Annesley Primary & Nursery School Progression Map

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Music

At Annesley Primary and Nursery School, music is a statutory entitlement and a vital part of our broad, ambitious curriculum. Our aim is to ensure every child feels musical and develops a lasting love of music, alongside the confidence, creativity and cultural understanding that high-quality music education promotes.

Our curriculum is coherently sequenced, building knowledge and skills progressively. Through the Charanga scheme, enhanced by instrumental tuition and performance opportunities, pupils develop a secure understanding of the inter-related dimensions of music: pitch, duration, dynamics, tempo, timbre, texture and structure.

By the end of Key Stage 2, pupils can perform confidently in solo and ensemble contexts, compose and improvise with increasing fluency, and listen critically with understanding. They leave Annesley as confident performers, thoughtful composers and discerning listeners, equipped with the musical knowledge, skills and appreciation to continue their musical journey.

Our ARCHIE framework embeds six core values across our curriculum – Ambition, Resilience, Confidence, Honesty, Independence, and Equality. Below are how these values apply to Music at Annesley Primary & Nursery School:

A	Pupils seize musical opportunities to access both instrumental and vocal experiences, recognising that music enriches their lives and develops skills that extend far beyond the music room. They demonstrate ambition by challenging themselves to learn new instruments, master difficult pieces, and explore diverse musical genres and traditions. Children aspire to develop their musical abilities to the highest level they can achieve, whether through solo performance, ensemble work, or creative composition. This ambition drives them to commit to regular practice, seek out performance opportunities, and continually expand their musical horizons. Through ambitious engagement with music, pupils develop technical proficiency, creative expression, and a lifelong appreciation for the power of music.
R	Children recognise that progress within music comes from practice, perseverance and determination, understanding that musical mastery develops gradually through sustained effort. They demonstrate resilience by continuing to practice even when progress seems slow, working through challenging passages repeatedly until they achieve fluency. Pupils develop the mental strength to cope with performance anxiety, learning from mistakes rather than being defeated by them. This resilience enables them to tackle increasingly complex musical material, maintaining their commitment through the inevitable frustrations that accompany learning an instrument or developing vocal technique.
C	Pupils showcase the confidence to perform in front of an audience, developing the self-assurance needed to share their musical abilities with others. They build confidence through regular performance opportunities, learning to manage nerves and present their work with poise and expression. This confidence extends beyond technical proficiency to include the ability to communicate emotion and meaning through music, engaging audiences and conveying the artistic intent of the piece. Children learn that confident performance requires thorough preparation combined with the courage to express themselves authentically. Through supportive performance experiences, pupils develop the self-belief needed to share their musical talents publicly, building skills that serve them throughout their lives.
H	Children express honest opinions about musical genres and justify their views, developing critical listening skills and personal taste. They demonstrate honesty by articulating what they appreciate in music and what they find less engaging, supporting their opinions with musical vocabulary and evidence. Pupils learn to evaluate performances and compositions objectively, recognising technical skill and artistic merit even in music they may not personally enjoy. This honesty enables authentic engagement with music, as children develop genuine preferences based on their own experiences rather than simply reflecting what they think others want to hear. Through honest reflection, pupils cultivate discerning musical taste and the ability to appreciate diverse musical traditions.
I	Pupils understand that they must take an active role in their own musical journey, recognising that progress depends on their personal commitment and initiative. They develop independence by taking responsibility for their practice, setting their own goals, and seeking opportunities to extend their learning beyond the classroom. Children become autonomous learners who can identify areas for improvement, use resources effectively to develop their skills, and make creative decisions about their musical expression. This independence empowers them to explore musical interests that resonate personally, whether through composition, improvisation, or deepening their understanding of particular genres. By taking ownership of their musical development, pupils cultivate the self-directed learning habits that enable lifelong musical engagement.
E	Children respect originality in others' compositions and performance, recognising that all musical expression has value regardless of style, genre, or level of technical proficiency. Pupils understand that music is a universal language that transcends cultural, social, and economic boundaries, and that every person's musical contribution deserves recognition and respect. They learn to appreciate diverse musical traditions from around the world, understanding that no single musical style is inherently superior to another. This commitment to equality extends to creating inclusive musical environments where all pupils feel empowered to participate, regardless of their prior experience or perceived ability. By respecting the unique musical voice of everyone, children foster a culture of creativity and mutual support that enables everyone to flourish musically.

