

## Year 2 Music Progression Map

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|                        | <b><u>Autumn 1</u></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                      |
| <b>Topic</b>           | <b>Musical Me</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                      |
| <b>Unit Aim</b>        | Pupils will develop their understanding of pitch by exploring high and low sounds through singing, playing instruments, and simple notation. They will learn to follow and read pitch patterns from left to right, recognise when notes change or stay the same, and begin to represent sounds visually using basic symbols. By the end of the unit, pupils will be able to identify, perform, and create simple pitch patterns, including spotting missing notes on a stave.                                                                                                                 |                                                                                                                                                                                                                                                                                      |
| <b>Prior Learning</b>  | <b>EYFS/ Year 1</b> <ul style="list-style-type: none"> <li>• Identify and describe high and low sounds.</li> <li>• Copy and create simple pitch patterns using voice.</li> <li>• Sing simple songs with some pitch accuracy.</li> <li>• Follow music from left to right using pictures or symbols.</li> <li>• Begin to use simple notation (e.g. dots or shapes) to represent sound.</li> <li>• Play tuned percussion instruments (e.g. glockenspiels) to match pitch.</li> <li>• Understand simple musical vocabulary such as pitch, pattern, and phrase (as a musical sentence).</li> </ul> |                                                                                                                                                                                                                                                                                      |
| <b>Knowledge</b>       | <b><u>Musical Skills</u></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b><u>Essential Knowledge</u></b>                                                                                                                                                                                                                                                    |
|                        | <ul style="list-style-type: none"> <li>• Listening and performing using voice and pitch</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>• I can explore pitch patterns</li> <li>• I can sing pitch patterns</li> <li>• I can introduce notation</li> <li>• I can use a tuned percussion instrument</li> <li>• I can use notation for a short song using a three-line stave</li> </ul> |
| <b>Vocabulary</b>      | Dot, high, low, musical sentence, notation, phrase, pitch, pitch pattern, stave                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                      |
| <b>Future Learning</b> | <b>Year 3</b> <ul style="list-style-type: none"> <li>• Read and write notes on a five-line stave (treble clef).</li> <li>• Identify specific pitches (e.g. moving towards named notes like C, D, E).</li> <li>• Play more accurate pitch sequences on tuned instruments.</li> <li>• Understand steps and leaps in pitch movement.</li> <li>• Compose short melodies using simple notation.</li> <li>• Recognise and use standard note values alongside pitch.</li> <li>• Develop confidence in reading music independently and performing as part of a group</li> </ul>                       |                                                                                                                                                                                                                                                                                      |
| <b>KS1 End Point</b>   | <ul style="list-style-type: none"> <li>• Use their voice expressively,</li> <li>• Combine sounds together using tuned and untuned instruments</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                      |

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|                        | <u><b>Autumn 2</b></u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                            |
| <b>Topic</b>           | <b>Ukulele</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                            |
| <b>Unit Aim</b>        | By the end of the unit, pupils will be able to name and play the open strings on the ukulele and use them to perform simple note patterns. They will demonstrate the ability to play the chord of C major and apply a basic strumming pattern with control. Pupils will combine these skills to perform short pieces confidently, keeping a steady pulse and playing with increasing accuracy.                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                            |
| <b>Prior Learning</b>  | <p><b>EYFS/ Year 1</b></p> <ul style="list-style-type: none"> <li>• Explore a range of instruments through play.</li> <li>• Make different sounds (loud/quiet, fast/slow).</li> <li>• Tap or strum instruments freely to create sounds.</li> <li>• Join in with songs using actions and simple rhythms.</li> <li>• Begin to keep a steady beat through movement or clapping</li> <li>• Play classroom instruments (tuned and untuned) with some control.</li> <li>• Keep a steady <b>pulse</b> when playing or clapping.</li> <li>• Copy simple rhythmic patterns (e.g. using <b>crotchets</b> and <b>minims</b> informally).</li> <li>• Begin to follow simple <b>notation</b> from left to right (symbols or pictures).</li> <li>• Explore how sounds can be changed (e.g. tapping, shaking, striking).</li> <li>• Perform simple pieces as part of a group.</li> </ul> |                                                                                                                                                                                                                                            |
| <b>Knowledge</b>       | <u><b>Musical Skills</b></u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <u><b>Essential Knowledge</b></u>                                                                                                                                                                                                          |
|                        | <ul style="list-style-type: none"> <li>• Performing, Appraising, Listening &amp; Composing with a musical instrument</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>• I can understand the open strings and be able to play a pattern of notes using the open strings.</li> <li>• I can play the chord of C Major.</li> <li>• I can use Strumming Pattern 1.</li> </ul> |
| <b>Vocabulary</b>      | Note, stave, bar, crotchet, minim, treble clef,                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                            |
| <b>Future Learning</b> | <p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>• Use their voice expressively and in tune.</li> <li>• Combine sounds using tuned and untuned instruments.</li> <li>• Play a wider range of chords on the ukulele.</li> <li>• Develop more complex strumming patterns and rhythms.</li> <li>• Read standard notation on a <b>five-line stave</b> with greater confidence.</li> <li>• Perform as part of an ensemble, maintaining their part.</li> <li>• Begin composing simple pieces using chords and melody.</li> </ul>                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                            |
| <b>KS1 End Point</b>   | <ul style="list-style-type: none"> <li>• Use their voice expressively,</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                            |

