

## Music Progression Overview

### Music in Early Years Foundation Stage.

Table 1 outlines the statements from the Development Matters Framework 2020 and The EYFS Framework (2021) that match the programme of study for music.

Table 2. Includes an Early Years column to help teachers plan for mixed Reception / Year 1 classes.

1.

Three and Four- Year Olds	Communication and language	<ul style="list-style-type: none"> <li>● Sing a large repertoire of songs</li> </ul>
	Physical Development	<ul style="list-style-type: none"> <li>● Use large-muscle movement (wave flags/streamers, paint/make marks)</li> </ul>
	Expressive Arts and Design	<ul style="list-style-type: none"> <li>● Listen with increased attention to sounds.</li> <li>● Respond to what they have heard, expressing their thoughts and feelings.</li> <li>● Remember and sing entire songs.</li> <li>● Sing the pitch of a tone sung by another person (pitch match)</li> <li>● Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>● Create their own songs, or improvise a song around another one they know.</li> <li>● Play instruments with increasing control to express their feelings and ideas.</li> </ul>
Reception	Communication and language	<ul style="list-style-type: none"> <li>● Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>● Learn rhymes, poems and songs.</li> </ul>
	Physical Development	<ul style="list-style-type: none"> <li>● Combine different movements with ease and fluency.</li> </ul>
	Expressive Arts and Design	<ul style="list-style-type: none"> <li>● Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>● Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>● Create collaboratively, sharing ideas, resources and skills.</li> <li>● Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>● Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>● Explore and engage in music making and dance, performing solo or in groups.</li> </ul>
Early Learning Goals		<ul style="list-style-type: none"> <li>● Sing a range of well-known nursery rhymes and songs.</li> <li>● Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>

2.

Area of focus	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>1.Listen and Appraise (Y1-6)</b></p> <p><b>Listen and Respond (Early Years)</b></p>	<p>Knows a range of nursery rhymes off by heart and knows the stories of these nursery rhymes.</p> <p>Knows that music can touch your feelings.</p> <p>Enjoys moving to music with fluency and ease</p>	<p>Knows songs off by heart and knows what these songs are about.</p> <p>Recognises and names some of the instruments they use.</p> <p>Enjoys moving to music in different ways</p>	<p>Knows songs off by heart</p> <p>Knows songs have a chorus or a response/answer part.</p> <p>Knows songs have a musical style.</p> <p>Enjoys moving to music in a variety of ways</p>	<p>Knows songs from memory- who sang them, wrote them, what the words mean and how the songs make them feel.</p> <p>Know the musical style of a song.</p> <p>Talks about musical elements of a song,</p> <ul style="list-style-type: none"> <li>- The lyrics</li> <li>- Musical dimensions (texture,dynamics, tempo, rhythm and pitch),</li> <li>-Identifies main sections (introduction, verse, chorus)</li> <li>-Names some of the instruments heard in the song.</li> </ul> <p>Identifies and move to the pulse</p> <p>Uses musical language</p>	<p>Knows songs from memory-who sang them, wrote them, what the words mean and how the songs make them feel.</p> <p>Knows the musical style of songs</p> <p>Talks about musical elements of a song</p> <ul style="list-style-type: none"> <li>- Style indicators</li> <li>- The lyrics</li> <li>- Musical dimensions (texture,dynamics, tempo, rhythm and pitch), -Identifies main sections (introduction, verse, chorus)</li> <li>-Names some of the instruments heard in the song.</li> </ul> <p>Talks about how musical dimensions work together</p> <p>Confidently identifies and moves to the pulse</p> <p>Uses musical language appropriately</p>	<p>Knows songs from memory-who sang them, wrote them, when and why, the historical context of the song, what the words mean and how the songs make them feel.</p> <p>knows the musical style of songs and compares songs in the same style.</p> <p>Talks about musical elements of several songs</p> <ul style="list-style-type: none"> <li>- Style indicators of a song -The lyrics</li> <li>- Musical dimensions (texture,dynamics, tempo, rhythm and pitch)</li> <li>-Identifies main sections (introduction, verse, chorus)</li> <li>-Names some of the instruments heard in the song.</li> </ul> <p>Talks about how musical dimensions work together</p> <p>Confidently identifies and move to the pulse with ease</p> <p>Uses musical language to explore their thoughts and reactions to music.</p>	<p>Knows songs from memory-who sang them, wrote them, when and why, the historical context of the song, what the words mean and how the songs make them feel.</p> <p>knows the musical style of songs and compares songs in the same style.</p> <p>Talks about a range of songs,</p> <ul style="list-style-type: none"> <li>-Style indicators of a song</li> <li>- The lyrics</li> <li>- Musical dimensions (texture,dynamics,tempo rhythm and pitch),</li> <li>-Identifies main sections (introduction, verse, chorus)</li> <li>-Names some of the instruments heard in the song.</li> </ul> <p>Talk about how musical dimensions work together</p> <p>Identifies and moves to the pulse with ease.</p> <p>Has a fluent grasp of musical language which they use to express their ideas and thoughts..</p>

