

Curriculum Progression Map - Music 2025-2026

Year group	Term	Knowledge	Key skills	Key vocabulary
		Working Scientifically refer to Cumbria Hub Document (attached)		
Reception	Autumn 1	Baseline	Listen attentively, move to and talk about music, expressing their feelings and responses.	Voice, sound, whisper, speaking, high, low, higher, lower
	Exploring Sound	Pupils will know/can Listen appropriately to someone leading a short musical phrase, song or rhyme. Explore spontaneous movement with different parts of their body in response to music. Express different spontaneous emotional reactions to music, (smiling, movement, body language). Use artwork or creative play as a way of expressing feelings and responses to music. Identify and imitate sounds from a variety of music. Consider whether background music and sound effects can enhance storytelling. Show preferences for certain music or sounds. Listen to music from a wide variety of cultures and historical periods.		

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Year 1	Autumn 1 Keeping the Pulse My favourite things	To know that: Notation is read from left to right. Pictorial representations of rhythm show sounds and rests	Listening and evaluating Listening with concentration to short pieces of music or excerpts from longer pieces of music. Engaging with and responding to longer pieces of music. Beginning to move in time with the beat of the music. Recognising simple patterns and repetition in rhythm (e.g. where a pattern of beats is repeated). Recognising simple patterns and repetition in pitch (e.g. do-re-mi). To recognise and name the following instruments: up to three instruments from Group A and B. Giving positive feedback relating to the tempo of practices and performances using the vocabulary of fast and slow. Creating sound Singing simple songs, chants and rhymes from memory. Competently singing songs with a very small pitch range (two notes that are different but close together). Practising singing songs with a wider pitch range (e.g. pentatonic melodies) which is gradually getting higher or lower. Exploring changing their singing voice in different ways. Breathing at appropriate times when singing. Learning to use instruments to follow the beat, by first observing and then mimicking the teacher's modelling. Maintaining a comfortable position when sitting or standing to sing and play instruments. Notation	pulse singing voice speaking voice thinking voice
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			Reading different types of notation by moving eyes from left to right as sound occurs. Using pictorial representations to stay in time with the pulse when singing or playing. Confidently reading simple rhythmic patterns comprising of one beat sounds and one beat rests. Composing and improvising Improvising simple question and answer phrases, using untuned percussion or voices. Performing Starting to maintain a steady beat throughout short performances. Keeping instruments still until their part in the performance. Performing actively as part of a group; keeping in time with the beat. Showing awareness of the leader, particularly when starting or ending a piece.	
Year 2	Autumn 1 Call and Response (Animals)	Recognise and name the following instruments: up to three instruments from Group A and B. Know that dynamics can change the effect a sound has on the audience. Be able to recognise and name up to three instruments from Group A and B	Listening and evaluating Listening with concentration to short pieces of music or excerpts from longer pieces of music. Engaging with and responding to longer pieces of music. Beginning to explain why the music has a certain effect on them, which could be related to the music or a personal experience. Recognising simple patterns and repetition in rhythm. (e.g. where a pattern of beats is repeated).	

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			Stating what they enjoyed about their peers' performances. Giving positive feedback relating to the tempo of practices and performances using the vocabulary of fast and slow. Creating sound Breathing at appropriate times when singing. Singing a range of call and response chants, matching the dynamic and tempo they hear with accuracy. Singing part of a given song in their head (using their 'thinking voice'). Developing an awareness of how dynamics are affected by the force with which an instrument is played. Learning to use instruments to follow the beat by first observing and then mimicking the teacher's modelling. Maintaining a comfortable position when sitting or standing to sing and play instruments. Improvising and composing Creating sound responses to a variety of physical stimuli such as, nature, artwork and stories. Improvising simple question and answer phrases, using untuned percussion or voices. Experimenting with adapting rhythmic patterns by changing either the dynamics, tempo or instrument. Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time. Performing	
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			Offering positive feedback on others' performances. Starting to maintain a steady beat throughout short singing performances. Standing or sitting appropriately when performing or waiting to perform. Performing actively as a group, clearly keeping in time with the beat.	
Reception	Autumn 2 Celebration Music	Pupils will know/can Sing short, rhythmic rhymes and songs. Using both speaking and singing voices. Unconsciously begin to sing to the pulse of a song. Explore vowel sounds through call and response activities. Explore different ways of making sound with everyday objects and instruments. Explore different ways of holding a range of instruments. Start to show a preference for a dominant hand when playing instruments. Using instruments expressively to music.	Explore and engage in music making and dance, performing solo or in groups.	Diwali, celebration, dance, traditional music Hanukkah, harp, tambourine, cymbals Jewish, Kwananza, Africa, African music, culture, instrument, call, response, rhythm, beat, Christmas, Christian, tradition

