Music Progression Map: 2025-26

St Thomas More Catholic Primary School

	Reception/ ELGs	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term 1	Sing with a sense of pitch, following the shape of the melody with their voices. Mark the beat of the song with actions. Identify and describe contrasts in tempo and dynamics. Begin to use musical terms (louder/ quieter, faster/slower, higher/lower). Make up new words and actions about different emotions and feelings. Explore making sound with voices and percussion instruments to create different feelings and moods. Explore storytelling elements in the music and create a class story inspired by the piece.	Sing a cumulative song from memory, remembering the order of the verses. Play classroom instruments on the beat. Listen and move in time to the song. Respond to musical characteristics through movement. Participate in creating a dramatic group performance using kitchen themed props. Compose music to march using tuned and untuned percussion. Experiment with sounds (timbre) to create aquarium-inspired music and draw the sounds using graphic symbols.	Play the melody on a tuned percussion instrument. Sing with good diction. Recognise and play echoing phrases by ear. Listen with increased concentration to sounds/music and respond by talking about them using music vocabulary, or physically with movement and dance. Improvise rhythms along to a backing track using the note C or G. Compose call-and response music. Select instruments and compose music to reflect an animal's character. Invent simple patterns using voices, body percussion, and then instruments.	Sing a call-and-response song in groups, holding long notes confidently. Play melodic and rhythmic accompaniments to a song. Listen and identify where notes in the melody of the song go down and up. Begin to develop an understanding and appreciation of music from different musical traditions. Compose a pentatonic ostinato. Compose a simple song using symmetry to develop a melody, structure, and rhythmic accompaniment	Sing in a Gospel style with expression and dynamics. Play a bass part and rhythm ostinato along with This little light of mine. Listen and move in time to songs in a Gospel style. Listen and appraise, recognising elements of the music that establishes the mood and character (e.g. the rhythm). Improvise with the voice on the notes of the pentatonic scale D-E-G-A-B (and B flat if you have one). Improvise and compose, creating atmospheric music for a scene with a given set of instruments. Create short sounds inspired by colours and shapes. Structure musical ideas into a composition. Create and read graphic scores.	Sing a sea shanty expressively, with accurate pitch and a strong beat. Play bass notes, chords, or rhythms to accompany singing. Talk about the purpose of sea shanties and describe some of the features using music vocabulary. Recognise individual instruments and voices by ear. Compose body percussion patterns to accompany a sea shanty. Write these out using rhythm grids. Improvise and compose, 'doodling' with sound, playing around with pitch and rhythm to create a strong hook. Create fragments of songs that can be developed into fully fledged songs.	Sing a syncopated melody accurately and in tune. Sing and play a class arrangement of the song with a good sense of ensemble Listen to historical recordings of big band swing, and describe features of the music using music vocabulary. Explore the influences on an artist by comparing pieces of music from different genres. Compose a syncopated melody using the notes of the C major scale. Create their own song lyrics. Fit their lyrics to a pulse, creating a chant. Write a melody and sing it. Structure their ideas into a complete song.

