form (A-B-A-C-A).	
Develop a sense of beat and rhythmic pattern through movement.	
Experience call-and-response patterns through moving with a partner.	
Listen and compare how different composers have approached creating word-based compositions.	

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Listen and Appraise (Term 3)

EYFS	Year 1	Year 2
Listen to a range of sea-related pieces of music and respond with movement.	Respond to musical signals and musical themes using movement, matching movements to musical gestures in the piece.	Listen actively and mark the beat by tapping, clapping, and swinging to the music.
Develop listening skills, identifying dynamics (forte, piano, crescendo, and diminuendo) across a range of different musical styles.	Develop awareness of duration and the ability to move slowly to music.	Listen and move, stepping a variety of rhythm patterns ('walk', 'jogging', 'skipty').
Listen actively to music in 3/4 time.	Create artwork, drawing freely and imaginatively in response to a piece of music.	Understand and explain how beats can be grouped into patterns and identify them in familiar songs.
Find the beat and perform a clapping game with a partner.	Listen and copy rhythm patterns.	Move freely and creatively to music using a prop.
Listen to and talk about folk songs from North America.	Listen and copy call-and-response patterns on voices and instruments.	Listen and match the beat of others and recorded music, adapting speed accordingly.
		Listen to traditional and composed music from Poland. Begin to understand how music helps people share tradition and culture.

Lower KS2 (Year A)	Lower KS2 (Year B)
Recognise and copy rhythms and pitches C-D-E.	Compare music extracts and understand that the pentatonic scale features in lots of music traditions and cultures.
Move in time with the beat of the music.	Watch a film and analyse it in a musical context.
Talk about what they have learnt about Brazil and Carnival (e.g. samba batucada instruments, playing in call-and-response, samba schools, that in Brazil music helps communities thrive, that word rhythms are an important way to learn rhythm patterns, that you can freely express yourself at Carnival).	Identify similarities and differences between pieces of music in a folk/folk-rock style.
Respond to and recognise crotchets and quavers and make up rhythms using these durations to create accompaniment ideas for the song.	