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Year 1	Autumn 2 Tempo (Snail and Whale)	To know: That sound can help tell a story. That an instrument or voice can be played at different speeds. That pulse can be fast and slow.	Recognising basic tempo changes. Describing the character, mood, or 'story' of music they listen to (verbally or through movement). Describing the differences between two pieces of music. Listening to and repeating short, simple rhythmic patterns. Listening and responding to other performers by playing as part of a group. Combining instrumental and vocal sounds within a given structure. Beginning to make improvements to their work as suggested by the teacher. Using their voices expressively to speak and chant. Singing short songs from memory, maintaining the overall shape of the melody and keeping in time. Responding to simple musical instructions such as tempo changes. Competently singing songs with a very small pitch range (two notes that are different but close together).	beat, fast singing voice slow speaking voice warm up
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Year 2	Autumn 2 Instruments (Musical Story telling)	Sections of music can be described as fast or slow and the meaning of these terms. Sections of music can be described as loud, quiet or silent and the meaning of these terms. Sounds within music can be described as high or low sounds and the meaning of these terms. To be able to: Recognise and name up to three instruments from Group A and B	Listening and evaluating Listening with concentration to short pieces of music or excerpts from longer pieces of music. Engaging with and responding to longer pieces of music. Beginning to explain why the music has a certain effect on them, which could be related to the music or a personal experience. Identifying some common instruments when listening to music. Relating sounds in music to real-world experiences (eg. It sounds like squelching mud'). Talking about the tempo of music using the vocabulary fast and slow. Talking about the dynamics of the music, using the vocabulary loud, quiet and silent. Talking about the pitch of music, using the vocabulary high and low. Giving positive feedback relating to the tempo of practices and performances using the vocabulary of fast and slow. Stating what they enjoyed about their peers' performances. To recognise and name the following instruments: up to three instruments from Group A and B. Creating sound Developing an awareness of how dynamics are affected by the force with which an instrument is played. Using instruments imaginatively to create soundscapes which convey a sense of place.	dynamics encore instrumental sound sound effect tempo
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Curriculum Progression Map - Music 2025-2026

			Using bilateral and hand-eye co-ordination to play/hold instruments using both hands. Starting to understand how to produce different sounds on pitched instruments. Maintaining a comfortable position when sitting or standing to sing and play instruments. Composing Creating sound responses to a variety of physical stimuli such as nature, artwork and stories. Experimenting with adapting rhythmic patterns by changing either the dynamics, tempo or instrument. Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time.	
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Reception	Spring 1 Music and Movement	Pupils will know/can Develop an awareness of high and low through pictorial representations of sound. Develop an awareness of how simple marks or objects can show single beats and single beat rests.	Understand simple marks and objects can show beats to represent music	Actions, communication, Makaton,
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Year 1	Spring 1 Dynamics (Seaside)	To know that: Sections of music can be described as loud, quiet or silent and the meaning of these terms. Notation is read from left to right. To be able to recognise and name up to three instruments from Groups A and B.	Listening and evaluating Listening with concentration to short pieces of music or excerpts from longer pieces of music. Engaging with and responding to longer pieces of music. Coordinating the speed of their movements to match the speed of the music (not the beat). Beginning to articulate how a piece of music affects them (e.g it makes them feel sleepy, it makes them want to dance, it makes them happy) Identifying some common instruments when listening to music. Relating sounds in music to real-world experiences (eg. 'It sounds like squelching mud'). Talking about the tempo of music using the vocabulary fast and slow. Talking about the dynamics of the music, using the vocabulary loud, quiet and silent. Talking about the pitch of music, using the vocabulary high and low. To recognise and name the following instruments: up to three instruments from Group A and B. Giving positive feedback related to the dynamics of practices and performances, using the vocabulary of loud, quiet and silent. Stating what they enjoyed about their peers' performances. Appreciating music from a wide variety of cultures and historical periods.	dynamics instrument seaside soundscape symbol volume
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Year 2	Spring 1 Singing (On this island)	<i>To know that:</i> <i>Sections of music can be described as fast or slow and the meaning of these terms.</i> <i>Sections of music can be described as loud, quiet or silent and the meaning of these terms.</i> <i>Sounds within music can be described as high or low sounds and the meaning of these terms.</i> <i>Notation is read from left to right</i>	Listening and evaluating <i>Listening with concentration to short pieces of music or excerpts from longer pieces of music.</i> <i>Engaging with and responding to longer pieces of music.</i> <i>Confidently moving in time with the beat of the music when modelled.</i> <i>Beginning to explain why the music has a certain effect on them, which could be related to the music or a personal experience.</i> <i>Identifying some common instruments when listening to music.</i> <i>Talking about the tempo of music using the vocabulary fast and slow.</i> <i>Talking about the dynamics of the music, using the vocabulary loud, quiet and silent.</i> <i>Talking about the pitch of music, using the vocabulary high and low.</i> <i>Stating what they enjoyed about their peers' performances.</i> <i>Appreciating music from a wide variety of cultures and historical periods.</i> Creating sound <i>Singing simple songs, chants and rhymes from memory.</i> <i>Practising singing songs with a wider pitch range (e.g pentatonic melodies) which is gradually getting higher or lower.</i> <i>Breathing at appropriate times when singing.</i> <i>Singing part of a given song in their head (using their "thinking voice").</i>	<i>composer</i> <i>composition</i> <i>dynamics</i> <i>inspiration, pitch</i> <i>tempo, phrase</i>
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			<i>Using instruments imaginatively to create soundscapes which convey a sense of place.</i> <i>Maintaining a comfortable position when sitting or standing to sing and play instruments.</i> Notation <i>Reading different types of notation are read by moving eyes from left to right as sound occurs.</i> Composing <i>Creating sound responses to a variety of physical stimuli such as, nature, artwork and stories.</i> <i>Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.</i> <i>Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time.</i> Performing <i>Offering positive feedback on others' performances.</i> <i>Standing or sitting appropriately when performing or waiting to perform.</i> <i>Beginning to acknowledge their own feelings around performance.</i> <i>Following a leader to start and end a piece appropriately.</i>	
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Curriculum Progression Map - Music 2025-2026

