Holy Cross Curriculum Progression
MUSIC

EYFS foundations: relevant Early Learning Goals

EYFS area / Early Learning Goal	ELG connection	Music progression link
Expressive Arts and Design — Being Imaginative and Expressive	Sing a range of well-known nursery rhymes and songs; perform songs, rhymes, poems and stories with others and, when appropriate, move in time with music.	Builds towards singing, keeping a pulse, performing and expressing musical ideas.
Expressive Arts and Design — Creating with Materials	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Supports exploratory sound-making, selecting instruments and representing ideas creatively.
Communication and Language — Listening, Attention and Understanding	Listen attentively and respond to what they hear with relevant questions, comments and actions.	Supports attentive listening, responding to musical contrasts and following a leader.
Physical Development — Gross Motor Skills	Demonstrate strength, balance and coordination when playing; move energetically in different ways.	Supports movement to pulse, action songs and rhythmic coordination.
Personal, Social and Emotional Development — Building Relationships	Work and play cooperatively and take turns with others.	Supports ensemble music-making, turn-taking and group performance.

EYFS music: suggested stepping stones

- Listen to songs and instrumental sounds, showing enjoyment and describing how music makes them feel.
- Join in with familiar songs, rhymes and chants; experiment with high/low, fast/slow and loud/quiet sounds.
- Keep a shared beat through clapping, tapping, walking or body percussion.
- Explore and choose voices, classroom instruments and everyday sound-makers to create simple patterns.
- Take turns in musical games; share a short performance and talk about what they enjoyed.

Musicianship, pulse, rhythm and notation

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
• Explore beat with voice, body percussion and instruments. • Move together to a steady pulse. • Echo short/long rhythms and high/low sung phrases. • Begin to distinguish beat, rhythm and pitch.	• Maintain the beat while singing and moving. • Invent short rhythm and pitch patterns. • Echo a leader and create rhythms from spoken words. • Notice tempo changes and compare rhythm with melody.	• Keep pulse in 2/4, 3/4 and 4/4. • Read, echo and invent patterns using crotchets, minims, quavers and rests. • Connect symbols with sounds; recognise some stave notes and major/minor mood.	• Use familiar note sets to improvise short ideas. • Respond to rhythmic and melodic prompts while keeping time. • Extend knowledge of notation and simple major/minor patterns.	• Work confidently in 2/4, 3/4, 4/4, 5/4 and 6/8. • Read and reproduce dotted rhythms, triplets and semiquavers with rests. • Echo melodies across a wider pitch range.	• Read and perform varied rhythmic patterns, including syncopated figures and rests. • Recognise and maintain changing metres. • Use wider pitch collections and notation with increasing fluency.

Listening and responding

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

• Move freely in response to music. • Describe likes, feelings, loud/quiet and fast/slow. • Notice instruments and begin to recognise different musical styles.	• Find the beat and respond with movement. • Compare tempo and dynamics, including changes. • Describe imagined pictures and identify some band and orchestral instruments.	• Identify style, mood, purpose and beat. • Use growing musical vocabulary to describe instruments, structure and feelings. • Make connections between pieces and their contexts.	• Identify metre, introductions, repeated themes, solo lines and call-and-response. • Recognise major/minor and pentatonic sounds. • Discuss articulation, texture and musical style.	• Explain opinions using musical evidence. • Identify metres and common instruments by ear. • Describe verses, choruses, bridges and repeated sections. • Recognise features of contrasting musical genres.	• Justify interpretations using elements of music. • Identify orchestral, band and vocal timbres and a broad range of styles. • Explain musical structure, tonality, themes and contextual meaning.

Singing

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
• Join in with songs, chants and rhymes. • Sing familiar material from memory. • Practise upright posture, following a leader and adding	• Sing with a group and try short solo lines. • Improve pitch matching, posture and memory. • Follow a conductor and convey the meaning	• Sing in unison with clear diction and good posture. • Use breath and phrasing to sing expressively. • Follow cues, keep time and try solo singing.	• Sing from memory or notation with control. • Match pitch and pulse while shaping vowels and consonants. • Use legato, staccato, dynamics and suitable	• Sing in unison and two parts, including small groups. • Maintain pitch and timing in varied metres. • Adjust phrasing, articulation and dynamics; develop	• Sing an extensive repertoire, including syncopated music and parts. • Use secure breath control, accurate pitch and stylistic expression. • Lead rehearsal sections and

actions.	of words.		breathing.	solo confidence.	perform with or without accompaniment.