	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>2. Musicianship (1-6)</b></p> <p><b>Explore and Create (Early Years)</b></p>	<p>Knows that we can move with the pulse of the music.</p> <p>Knows that the words of a song tell stories.</p> <p>Can find and enjoy moving to the pulse in a range of ways.</p> <p>Can copy basic rhythms.</p> <p>Can explore high and low sound using voices and instruments.</p> <p>Can explore inventing musical patterns.</p>	<p>Knows music has a steady pulse and can find it.</p> <p>Listens to short rhythmic phrases and claps them back</p> <p>Creates rhythms for others to copy</p> <p>- Listens and sings back using 'la' (Pitch)</p>	<p>Knows music has a steady pulse and can find it.</p> <p>Listens to short rhythmic phrases and claps them back</p> <p>Knows rhythms are different from the Pulse</p> <p>Creates rhythms for others to copy</p> <p>Knows we add high and low sounds, (pitch) when we sing and play instruments</p> <p>Listens and sings back using 'la'</p>	<p>Knows how to find and demonstrate the pulse and that every piece of music has a pulse.</p> <p>Knows rhythms are different from the pulse</p> <p>Claps back rhythms, creates rhythmical patterns and leads the class using simple rhythms</p> <p>Knows we add high and low sound,(pitch) when we sing and play instruments</p> <p>Knows how pulse, rhythm and pitch work together to create a song</p> <p>Listens and copies back with instruments, using 2 notes.</p> <p>Knows the difference between a musical question and answer</p>	<p>Knows the difference between rhythms and pulse and how to keep an internal pulse</p> <p>Knows rhythm is the long and short pattern over the pulse</p> <p>claps back rhythms, create rhythmical patterns and leads the class using simple rhythms</p> <p>Knows that high and low sounds create melodies</p> <p>Listens and copies back with voice/instrument- without and then with notation.</p> <p>Knows how pulse, rhythm and pitch work together to create a song</p> <p>Musical leadership - creates musical ideas for the group to copy.</p>	<p>Knows how pulse, rhythm, pitch, tempo, dynamics, and structure work together and how they connect in a song.</p> <p>Knows how to keep an internal pulse</p> <p>Copies back rhythms based on the words of a song including syncopated/off beat</p> <p>Copy back one/two/three note riffs using ear and notation</p> <p>Listens and Copies back with voice/instrument , without and then with notation</p> <p>Musical leadership - creates musical ideas for the group to copy.</p>	<p>Knows how pulse, rhythm, pitch, tempo, dynamics, and structure work together and how they connect in a song.</p> <p>Knows how to keep an internal pulse</p> <p>Copy back rhythms based on the words of a song including syncopated/off beat</p> <p>Copy back one/two/three note riffs using ear and notation</p> <p>Listens and Copies back with voice/instruments, without and then with notation</p> <p>Musical leadership - creates musical ideas for the group to copy</p>