Reception	Spring 2 Musical Stories	Pupils will know/can Explore and imitate from their environment and in response to events in stories Experiment with creating sound in different ways using instruments, body percussion and voices. Select classroom objects to use as instruments. Select sounds that make them feel a certain way or remind them of something. Explore and imitate sounds. Play sounds at the relevant point in a storytelling.	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Explore and engage in music making and dance, performing solo or in groups.	Classical music, loud, quiet, dynamic, musical story, lyrics, melody, tempo perform
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Year 1	Spring 2 Sound Patterns (Fairytale)	To know that: Sections of music can be described as loud, quiet or silent and the meaning of these term	Listening and evaluating Listening with concentration to short pieces of music or excerpts from longer pieces of music. Engaging with and responding to longer pieces of music. Beginning to articulate how a piece of music affects them (e.g it makes them feel sleepy, it makes them want to dance, it makes them happy). Identifying some common instruments when listening to music. Relating sounds in music to real-world experiences (e.g., "It sounds like squelching mud"). Recognising simple patterns and repetition in rhythm (e.g. where a pattern of beats is repeated). Stating what they enjoyed about their peers' performances. Creating sounds Developing an awareness of how dynamics are affected by the force with which an instrument is played. Using instruments imaginatively to create soundscapes which convey a sense of place. Using bilateral and hand-eye coordination to play/hold instruments using both hands. Starting to understand how to produce different sounds on pitched instruments. Maintaining a comfortable position when sitting or standing to sing and play instruments. Composing and improvising Creating sound responses to a variety of physical stimuli, such as nature, artwork and stories.	character voice sound pattern
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Curriculum Progression Map - Music 2025-2026

			<i>Selecting objects and/or instruments to create sounds to represent a given idea or character.</i> <i>Playing and combining sounds under the direction of a leader (the teacher).</i> Performing <i>Offering positive feedback on others' performances.</i> <i>Keeping instruments still until their part in the performance.</i>	
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Year 2	Spring 2 Contrasting Dynamics (Space)	To know that: Sections of music can be described as fast or slow and the meaning of these terms. Sections of music can be described as loud, quiet or silent and the meaning of these terms. In all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds. Pictorial representations of rhythm show sounds and rests	Listening and evaluating Listening with concentration to short pieces of music or excerpts from longer pieces of music. Engaging with and responding to longer pieces of music. Beginning to explain why the music has a certain effect on them, which could be related to the music or a personal experience. Identifying some common instruments when listening to music. Relating sounds in music to real-world experiences (e.g. 'It sounds like squelching mud'). Recognising simple patterns and repetition in rhythm (e.g. where a pattern of beats is repeated). Talking about the tempo of music using the vocabulary fast and slow. Talking about the dynamics of the music using the vocabulary loud, quiet and silent. Stating what they enjoyed about their peers' performances. Giving positive feedback related to the dynamics of practices and performances, using the vocabulary of loud, quiet and silent. Appreciating music from a wide variety of cultures and historical periods. Creating sound Using instruments imaginatively to create soundscapes which convey a sense of place. Using bilateral and hand-eye coordination to play/hold instruments using both hands.	composer dynamics pitch pattern planet representation soundscape tempo
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Curriculum Progression Map - Music 2025-2026