		EYFS	Key Stage 1		Key Stage 2			
		Nursery/ Reception	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Listening & Appraising	**Knowledge**	• Music can make us think, feel and move in different ways. • Nursery rhymes and songs tell stories. • Music can be fast or slow, loud or quiet, high or low. • Different pieces of music can sound different from one another.	• Songs have titles, lyrics and use different instruments. • Music has a steady pulse. • Different songs have different purposes and styles. • Music can describe stories, characters or ideas.	• Songs can include verses, choruses and response sections. • Music belongs to different styles and cultures. • Pulse, rhythm and pitch each have different purposes within music. • Music can communicate ideas, stories and celebrations.	• Songs are organised into sections including introductions, verses and choruses. • Musical dimensions (pulse, rhythm, pitch, tempo, dynamics and texture) create different musical effects. • Different styles have recognisable musical characteristics.	• Musical styles have distinctive characteristics • Instruments contribute to the sound and identity of different genres. • Musical dimensions work together to create mood, character and expression.	• Music reflects different historical periods, cultures and traditions. • Musical styles are identified through characteristic features, instrumentation and structure. • Songs communicate messages and reflect their historical context.	• Musical identity is shaped by style, culture, history and personal expression. • Musical dimensions interact to create style, mood and meaning. • Historical context influences the development of musical genres. • Music from different traditions can be analysed using shared musical concepts.
	Skills	• Listen attentively to songs, rhymes and short pieces of music. • Respond through movement, expression and discussion. • Recognise familiar songs and nursery rhymes. • Talk simply about how music makes them feel.	• Listen carefully to a range of songs. Keep a steady pulse while listening. • Identify familiar instruments. • Describe music using simple vocabulary such as fast, slow, loud, quiet, happy and sad. • Explain what a song is about.	• Listen with increasing concentration. • Recognise the pulse in different styles of music. • Identify simple structural features such as verse and chorus. • Respond through movement and discussion. • Compare two pieces using simple musical vocabulary.	• Listen critically to a wider range of music. • Identify the pulse confidently. • Recognise and describe musical dimensions within a piece. • Explain how music makes them feel using appropriate musical vocabulary. • Listen respectfully to others' opinions.	• Compare music from different styles and traditions. • Identify instruments by sound. • Explain how tempo, dynamics, texture, rhythm and pitch contribute to a piece. • Discuss similarities and differences using appropriate musical language.	• Listen analytically to music from a wide range of genres. • Compare music within the same style. • Explain how musical elements combine to create stylistic features. • Identify sections such as introductions, verses, choruses and bridges. • Express opinions using increasingly precise musical vocabulary.	• Listen critically and evaluate music using sophisticated musical language. • Compare and justify similarities and differences between pieces. • Identify stylistic characteristics, instrumentation, structure and historical influences. • Explain how musical elements combine to communicate meaning and emotion. • Respectfully evaluate the opinions of others while developing independent musical judgements.

Progression Of Musical Understanding

Aspect	EYFS	KS1	Lower KS2	Upper KS2
Pulse	Experience and move to a steady beat.	Find and maintain the pulse independently.	Identify pulse confidently in different musical styles.	Maintain an internal pulse and explain its musical purpose.
Rhythm	Join in with rhythmic patterns.	Distinguish rhythm from pulse.	Recognise rhythmic patterns within songs.	Analyse rhythmic features including syncopation and stylistic rhythms.
Pitch	Explore high and low sounds.	Recognise high and low pitch.	Describe melodic movement.	Explain melodic features within different musical styles.
Tempo & Dynamics	Notice changes in speed and volume.	Describe music as fast/slow and loud/quiet.	Explain how changes affect mood.	Analyse how composers use tempo and dynamics expressively.
Texture	Experience solo and group singing.	Notice one voice or many voices.	Describe texture in simple terms.	Explain how texture contributes to musical style and expression.
Structure	Recognise repeated sections.	Identify verse and chorus.	Identify introductions, verses and choruses.	Analyse complete song structures and compare forms across genres.
Style & Genre	Hear different kinds of music.	Know songs belong to different styles.	Identify characteristics of different genres.	Explain stylistic conventions using musical vocabulary.
Historical Understanding	Experience music from different times.	Recognise music comes from different places.	Begin recognising music from different historical periods.	Explain how historical context influences music and musical development.