Term 2	Develop a sense of beat by performing actions to music. Explore the range and capabilities of voices through vocal play. Sing an action song with changes in speed. Develop 'active' listening skills by recognising the 'cuckoo call' in a piece of music (so-mi). Enjoy moving freely and expressively to music. Create a sound story using instruments to represent different animal sounds/ movements. Make up new lyrics and accompanying actions.	Chant together rhythmically, marking rests accurately. Recognise the difference between a pattern with notes (pitched) and without (unpitched). Play a simple ostinato on untuned percussion. Listen actively by responding to musical signals and musical themes using appropriate movement. Compose word patterns in groups and melodies in pairs using mi-re-do (E-D-C). Compose musical sound effects and short sequences of sounds in response to a stimulus. Improvise question-and answer conversations using percussion instruments.	Chant Grandma rap rhythmically and perform to an accompaniment children create. Chant and play rhythms using the durations of 'walk' (crotchet), 'jogging' (quavers), and 'shh' (crotchet rest) from stick notation. Show the following durations with actions: 'walk' (crotchet) and 'jogging' (quavers). Listen and appraise, with focus and attention to detail, recalling sounds and patterns. Compose 4-beat patterns to create a new rhythmic accompaniment, using a looping app. Improvise and compose, structuring short musical ideas to form a larger piece. Begin to understand duration and rhythm notation.	Sing the syncopated rhythms in Latin dance and recognise a verse/chorus structure. Listen to a range of Cuban pieces, undestanding influences on the music and recognising some of its musical features. Play a one-note part, contributing to the chords accompanying the verses. Develop active listening skills by responding to musical themes through movement. Compose a 4-beat rhythm pattern to play during instrumental sections of a song. Working in small groups, sing a call-and-response song with an invented drone accompaniment. Explore ways to create word-based pieces of music.	Sing swung rhythms lightly and accurately. Listen and identify similarities and differences between acoustic guitar styles. 'Doodle' with voices over the chords in the song. Listen and appraise, recognising and talking about the musical characteristics of a fanfare using music vocabulary. Improvise and compose, exploring how timbre, dynamics, and texture can be used for impact in a fanfare. Compose a fanfare using a small set of notes and short, repeated rhythms.	Sing a song in two parts with expression and an understanding of its origins. Sing a round and accompany themselves with a beat. Listen and copy back simple rhythmic and melodic patterns. Identify drum patterns, basslines, and riffs, and play them using body percussion and voices. Show understanding of how a drum pattern, bassline, and riff fit together to create a memorable and catchy groove. Compose and perform drum patterns, basslines, and riffs on a variety of instruments as part of a group.	Sing a round accurately and in a legato style. Sing a chorus in two-part harmony with dancing on the beat. Identify changes in texture between parts moving together (homophonic texture) and parts moving independently (polyphonic texture). Listen and appraise, recognising and identifying key musical features such as rhythm, tempo, timbre, structure, and instruments. Use music vocabulary and knowledge to discuss similarities and differences in pieces of music. Learn some simple choreography to accompany a disco song. Create variations using a wide variety of composing techniques.

Term 3	Sing a song that uses a call-and-response structure. Play sea sound effects on percussion instruments. Listen to a range of sea-related pieces of music and respond with movement. Develop a song by composing new words and adding movements and props. Develop listening skills, identifying dynamics (forte, piano, crescendo, and diminuendo) across a range of different musical styles. Improvise music with different instruments, following a conductor. Compose music based on characters and stories developed through listening to Beethoven's 5th symphony.	Perform actions to music, reinforcing a sense of beat. Sing and chant songs and rhymes expressively. Respond to musical signals and musical themes using movement, matching movements to musical gestures in the piece. Develop awareness of duration and the ability to move slowly to music. Create rhythm patterns, sequencing them, and 'fixing' them as compositions using simple notation. Attempt to record compositions with stick and other notations. Create musical phrases from new word rhythms that children invent.	Demonstrate an internalised sense of pulse through singing games. Sing confidently in Polish, and play a cumulative game with spoken calland-response sections. Listen actively and mark the beat by tapping, clapping, and swinging to the music Listen and move, stepping a variety of rhythm patterns ('walk', 'jogging', 'skipty'). Create action patterns in 2- and 3-time. Compose a soundtrack to a clip of a silent film. Understand and use notes of different duration.	Perform call-and-response rhythms vocally, by ear, using word rhythms, then transfer rhythms to body percussion/instruments. Sing the chorus of Throw, catch in three-part harmony with dancing. Perform vocal percussion as part of a group. Move in time with the beat of the music. Recognise and copy rhythms and pitches C-D-E. Invent simple patterns using rhythms and notes C-D-E. Compose music, structuring short ideas into a bigger piece. Notate, read, and follow a 'score'.	Sing with expression and a sense of the style of the music. Sing the chorus of Throw, catch in three-part harmony with dancing. Compare music extracts and understand that the pentatonic scale features in lots of music traditions and cultures. Watch a film and analyse it in a musical context. Compose a pentatonic melody. Improvise and create pentatonic patterns. Create ostinatos.	Sing/chant a part within a kecak vocal performance. Sing and play the melody of Kis nay banaayaa. Develop knowledge and understanding of the Balinese musical forms of gamelan beleganjur and kecak. Listen and match vocal and instrumental sounds to each other, and to notation. Improvise and compose, creating a piece in ternary form using a pentatonic scale, and containing an accompaniment, contrasting dynamics, and tempo. Notate their ideas to form a simple score to play from. Create and perform their own class arrangement.	Sing the chorus of Throw, catch in three- part harmony with dancing. Identify ways songwriters convey meaning: through lyrics, the music, and the performance. Create an accompaniment Understand different ways that rhymes work in songs. Create an extended melody with four distinct phrases. Experiment with harmony.