			Starting to understand how to produce different sounds on pitched instruments. Maintaining a comfortable position when sitting or standing to sing and play instruments. Notation Reading different types of notation by moving eyes from left to right as sound occurs. Confidently reading simple rhythmic patterns comprising of one-beat sounds and one-beat rests. Composing Improvising simple question and answer phrases, using untuned percussion or voices. Experimenting with adapting rhythmic patterns by changing either the dynamics, tempo or instrument. Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time. Creating sound responses to a variety of physical stimuli, such as nature, artwork and stories. Performing Offering positive feedback on others' performances. Beginning to acknowledge their own feelings around performance.	
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Curriculum Progression Map - Music 2025-2026

Reception	Summer 1 Transport	Pupils know/can to <i>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</i> <i>Make comments about what they have heard and ask questions to clarify their understanding</i>	<i>To interpret a simple score to show tempo changes.</i>	<i>Car, boat, train, journey, fast, slow, faster, slower, score, pitch, melody</i>
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Curriculum Progression Map - Music 2025-2026

Year 1	Summer 1 Pitch (Superheroes)	<i>To know that:</i> <i>Sounds within music can be described as high or low sounds and the meaning of these terms.</i> <i>In all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds</i>	<i>Listening with concentration to short pieces of music or excerpts from longer pieces of music.</i> <i>Engaging with and responding to longer pieces of music.</i> <i>Coordinating the speed of their movements to match the speed of the music (not the beat).</i> <i>Beginning to articulate how a piece of music affects them (e.g it makes them feel sleepy, it makes them want to dance, it makes them happy).</i> <i>Recognising simple patterns and repetition in pitch (e.g. do-re-mi).</i> <i>Talking about the tempo of music using the vocabulary fast and slow.</i> <i>Talking about the pitch of music, using the vocabulary high and low.</i> <i>Stating what they enjoyed about their peers' performances.</i> Creating sounds <i>Using instruments imaginatively to create soundscapes which convey a sense of place.</i> <i>Using bilateral and hand-eye co-ordination to play/hold instruments using both hands.</i> <i>Maintaining a comfortable position when sitting or standing to sing and play instruments</i> Notation <i>Reading different types of notation and understanding they are read by moving eyes from left to right as sound occurs</i> <i>Recognising pitch patterns using dots.</i>	<i>high, low</i> <i>pattern</i> <i>performance</i> <i>pitch, tempo</i>
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Curriculum Progression Map - Music 2025-2026

			Composing and improvising <i>Creating sound responses to a variety of physical stimuli, such as nature, artwork and stories.</i> <i>Experimenting with creating different sounds using a single instrument.</i> <i>Experimenting with creating loud, soft, high and low sounds.</i> <i>Selecting objects and/or instruments to create sounds to represent a given idea or character.</i> <i>Playing and combining sounds under the direction of a leader (the teacher).</i> Performing <i>Offering positive feedback on others' performances.</i> <i>Keeping instruments still until their part in the performance.</i> <i>Showing awareness of the leader, particularly when starting or ending a piece.</i>	
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Curriculum Progression Map - Music 2025-2026

Year 2	Summer 1 Structure (Myths and Legends)	To know that: Pictorial representations of rhythm show sounds and rests	Listening Listening with concentration to short pieces of music or excerpts from longer pieces of music. Engaging with and responding to longer pieces of music. Confidently moving in time with the beat of the music when modelled. Beginning to keep movements to the beat of different speeds of music. Beginning to explain why the music is having a certain effect on them: this could be related to the music or related to a personal experience. Identifying some common instruments when listening to music. Stating what they enjoyed about their peers' performances. Creating sound Using instruments imaginatively to create soundscapes which convey a sense of place. Using bilateral and hand-eye coordination to play/hold instruments using both hands. Starting to understand how to produce different sounds on tuned instruments. Maintaining a comfortable position when sitting or standing to sing and play instruments. Notation Reading different types of notation by moving eyes from left to right as sound occurs.	. one-beat notes composition paired half-beat notes, legend myth, notation pulse, rest rhythm structure tempo thinking voice
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Curriculum Progression Map - Music 2025-2026