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<b>Singing (R-6)</b>	<p>Knows a range of nursery rhymes and simple songs from memory and knows that songs have sections.</p> <p>Can sing along with a backing track and add actions.</p>	<p>Can confidently sing or rap songs from memory and sing them in unison.</p> <p>Can sing notes of different pitches (high and low)</p> <p>Can make different types of sounds with their voices</p> <p>Can follow a leader when singing (start/stop)</p>	<p>Can confidently sing or rap songs from memory and sing them in unison.</p> <p>Knows that 'unison' is everyone singing at the same time</p> <p>Can make different types of sounds with their voices</p> <p>Knows that songs include other ways of using the voice eg rapping.</p> <p>Knows why we need to warm up our voices</p> <p>Can find a comfortable singing position</p> <p>Can sing notes of different pitches (high and low)</p> <p>Can follow a leader when singing (start/stop)</p>	<p>Knows that singing in a group can be called a choir and that the leader is the conductor.</p> <p>Knows that songs can make you feel different things.</p> <p>Knows that when you sing in a group you must listen to each other.</p> <p>Knows why you must warm up your voice.</p> <p>Can sing in unison and in simple 2 parts.</p> <p>Can find a good singing posture</p> <p>Can follow a leader when singing</p> <p>Can enjoy exploring singing solo</p> <p>Can sing with awareness of being in tune</p> <p>Can feel the pulse when singing.</p>	<p>Knows that singing in a group can be called a choir and that the leader is the conductor.</p> <p>Knows that songs can make you feel different things.</p> <p>Knows that when you sing in a group you must listen to each other.</p> <p>Knows why you must warm up your voice.</p> <p>Texture - knows a solo singer makes a thinner texture than a large group.</p> <p>Can sing in unison and in simple 2 parts.</p> <p>Can find a good singing posture</p> <p>Can follow a leader when singing.</p> <p>Can enjoy exploring singing solo</p> <p>Can sing with awareness of being in tune</p> <p>Can rejoin the song if lost</p> <p>Can listen to the group when singing.</p>	<p>Knows and confidently sings songs (their parts) from memory and sings them with a strong internal pulse.</p> <p>Knows and can talk about a song, its main features, the singing (unison, solo, lead vocal, backing vocal, rapping)</p> <p>Knows what a song is about and the meaning of the lyrics</p> <p>Knows and explains the importance of warming up the voice and demonstrates a good singing posture.</p> <p>Can sing in unison and can sing backing vocals.</p> <p>Can enjoy exploring/ experiencing singing/ rapping solo.</p> <p>Can follow the leader and listen to the group when singing.</p> <p>Can listen to each other and be aware of how they fit into the group.</p> <p>Can sing with awareness of being in tune</p>	<p>Knows and confidently sings songs (their parts) from memory and sings them with a strong internal pulse.</p> <p>Knows about the style of a song so they can represent the feeling/context to the audience</p> <p>Know and can talk about a song, its main features, the singing (unison, solo, lead vocal, backing vocal, rapping)</p> <p>Knows what a song is about and the meaning of the lyrics.</p> <p>Knows and explains the importance of warming up the voice and demonstrates a good singing posture.</p> <p>Can sing in unison and can sing backing vocals.</p> <p>Can experience rapping/singing solo</p> <p>When singing they can follow the leader, listen to each other and be aware of how they fit into the group.</p> <p>Can sing with awareness of being in tune.</p>

	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Playing (1-6)</b>	<i>See Areas of focus-</i>	Knows the names of the notes they play in their instrument part, from memory or when written down.	Knows the names of the notes they play in their instrument part, from memory or when written down. .	Knows and can talk about how to play the Ukulele and treats instruments with respect.	Knows and can talk about how to play the Ukulele and a range of other familiar instruments.	Knows and talks about the instruments that might be played in a band or orchestra.	Knows and talks about the instruments that might be played in a band or orchestra.
	<i>Listen and Respond</i>			Can play their part on the ukulele from memory or using notation.	Treats instruments with respect.	Plays an instrument with the correct technique	Plays an instrument with the correct technique
	<i>Explore and Create</i>	Knows the names of the instruments they are playing.	Knows the names of the instruments played in class.	Can rehearse and perform their part in time to the steady beat.	Can play their part on the ukulele from memory or using notation.	Chooses and learns an instrument part from memory or using notation.	Chooses and learns an instrument part from memory or using notation.
	<i>Share and Perform</i>	Can treat instruments with respect	Can treat instruments with respect	Can listen to and follow musical instructions from a leader.	Can rehearse and perform their part in time to the steady beat.	Knows and talks about different ways of writing music down. (staff notation, symbols)	Knows and talks about different ways of writing music down. (staff notation, symbols)
		Can play a tuned instrumental part on the glockenspiel ( One note part / simple or medium part)	Can play a tuned instrumental part (One note part /simple or medium part) and play the part in time with a steady pulse.	Can listen to and follow musical instructions from a leader.	Can listen to and follow musical instructions from a leader.	Can rehearse and perform their part in time to the steady beat.	Knows the notes C,D,E,F,G,A,B and C on the treble stave
		Can listen to and follow musical instructions from a leader.	Can listen to and follow musical instructions from a leader.		Can experience leading the playing	Can rehearse and perform their part in time to the steady beat.	Can rehearse and perform their part in time to the steady beat.
						To listen to and follow musical instructions from a leader.	To listen to and follow musical instructions from a leader.
						Can lead a rehearsal	Can lead a rehearsal session