		EYFS	Key Stage 1		Key Stage 2			
		Nursery/ Reception	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Singing	**Knowledge**	• Singing is one way we make music together. • Our voices can make different sounds including speaking, singing, whispering and chanting. • Songs have words and melodies. • Warming up our voices helps us sing well.	• Voices can sing high and low notes. • Singing together in unison means everyone sings the same melody. • Songs can be sung or rapped. • Good posture and clear voices help us sing well.	• Singing can include unison, call-and-response and spoken rhythms. • Different songs suit different styles of singing. • Warming up prepares the voice for singing.	• A choir sings together as an ensemble led by a conductor or leader. • Singing together requires listening and balancing with others. • Songs create different moods and emotions. • Good posture, breathing and vocal warm-ups improve performance.	• Texture changes when music moves between solo and ensemble singing. • Two-part singing requires independence while listening to others. • Musical expression helps communicate the character of a song.	• Different musical styles influence vocal performance. • Songs may include solo, lead, backing vocals and rap. • Musical expression communicates meaning beyond accurate notes and rhythms.	• Musical style, context and audience influence vocal performance. • Ensemble singing requires independence, accuracy and awareness of other performers. • Effective vocal performances combine technique, expression and musical understanding.
	Skills	• Join in with familiar songs, rhymes and chants. • Sing along with increasing confidence. • Match simple changes in pitch. • Copy simple melodic phrases. • Sing while moving, playing and exploring musical ideas.	• Sing and rap familiar songs from memory. • Sing in unison with increasing accuracy. • Maintain a steady pulse while singing. • Follow a leader. • Begin to sing in tune and articulate words clearly.	• Sing confidently from memory. • Maintain accurate pulse whilst singing. • Use voices expressively through singing and rapping. • Begin to control pitch more consistently. • Listen carefully to others whilst singing as a group.	• Sing confidently in unison and simple two-part songs. • Follow a conductor or musical leader. • Sing with improving pitch accuracy and internal pulse. • Perform both as part of the ensemble and independently. • Maintain vocal quality throughout a performance.	• Sing accurately in unison and simple two-part harmony. • Maintain an independent vocal part whilst listening to others. • Rejoin confidently if the musical line is lost. • Demonstrate good posture, breathing and diction. • Perform with increasing expression and confidence.	• Sing confidently from memory with secure pitch and pulse. • Sustain an independent part within an ensemble. • Explore solo opportunities with confidence. • Adapt vocal style to suit different genres. • Demonstrate expressive phrasing, dynamics and clear diction.	• Perform confidently in unison, harmony, solo and ensemble contexts. • Maintain accurate intonation, pulse and phrasing throughout extended performances. • Demonstrate stylistically appropriate singing across a range of genres. • Lead rehearsals or sections of singing when appropriate. • Evaluate and refine performances to improve musical quality.

Progression Of Singing

Aspect	EYFS	KS1	Lower KS2	Upper KS2
Vocal Control	Explore singing voice.	Develop accurate pitch and clear diction.	Improve breath control, posture and vocal accuracy.	Demonstrate secure technique, phrasing and expressive control.
Pitch	Match simple pitches.	Sing increasingly in tune.	Sustain accurate pitch across longer phrases.	Maintain accurate intonation independently and in harmony.
Pulse & Rhythm	Join in with steady beat songs.	Maintain pulse whilst singing.	Internalise pulse independently.	Maintain pulse confidently in increasingly complex performances.
Memory	Remember familiar songs and rhymes.	Sing songs from memory.	Recall longer songs and multiple parts.	Perform confidently from memory across a range of repertoire.
Ensemble Singing	Sing with others.	Sing together in unison.	Sing in unison and simple two-part music whilst listening to others.	Maintain independent vocal lines within larger ensembles.
Solo Singing	Join in willingly.	Sing short phrases independently.	Explore solo singing with growing confidence.	Perform solo passages confidently and expressively.
Leadership	Follow adults.	Follow a musical leader.	Follow a conductor and support peers.	Lead rehearsals or sections of performance where appropriate.
Expression	Show enjoyment through singing.	Begin to vary dynamics and character.	Use expression to communicate mood and meaning.	Adapt vocal style and interpretation to suit genre, audience and purpose.