			Using pictorial representations to stay in time with the pulse when singing or playing. Beginning to read simple rhythmic patterns which include paired half beats (quavers). Composing and improvising Creating sound responses to a variety of physical stimuli, such as nature, artwork and stories. Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time. Performing Offering positive feedback on others' performances. Starting to maintain a steady beat throughout short performances. Standing or sitting appropriately when performing or waiting to perform. Following a leader to start and end a piece appropriately.	
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Curriculum Progression Map - Music 2025-2026

Reception	Summer 2 Big Band	<i>Pupils will know/can to</i> <i>Begin to say what they liked about others' performances.</i> <i>Face the audience when performing.</i> <i>Spontaneously express feelings around performing.</i> <i>Perform actively as part of a group.</i> <i>Demonstrate being a good audience member, by looking, listening and maintaining attention.</i>	<i>Watch and talk about dance and performance art, expressing their feelings and responses.</i> <i>Sing in a group or on their own, increasingly matching the pitch and following the melody.</i>	<i>Sound, tempo, dynamic, rhythm, beat, conductor, Wind, strings</i>
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Curriculum Progression Map - Music 2025-2026

Year 1	Summer 2 Musical Symbols (Under the Sea)	To be able to recognise and name the following instruments: Up to three instruments from Group A and B. To know that notation is read from left to right.	Listening and evaluating Listening with concentration to short pieces of music or excerpts from longer pieces of music. Engaging with and responding to longer pieces of music. Coordinating the speed of their movements to match the speed of the music (not the beat). Beginning to articulate how a piece of music affects them (e.g. it makes them feel sleepy, it makes them want to dance, it makes them happy). Identifying some common instruments when listening to music. Relating sounds in music to real-world experiences (e.g. "it sounds like squelching mud"). Talking about the tempo of music using the vocabulary fast and slow. Talking about the dynamics of the music, using the vocabulary loud, quiet and silent. Talking about the pitch of music, using the vocabulary high and low. Stating what they enjoyed about their peers' performances. Creating sound Developing an awareness of how sound is affected by the way an instrument is held. Using instruments imaginatively to create soundscapes which convey a sense of place. Using bilateral and hand-eye coordination to play/hold instruments using both hands.	dynamics, pitch rest sound pattern temp
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Curriculum Progression Map - Music 2025-2026

			<i>Maintaining a comfortable position when sitting or standing to sing and play instruments.</i> Notation <i>Reading different types of notation by moving eyes from left to right as sound occurs.</i> Composing and improvising <i>Creating sound responses to a variety of physical stimuli, such as nature, artwork and stories.</i> <i>Experimenting with creating different sounds using a single instrument.</i> <i>Experimenting with creating loud, soft, high and low sounds.</i> <i>Selecting objects and/or instruments to create sounds to represent a given idea or character.</i> Performing <i>Offering positive feedback on others' performances.</i> <i>Showing awareness of the leader, particularly when starting or ending a piece.</i>	
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Curriculum Progression Map - Music 2025-2026

Year 2	Summer 2	To know that: Pitch (Musical Me) Notation is read from left to right. In all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds. Sounds within music can be described as high or low sounds and the meaning of these terms.	Listening and evaluating Recognising simple patterns and repetition in pitch (e.g. do-re-mi). Talking about the pitch of music, using the vocabulary high and low. Stating what they enjoyed about their peers' performances. Creating sound Singing simple songs, chants and rhymes from memory. Competently singing songs or short phrases with a small pitch range (up to five notes that are different but close together). Practising singing songs with a wider pitch range (e.g. pentatonic melodies) which is gradually getting higher or lower. Breathing at appropriate times when singing. Singing part of a given song in their head (using their 'thinking voice'). Developing an awareness of how sound is affected by the way an instrument is held (Group A, B and C). Learning to use instruments to follow the beat, by first observing and then mimicking the teacher's modelling. Starting to understand how to produce different sounds on pitched instruments (Group C). Maintaining a comfortable position when sitting or standing to sing and play instruments. Notation Reading different types of notation by moving eyes from left to right as sound occurs.	dot, high low, musical sentence notation, phrase pitch, pitch, pattern stave
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Curriculum Progression Map - Music 2025-2026

			Using a simplified version of a stave (three lines) to notate known musical phrases (of two pitches). Performing Offering positive feedback on others' performances. - Beginning to acknowledge their own feelings around performance. - Standing or sitting appropriately when performing or waiting to perform.	
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