	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Improvising (1-6)</b>	<p><i>See Areas of focus-</i></p> <p><i>Listen and Respond</i></p> <p><i>Explore and Create</i></p> <p><i>Share and Perform</i></p>	<p>Knows that improvising is about making up your own tune, that has never been heard before, on the spot.</p> <p>Know that improvisation is not written down and belongs to them.</p> <p>Can listen and copy, then listen and respond with own improvised answer (clapping, singing or playing instruments)</p>	<p>Knows that improvising is about making up your own tune, that has never been heard before, on the spot.</p> <p>Know that improvisation is not written down and belongs to them.</p> <p>Can listen and copy, then listen and respond with own improvised answer using one or two notes. (clapping, singing or playing instruments)</p> <p>Can take turns to improvise using one or two notes.</p>	<p>Knows that improvising is about making up your own tune, that has never been heard before, on the spot.</p> <p>Know that improvisation is not written down and belongs to them.</p> <p>Knows that using one or two notes confidently is better than using 5.</p> <p>Can listen and copy, then listen and respond with own improvised answer using one or two notes. (clapping, singing or playing instruments)</p> <p>Can take turns to improvise using one, two or three notes.</p>	<p>Knows that improvising is about making up your own tune, that has never been heard before, on the spot.</p> <p>Know that improvisation is not written down and belongs to them.</p> <p>Knows that you can use riffs in your improvisation</p> <p>Can listen and copy, then listen and respond with own improvised answer using one or two notes. (clapping, singing or playing instruments)</p> <p>Can take turns to improvise using one, two or three notes.</p>	<p>Knows that improvising is about making up your own tune, that has never been heard before, on the spot.</p> <p>Know that improvisation is not written down and belongs to them.</p> <p>Knows that you can use riffs in your improvisation.</p> <p>Knows some well known improvising musicians.</p> <p><a href="https://www.last.fm/tag/free+improvisation/artists">https://www.last.fm/tag/free+improvisation/artists</a></p> <p>Can answer musical questions using improvisation, using up to three notes.</p>	<p>Knows that improvising is about making up your own tune, that has never been heard before, on the spot.</p> <p>Know that improvisation is not written down and belongs to them.</p> <p>Knows that you can use riffs in your improvisation.</p> <p>Knows some well known improvising musicians.</p> <p><a href="https://www.last.fm/tag/free+improvisation/artists">https://www.last.fm/tag/free+improvisation/artists</a></p> <p>Can answer musical questions using improvisation, using up to three notes.</p> <p>Can take turns to improvise using one, two or three notes.</p>

	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Composing (1-6)</b>	<p><i>See Areas of focus-</i></p> <p><i>Listen and Respond</i></p> <p><i>Explore and Create</i></p> <p><i>Share and Perform</i></p>	<p>Knows composing is like writing a story with music and that everyone can compose.</p> <p>Can help to create a simple melody using up to three notes.</p> <p>Knows how notes of composition can be written down and changed.</p>	<p>Knows composing is like writing a story with music and that everyone can compose.</p> <p>Can help to create some simple melodies using up to five notes.</p> <p>Knows how notes of composition can be written down and changed.</p>	<p>Knows composition is like writing a story. It is created by you and kept in some way. It can be played or performed again.</p> <p>Knows there are different ways of recording compositions (letter names, symbols, audio etc)</p> <p>Can help to create some simple melodies using up to five notes.</p> <p>Knows how notes of composition can be written down and changed.</p> <p>Can plan and create a section of music and talk about how it was created</p> <p>Can listen to and reflect upon their composition and make musical decisions based on pulse, rhythm, pitch, dynamics, and tempo.</p> <p>Can record their composition in an appropriate way recognising the connection between sound and symbol. (graphic/pictorial/ notation)</p>	<p>Knows composition is like writing a story. It is created by you and kept in some way. It can be played or performed again.</p> <p>Knows there are different ways of recording compositions (letter names, symbols, audio etc)</p> <p>Can help to create some simple melodies using up to five notes.</p> <p>Learns how notes of composition can be written down and changed.</p> <p>Can plan and create a section of music and talk about how it was created.</p> <p>Can listen to and reflect upon their composition and make musical decisions about pulse, rhythm, pitch, dynamics, and tempo.</p> <p>Can record their composition in an appropriate way recognising the connection between sound and symbol. (graphic/pictorial/ notation)</p>	<p>Know a composition has pulse, rhythm, and pitch that work together and are shaped by tempo, dynamics, texture and structure.</p> <p>Knows there are different ways of recording compositions (letter names, symbols, audio etc) and knows how notes of composition can be written down and changed.</p> <p>Can recognise the connection between sound and symbol.</p> <p>Can help to create some simple melodies using up to five notes and simple rhythms that work musically</p> <p>Can explain the keynote/homenote and the structure of the melody.</p> <p>Can plan, create, listen to and reflect upon their own composition, talking about how they were created. They can make musical decisions about pulse, rhythm, pitch, dynamics, and tempo.</p> <p>Can record their composition in an appropriate way recognising the connection between sound and symbol. (graphic/pictorial/ notation)</p>	<p>Know a composition has pulse, rhythm, and pitch that work together and are shaped by tempo, dynamics, texture and structure.</p> <p>Knows there are different ways of recording compositions (letter names, symbols, audio etc) and knows how notes of composition can be written down and changed.</p> <p>Can recognise the connection between sound and symbol.</p> <p>Can help to create some simple melodies using up to five notes and simple rhythms that work musically</p> <p>Can explain the keynote/homenote and the structure of the melody.</p> <p>Can plan, create, listen to and reflect upon their own composition, talking about how they were created. They can make musical decisions about pulse, rhythm, pitch, dynamics, and tempo.</p> <p>Can record their composition in an appropriate way recognising the connection between sound and symbol. (graphic/pictorial/ notation)</p>