		EYFS	Key Stage 1		Key Stage 2			
		Nursery/ Reception	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Playing Instruments	**Knowledge**	• Instruments make different sounds. • Tuned instruments produce high and low pitches. • Instruments should be handled safely and respectfully. • Sounds can be combined to accompany songs and rhymes.	• Tuned and untuned instruments are played in different ways. • Playing together requires everyone to keep the same pulse. • Different notes create different melodies. • Careful handling helps instruments last longer.	• Tuned instruments play melodies using different pitches. • Musical parts can be simple accompaniments or melodies. • Playing together requires listening carefully to others.	• Instruments within an ensemble have different musical roles. • Notation helps musicians remember and perform music accurately. • Accurate technique improves musical performance.	• Ensemble playing requires independence, balance and awareness of other performers. • Different instrumental parts combine to create musical texture. • Technical accuracy supports expressive performance.	• Instrumental techniques vary according to musical style and purpose. • Musical notation communicates pitch, rhythm and structure. • Effective ensemble playing requires communication between performers.	• Skilled instrumental performance combines technical accuracy, musical expression and stylistic understanding. • Ensemble musicians respond to one another to achieve a balanced performance. • Notation supports independent learning and performance.
	Skills	• Explore and play classroom percussion and simple tuned instruments. • Keep a steady pulse whilst playing. • Copy simple rhythmic and melodic patterns. • Play one or two notes to accompany familiar songs. • Stop and start together with others.	• Play simple rhythmic and melodic patterns using one or two notes. • Perform simple accompaniments to songs. • Keep a steady pulse whilst playing. • Follow a leader when starting and stopping. • Begin to play from simple visual prompts.	• Play one-note, simple and increasingly varied parts on tuned instruments. • Maintain pulse whilst changing notes accurately. • Perform as part of a class ensemble. • Begin to play from simple notation and memory. • Demonstrate care and respect for instruments.	• Perform one-note, simple, medium and melody parts on tuned instruments using notation or memory. • Maintain accurate pulse and rhythm. • Listen and adjust whilst playing with others. • Rehearse and perform confidently within the ensemble.	• Play differentiated parts accurately from notation and memory. • Maintain an independent part whilst listening to the ensemble. • Demonstrate increasing fluency when changing notes. • Perform confidently with control, accuracy and musical expression.	• Perform increasingly complex melodic and accompaniment parts with fluency. • Read and interpret standard notation with growing confidence. • Maintain an independent instrumental line within an ensemble. • Adapt playing to suit different musical styles and dynamics. • Evaluate and refine performances through rehearsal.	• Perform confidently from notation and memory in solo and ensemble contexts • Maintain independent parts with accuracy, fluency and expression. • Demonstrate secure control of pitch, pulse and rhythm. • Respond musically to other performers during rehearsals and performances. • Evaluate and improve technical and expressive aspects of performance.

Progression Of Instrumental Playing

Aspect	EYFS	KS1	Lower KS2	Upper KS2
Instrument Knowledge	Recognise classroom instruments and their sounds.	Distinguish between tuned and untuned instruments.	Understand different instrumental roles within an ensemble.	Explain how instruments contribute to different musical styles and ensembles.
Technique	Explore basic playing actions.	Develop secure hand position and controlled playing.	Improve accuracy when changing notes and maintaining pulse.	Demonstrate fluent, controlled and expressive technique.
Pulse & Rhythm	Keep a simple steady beat.	Play simple rhythms accurately.	Maintain pulse whilst performing more complex parts.	Sustain accurate pulse independently within an ensemble.
Pitch	Play one or two notes.	Play simple melodic patterns.	Perform differentiated melodic parts using several notes.	Perform increasingly complex melodic lines with confidence.
Notation	Respond to visual prompts and modelling.	Begin using simple notation alongside teacher support.	Read and perform from standard notation with increasing confidence.	Use notation independently to rehearse and perform.
Memory	Recall simple patterns.	Perform short musical phrases from memory.	Perform complete parts from memory where appropriate.	Balance performing from notation and memory confidently.
Ensemble Skills	Play together and stop/start together.	Listen whilst performing with others.	Maintain an independent part whilst listening to the ensemble.	Adjust balance, timing and expression in response to the group.
Expression	Explore loud, quiet, fast and slow playing.	Begin to shape simple musical phrases.	Perform with increasing dynamics and articulation.	Perform expressively, adapting technique to suit musical style and audience.