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|  | <ul style="list-style-type: none"> <li>Combine sounds together using tuned and untuned instruments</li> </ul> |
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|                        | <b><u>Spring 1</u></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                           |
| <b>Unit Aim</b>        | <p>Pupils will develop their singing and performance skills by learning to sing with accurate pitch, clear diction, and appropriate breathing, including performing songs from memory with actions that reflect the lyrics. They will explore using their voices and instruments creatively to represent different environments, applying changes in pitch and dynamics to enhance their compositions. Pupils will work collaboratively to create and perform their own pieces, while developing their ability to follow and read simple notation from left to right.</p>                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                           |
| <b>Topic</b>           | <b>On this island</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                           |
| <b>Prior Learning</b>  | <p><b>EYFS/ Year 1</b></p> <ul style="list-style-type: none"> <li>Explore sounds using voice, body, and simple instruments.</li> <li>Sing familiar songs and nursery rhymes with support.</li> <li>Move and respond to music (fast/slow, loud/quiet).</li> <li>Use imagination to create sounds linked to stories or places.</li> <li>Begin to copy simple rhythms and actions in songs.</li> <li>Experience music from different contexts (e.g. nature, everyday life).</li> <li>Sing simple songs in tune with support.</li> <li>Perform songs with actions and increase confidence.</li> <li>Copy and create simple sound patterns using voice and instruments.</li> <li>Begin to understand <b>pitch</b> (high/low) and <b>tempo</b> (fast/slow).</li> <li>Explore how music can represent different ideas (e.g. weather, animals, places).</li> <li>Contribute to simple group performances.</li> </ul> |                                                                                                                                                                                                                                                                                                                                           |
| <b>Knowledge</b>       | <b><u>Musical Skills</u></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b><u>Essential Knowledge</u></b>                                                                                                                                                                                                                                                                                                         |
|                        | <ul style="list-style-type: none"> <li>Listening and performing using their own musical composition</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>I can learn to sing a British Folk song</li> <li>I can practise and perform a song related to the countryside</li> <li>I can practise and perform a song related to the city</li> <li>I can create symbols to represent sounds</li> <li>I can develop and perform a musical composition</li> </ul> |
| <b>Vocabulary</b>      | Composer, composition, dynamics, inspiration, pitch, tempo, phrase                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                           |
| <b>Future Learning</b> | <p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>Sing with increasing expression, control, and awareness of style.</li> <li>Perform a wider range of songs from different traditions and cultures.</li> <li>Compose structured pieces with clearer sections and intentions.</li> <li>Use dynamics, tempo, and pitch more deliberately to convey mood and meaning.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                           |

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|               | <ul style="list-style-type: none"> <li>• Notate compositions using more formal musical symbols and stave notation.</li> <li>• Work more independently and collaboratively in ensemble performances.</li> <li>• Evaluate and improve their own and others' compositions using musical vocabulary.</li> </ul> |
| KS1 End Point | <ul style="list-style-type: none"> <li>• Use their voice expressively,</li> <li>• Combine sounds together using tuned and untuned instruments</li> </ul>                                                                                                                                                    |

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|                | <b><u>Spring 2</u></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Topic          | <b>Space</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Unit Aim       | <p>Pupils will explore how sounds can be created and changed using their voices, bodies, and instruments, with a focus on dynamics and pattern. They will learn to recognise and describe changes in volume using simple musical vocabulary and interpret music through movement and visual representation. Working collaboratively, pupils will create group soundscapes and develop their ability to compose, perform, and notate simple rhythmic and pitch patterns. By the end of the unit, pupils will be able to identify patterns in music, compare pieces based on their dynamics, and accurately create and perform their own musical ideas.</p>                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Prior Learning | <p><b>EYFS/ Year 1</b></p> <ul style="list-style-type: none"> <li>• Explore sounds using voice, body, and simple instruments.</li> <li>• Respond to music through movement (e.g. space, weather, stories).</li> <li>• Experiment with loud/quiet and fast/slow sounds.</li> <li>• Create simple sound effects to match stories or images.</li> <li>• Begin to notice that music can change in different ways.</li> <li>• Take part in group music-making and listening activities.</li> <li>• Identify and respond to <b>loud and quiet</b> sounds.</li> <li>• Begin to recognise <b>fast and slow</b> (tempo).</li> <li>• Create simple sound effects to represent ideas (e.g. animals, weather).</li> <li>• Listen to music and say how it makes them feel.</li> <li>• Copy and create simple rhythmic and pitch patterns.</li> <li>• Work with others to create short group sound ideas.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Knowledge      | <b><u>Musical Skills</u></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b><u>Essential Knowledge</u></b>                                                                                                                                                                                                                                                                                                                                                                                                                            |
|                | <ul style="list-style-type: none"> <li>• Appraising, Listening &amp; Composing pieces of music</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>• I can create a simple soundscape using dynamic changes</li> <li>• I can listen to music and respond creatively, considering how dynamics can be represented</li> <li>• I can compare two pieces of music</li> <li>• I can create a short, pitch pattern to represent a planet</li> <li>• I can perform a pitch pattern representing a planet using vocal and instrumental sounds and changes in dynamics</li> </ul> |