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				Knows a performance can be a special occasion where you share music with other people, the audience. This can include family and friends, be one person or each other and people you don't know.			
<b>Performance (1-6)</b>  <b>Share and Perform (R)</b>	<p>Knows a performance is sharing music.</p> <p>Can perform nursery rhymes by singing, adding actions or dance.</p> <p>Can perform nursery rhymes or songs adding a simple instrumental part</p> <p>Can talk about their performance.</p>	<p>Knows a performance is sharing music with other people, the audience.</p> <p>Can choose a song they have learnt and perform it.</p> <p>Can add ideas to the performance.</p> <p>Can record their performance and say how they feel about it.</p>	<p>Knows a performance is sharing music with other people, the audience, which can include family and friends.</p> <p>Knows a performance can be a special occasion.</p> <p>Can choose a song they have learnt and perform it.</p> <p>Can add ideas to the performance.</p> <p>Can record their performance and say how they feel about it.</p>	<p>Knows you need to have planned your performance which can be different for each occasion.</p> <p>Knows you must sing/rap/play clearly and with confidence.</p> <p>Knows performance involves communicating feelings, thoughts and ideas about the song/music.</p> <p>Can choose what to perform and create a programme.</p> <p>Can communicate the meaning of the words clearly.</p> <p>Can plan and talk about the best place to perform, how to stand and sit.</p> <p>Can evaluate their performance (watch recording) say how they were feeling, what they were pleased with, what they would change and why.</p>	<p>Knows you need to have planned your performance which can be different for each occasion.</p> <p>Knows you must sing/rap/play clearly and with confidence</p> <p>Knows performance involves communicating feelings, thoughts and ideas about the song/music.</p> <p>Can choose what to perform and create a programme.</p> <p>Can communicate the meaning of the words clearly and present a musical performance designed to capture the audience.</p> <p>Can plan and talk about the best place to perform, how to stand and sit.</p> <p>Can evaluate their performance (watch recording) say how they were feeling, what they were pleased with, what they would change and why.</p>	<p>Knows you need to have planned and learnt your performance which can be different for each occasion.</p> <p>Knows you must sing/rap/play clearly and with confidence.</p> <p>Knows performance involves communicating feelings, thoughts and ideas about the song/music.</p> <p>Can choose what to perform and create a programme.</p> <p>Can communicate the meaning of the words clearly and present a musical performance designed to capture the audience.</p> <p>Can talk about the venue and how to use it to the best effect.</p> <p>Can record a performance and compare it to previous performances.</p> <p>Can discuss and talk musically about , “ What went well?” and “It would have been better if...?”</p>	<p>Knows you need to have planned and learnt your performance, which can be different for each occasion.</p> <p>Knows you must sing/rap/play clearly and with confidence.</p> <p>Knows performance involves communicating feelings, thoughts and ideas about the song/music.</p> <p>Can choose what to perform and create a programme.</p> <p>Can communicate the meaning of the words clearly and present a musical performance designed to capture the audience.</p> <p>Can talk about the venue and how to use it to the best effect</p> <p>Can record a performance and compare it to previous performances.</p> <p>Can discuss and talk musically about , “ What went well?” and “It would have been better if...?”</p>

Updated 2026  
Review 2027