		EYFS	Key Stage 1		Key Stage 2			
		Nursery/ Reception	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Improvisation	**Knowledge**	• Music can be created by exploring and changing sounds. • We can invent our own musical ideas using our voices and instruments. • Musicians listen carefully before responding.	• Improvisation means making up music as you perform. • Musicians often listen first and then respond. • Musical ideas can be created using simple rhythms, voices and one or two notes.	• Improvised music can use rhythm, pitch or both. • Listening carefully helps us create musical answers that fit with what we hear. • Simple improvisations can be built using a limited number of notes.	• Improvisation often follows a musical question-and-answer structure. • Limiting the number of notes helps musicians develop confident improvisations. • Musical ideas can be varied by changing rhythm, pitch and duration.	• Improvisation develops through listening, imitation, adaptation and invention. • Musical ideas can be developed by changing rhythm, pitch, dynamics and tempo. • Improvisation requires awareness of pulse and structure.	• Improvisation can reflect different musical styles and genres. • Musicians develop ideas by repeating, varying and extending musical patterns. • Stylistic features influence improvised performances.	• Improvisation combines musical understanding, technical control and expressive decision-making. • Improvised music communicates ideas through the deliberate use of musical elements. • Effective improvisation balances structure with creativity.
	Skills	• Copy simple rhythmic and melodic patterns. • Explore different sounds using voices and instruments. • Create simple musical responses using one or two notes. • Take turns when making music with others.	• Copy back simple rhythmic and melodic phrases. • Create simple rhythmic answers using words and clapping. • Improvise short musical responses using one or two notes. • Take turns confidently within musical conversations.	• Improvise rhythmic and melodic responses using voices and tuned instruments. • Copy, extend and create simple musical phrases using one or two notes. • Maintain a steady pulse whilst improvising. • Develop confidence when performing original ideas.	• Copy back increasingly accurate rhythmic and melodic phrases by ear. • Improvise musical answers using one or two notes. • Develop short original melodic ideas within a given structure. • Perform improvisations with increasing fluency and confidence.	• Copy, adapt and extend melodic ideas using one or two notes. • Improvise confidently within familiar musical structures. • Maintain pulse whilst creating original phrases. • Respond musically to others during ensemble improvisation.	• Create increasingly independent rhythmic and melodic improvisations using a wider range of notes. • Develop musical ideas through repetition, variation and contrast. • Adapt improvisations to suit different musical styles. • Perform confidently both individually and within ensembles.	• Improvise confidently and fluently within different musical styles. • Develop extended melodic and rhythmic ideas using appropriate musical vocabulary and techniques. • Respond spontaneously to other performers during musical dialogue. • Evaluate and refine improvised performances to improve musical impact.

Progression Of Improvisation

Aspect	EYFS	KS1	Lower KS2	Upper KS2
Listening First	Copy simple sounds and patterns.	Listen before responding.	Recognise musical questions and answers.	Respond musically with increasing independence and confidence.
Rhythm	Copy simple rhythmic patterns.	Create simple rhythmic responses.	Develop original rhythmic ideas.	Manipulate rhythm to suit different musical styles.
Pitch	Explore one or two notes.	Improvise using one or two notes.	Develop melodic ideas using limited note sets.	Improvise confidently using an expanding melodic vocabulary.
Musical Conversation	Take turns making sounds.	Respond through simple call-and-response.	Create question-and-answer phrases.	Sustain musical dialogue within ensemble improvisation.
Creativity	Explore and experiment freely.	Invent simple musical ideas.	Adapt and extend musical ideas.	Develop original, stylistically appropriate improvisations.
Fluency	Participate with support.	Perform short improvisations confidently.	Perform increasingly fluent improvisations within structured activities.	Perform extended improvisations with confidence, control and expression.
Musical Elements	Explore high/low and loud/quiet.	Use pulse, rhythm and pitch.	Manipulate rhythm, pitch and duration.	Select and combine musical elements deliberately for expressive effect.