Playing instruments

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
• Explore tuned and untuned instruments carefully. • Learn short parts by ear. • Play repeating rhythms while keeping a shared beat.	• Learn and repeat a simple instrumental melody. • Play alongside others with steady timing. • Rehearse a part for a class song and care for equipment.	• Play short melodies by ear or notation on tuned instruments. • Use appropriate posture and technique. • Follow directions and maintain rhythm in an ensemble.	• Learn and perform melodic parts in a range of keys. • Read simple notation, follow a leader and sustain secure rhythm. • Develop technique and group coordination.	• Choose and practise differentiated parts by ear or notation. • Play accurately with controlled rhythm and posture. • Use rehearsal feedback to improve ensemble playing.	• Perform increasingly demanding notated parts across several tonalities. • Shape dynamics deliberately and play within an octave range. • Lead or refine rehearsals and respond to conductor cues.

Improvising

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
• Invent short tunes using small	• Invent short responses with voice	• Improvise within a chosen scale or	• Explore a broader range of pitches and	• Improvise over a groove using major	• Improvise with confidence over a

groups of notes. • Create sung question-and-answer phrases. • Maintain a pulse and distinguish rhythm ideas from pitch ideas.	or instruments. • Use a limited major-scale note set. • Take turns in musical conversations and stay with the beat.	note set. • Shape phrases with echo or question-and-answer. • Include silence and rhythmic variety while maintaining pulse.	simple grooves. • Use legato and staccato contrasts. • Create short improvised phrases over a repeating accompaniment.	or minor note collections. • Vary dynamics, intervals, rhythm and rests. • Shape ideas into purposeful musical phrases.	steady groove. • Vary articulation, dynamics, pitch and rhythm. • Use pauses and musical phrases in extended solo and group responses.

Composing and recording ideas

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
• Arrange a few notes into a short tune with a clear ending. • Create sound effects and sequences for stories. • Use pictures, marks or simple rhythm symbols to record ideas.	• Compose short melodies using a small pitch set. • Explore graphic scores and rhythm notation. • Use simple structure, dynamics and tempo instructions.	• Create melodic phrases with crotchets, minims and quavers. • Explore pentatonic and major scales and a home note. • Compose over a drone or groove and describe melodic shape.	• Write melodies using rests and a wider range of note values. • Use simple forms, including AB, and planned dynamics. • Develop melodic movement, endings and accompaniments.	• Compose in major and minor, using rhythmic variety and clear phrases. • Explore chord triads and simple accompaniments. • Notate a short multi-bar piece and explain its structure.	• Plan longer melodic phrases and contrasting sections, including ABA. • Use chords, varied rhythms, rests and expressive markings. • Record or notate a complete piece, refining it through evaluation.

Performing and reflecting

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
• Rehearse and present a familiar song with actions. • Follow the leader and perform from memory. • Say what went well and what could improve.	• Perform confidently with a class ensemble. • Use voice and instruments expressively. • Explain song choices and reflect on the group performance.	• Plan and introduce a performance for an audience. • Use memory or notation and include instrumental ideas. • Discuss strengths, feelings and improvements.	• Perform confidently as a group or in smaller ensembles. • Explain musical meaning and cultural or historical context. • Use feedback to plan future improvements.	• Rehearse a purposeful performance for an audience. • Combine vocal and instrumental parts with accuracy. • Take leadership roles and evaluate recordings and feedback.	• Plan, lead and present a polished performance for a wider audience. • Consider space, staging and cultural context. • Use recordings and audience feedback to refine future performances.

Cross-curricular connections

Music provides opportunities to explore identity, families, stories, communities, celebrations, the natural world, history, cultural traditions, friendship, responsibility and social justice.