		EYFS	Key Stage 1		Key Stage 2			
		Nursery/ Reception	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Composition	**Knowledge**	• Music can be created by choosing and organising sounds. • Different sounds create different effects. • Musical patterns can be repeated and changed.	• A composition is a piece of music that has been created by a musician. • Musical ideas can be organised using rhythm and pitch. • Repeating patterns helps music sound organised.	• Compositions can combine rhythm and melody. • Musical ideas can be changed by altering pitch, rhythm or order. • Music can represent stories, ideas and feelings.	• Compositions are built by developing and organising musical ideas. • Repetition, contrast and sequence help create musical structure. • Musical notation helps composers remember and share ideas.	• Musical structure helps organise a composition. • Composers make deliberate choices about rhythm, pitch, tempo, dynamics and texture. • Musical ideas can be developed through repetition and variation.	• Effective compositions communicate ideas through carefully selected musical elements. • Different musical styles influence how music is composed. • Notation enables music to be shared and performed accurately.	• Composers manipulate musical elements to communicate mood, purpose and style. • Strong compositions balance creativity with structure and coherence. • Compositions can be refined through performance, evaluation and revision.
	Skills	• Explore and combine vocal, body percussion and instrumental sounds. • Create simple rhythmic and melodic patterns using one or two notes. • Repeat simple musical ideas. • Share compositions through performance and play.	• Create simple rhythmic and melodic patterns using one, then three notes. • Choose sounds to match a simple idea or image. • Repeat and order musical ideas. • Perform original compositions to others.	• Compose simple melodies using an increasing range of notes. • Combine rhythmic and melodic ideas into short pieces. • Create music for a given purpose or theme. • Perform and talk about original compositions.	• Compose short melodic phrases using a limited set of notes. • Combine rhythm and melody into structured pieces. • Record compositions using simple notation or graphic representations. • Refine ideas through rehearsal and listening.	• Compose melodies and accompaniments using an increasing range of notes. • Develop musical ideas by repeating, varying and extending patterns. • Record compositions using standard or simplified notation. • Revise compositions following reflection and feedback.	• Compose increasingly independent pieces with clear musical structure. • Combine melody, rhythm, dynamics, tempo and texture intentionally. • Record compositions using standard notation where appropriate. • Refine compositions through editing, rehearsal and evaluation.	• Compose original music for a range of purposes and audiences. • Develop extended musical ideas using repetition, contrast, sequence and variation. • Use notation confidently to record and communicate compositions. • Evaluate, edit and improve compositions independently, justifying musical decisions using appropriate vocabulary.

Progression Of Composition

Aspect	EYFS	KS1	Lower KS2	Upper KS2
Creating Ideas	Explore sounds freely.	Create simple rhythmic and melodic ideas.	Develop short musical phrases.	Develop extended musical ideas independently.
Pitch	Use one or two notes.	Compose using three to five notes.	Create melodies using an expanding pitch range.	Select pitches purposefully to suit style and expression.
Rhythm	Create simple repeated patterns.	Combine rhythms into short phrases.	Organise rhythms within structured compositions.	Manipulate rhythm confidently to create contrast and interest.
Structure	Repeat simple patterns.	Order ideas into short pieces.	Use repetition, sequence and contrast.	Create coherent compositions with identifiable sections and development.
Musical Elements	Explore loud/quiet, fast/slow, high/low.	Combine pulse, rhythm and pitch.	Manipulate tempo, dynamics and texture deliberately.	Select and combine all musical elements to achieve intended effects.
Notation	Use drawings or memory to remember ideas.	Begin using simple graphic or teacher-modelled notation.	Record ideas using simplified and standard notation.	Use notation independently to compose, refine and communicate music.
Purpose	Create music through play.	Compose for simple themes and stories.	Compose for specific ideas, moods and contexts.	Compose for different audiences, purposes and musical styles.
Evaluation	Share musical ideas with others.	Talk about what they created.	Improve compositions through rehearsal.	Critically evaluate and refine compositions, explaining musical choices.

		EYFS	Key Stage 1		Key Stage 2			
		Nursery/ Reception	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Performance	**Knowledge**	• Music can be shared with an audience. • Performing means singing, playing or moving together. • Good performers listen and watch carefully so they can perform together.	• Performing means sharing music with others. • Performing together requires everyone to keep the same pulse and listen carefully. • Practising helps us improve.	• Rehearsal helps improve musical accuracy and confidence. • Successful performances require careful listening, teamwork and concentration. • Music can be performed through singing, playing or both together.	• Effective ensemble performance requires each performer to contribute their own part whilst listening to others. • Musical expression communicates the character and mood of a performance.	• High-quality performances combine technical accuracy with musical expression. • Ensemble performers balance their own part with the whole group. • Constructive reflection improves future performances.	• Performance communicates musical ideas to an audience. • Musical style influences how music should be performed. • Rehearsal involves identifying strengths and areas for improvement.	• Successful performances combine technical control, musical understanding and expressive communication. • Performers make informed musical decisions to engage an audience. • Effective rehearsal is collaborative and purposeful.
	Skills	• Join in with class performances through singing, movement and playing. • Start and stop together with support. • Perform familiar songs and rhymes with growing confidence. • Watch and follow an adult leader.	• Perform familiar songs and simple instrumental parts to an audience. • Maintain a steady pulse whilst performing. • Follow a musical leader. • Demonstrate confidence when performing with the class.	• Perform songs and instrumental accompaniments confidently from memory where appropriate. • Maintain pulse and accurate timing within an ensemble. • Perform to an audience with increasing confidence and control. • Reflect simply on what went well.	• Perform confidently in unison and on tuned instruments within an ensemble. • Maintain an independent musical part whilst listening carefully to others. • Perform with increasing accuracy, expression and confidence. • Rehearse to improve performances.	• Perform confidently from notation and memory in both singing and instrumental contexts. • Demonstrate accurate pulse, rhythm and pitch whilst maintaining an independent part. • Use dynamics and expression to enhance performances. • Evaluate performances using appropriate musical vocabulary.	• Perform confidently in solo and ensemble contexts with increasing fluency and expression. • Adapt performances to suit different musical styles. • Sustain independent parts within larger ensembles. • Evaluate performances and refine them through rehearsal. • Support and encourage other performers during rehearsals.	• Perform confidently and expressively in solo and ensemble contexts from memory and notation. • Demonstrate secure control of pitch, pulse, rhythm and dynamics. • Lead or support rehearsals where appropriate. • Evaluate performances critically, using musical vocabulary to justify improvements. • Adapt performances confidently for different audiences, purposes and musical styles.

Progression Of Performance

Aspect	EYFS	KS1	Lower KS2	Upper KS2
Confidence	Join in willingly with support.	Perform confidently with the class.	Perform confidently within smaller groups and ensembles.	Perform independently as both soloist and ensemble member.
Accuracy	Begin together and keep a simple pulse.	Perform simple music accurately.	Maintain accurate pulse, rhythm and pitch.	Perform fluently and accurately across increasingly challenging repertoire.
Memory	Recall familiar songs and actions.	Perform familiar songs from memory.	Perform longer musical parts from memory where appropriate.	Balance performing confidently from memory and notation.
Ensemble Skills	Watch and follow an adult.	Listen whilst performing with others.	Maintain an independent part whilst responding to the ensemble.	Perform with awareness of balance, blend and musical communication.
Expression	Show enjoyment whilst performing.	Begin using simple dynamics and character.	Perform with increasing expression and musical intention.	Adapt expression to suit style, audience and purpose.
Rehearsal	Practise through repetition.	Recognise that practice improves performance.	Rehearse purposefully to improve accuracy and confidence.	Rehearse collaboratively, refining interpretation and technical accuracy.
Evaluation	Talk simply about performances.	Describe what went well.	Evaluate performances using musical vocabulary.	Critically evaluate and justify improvements using precise musical language.
Leadership	Follow an adult leader.	Follow a musical leader confidently.	Support peers and demonstrate ensemble awareness.	Lead rehearsals or sections of performances where appropriate.