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| <b>Vocabulary</b>      | Composer, dynamics, pitch pattern, planet, representation, soundscape, tempo                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Future Learning</b> | <p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>• Analyse music using more detailed musical vocabulary (dynamics, pitch, tempo, structure).</li> <li>• Create more structured compositions with clear sections and purpose.</li> <li>• Develop soundscapes using a wider range of instruments and techniques.</li> <li>• Notate musical ideas using increasingly formal notation.</li> <li>• Use musical elements intentionally to create mood and atmosphere.</li> <li>• Compare and evaluate pieces of music in greater depth.</li> <li>• Perform compositions with accuracy, expression, and awareness of the audience.</li> </ul> |
| <b>KS1 End Point</b>   | <ul style="list-style-type: none"> <li>• Use their voice expressively,</li> <li>• Combine sounds together using tuned and untuned instruments</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

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|  | <u><b>Summer 1</b></u> |
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| Topic           | Animals: African call and response                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                        |
| Prior Learning  | <p>EYFS/ Year 1</p> <ul style="list-style-type: none"> <li>• Explore sounds using body percussion, voice, and instruments.</li> <li>• Copy simple clapping and movement patterns.</li> <li>• Respond to music with actions (fast/slow, loud/quiet).</li> <li>• Experiment with making different animal and environmental sounds.</li> <li>• Join in with call-and-response style songs and games.</li> <li>• Begin to keep a steady pulse through movement or clapping.</li> <li>• Copy and repeat simple rhythmic patterns accurately.</li> <li>• Use instruments to create short sound effects (e.g. animals, weather).</li> <li>• Begin to understand <b>loud and quiet (dynamics)</b>.</li> <li>• Keep a steady pulse when performing with others.</li> <li>• Take part in simple call-and-response activities.</li> <li>• Experiment with different ways of producing sound on instruments</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                        |
| Knowledge       | <u>Musical Skills</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <u>Essential Knowledge</u>                                                                                                                                                                                                                                                                                                                                                             |
|                 | <ul style="list-style-type: none"> <li>• Performing, Appraising, Listening &amp; Composing using instruments</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>• I can create short sounds with varied dynamics to represent animals</li> <li>• I can copy a short, sound pattern</li> <li>• I can explore call and response using instruments</li> <li>• I can create simple sound patterns based on call and response</li> <li>• I can perform different sound patterns with contrasting dynamics</li> </ul> |
| Vocabulary      | Call and response, dynamics, sound pattern                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                        |
| Unit Aim        | <p>Pupils will develop their sense of rhythm, pulse, and dynamics through singing, clapping, and playing instruments. They will learn to play in time with others, respond to and lead simple call-and-response patterns, and experiment with creating different sounds on instruments. Through group work, pupils will practise copying and performing sound patterns accurately, including those inspired by animal rhythms, and apply their understanding to create and perform a simple composition with control of dynamics and timing.</p>                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                        |
| Future Learning | <p>Year 3</p> <ul style="list-style-type: none"> <li>• Develop more complex rhythmic patterns and layered performances.</li> <li>• Use call-and-response within structured compositions with clearer sections.</li> <li>• Control dynamics and tempo more intentionally for effect.</li> <li>• Combine pitched and unpitched instruments in group performances.</li> <li>• Begin to notate rhythmic ideas using standard symbols.</li> <li>• Evaluate and improve group compositions using musical vocabulary.</li> <li>• Perform with increasing accuracy, expression, and awareness of ensemble balance.</li> </ul>                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                        |

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| KS1 End Point | <ul style="list-style-type: none"> <li>● Use their voice expressively,</li> <li>● Combine sounds together using tuned and untuned instruments</li> </ul> |
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|                | <u>Summer 2</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                      |
| Topic          | Orchestral Instruments                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                      |
| Prior Learning | <p>EYFS/ Year 1</p> <ul style="list-style-type: none"> <li>● Listen to and join in with stories that include sound effects.</li> <li>● Explore instruments to create simple sounds (e.g. loud/quiet, fast/slow).</li> <li>● Use voice, body, and instruments to represent characters or actions.</li> <li>● Respond to music through movement and imagination.</li> <li>● Begin to recognise that music can help tell a story.</li> <li>● Copy simple sound patterns linked to stories or rhymes.</li> <li>● Use instruments to create simple sound effects for stories.</li> <li>● Identify and respond to <b>loud/quiet</b> and <b>fast/slow</b> in music.</li> <li>● Begin to choose sounds to represent characters or events.</li> <li>● Copy and create simple rhythmic and sound patterns.</li> <li>● Listen to music and talk about how it makes them feel or what it might represent.</li> <li>● Take part in group storytelling using sound and music.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                      |
| Knowledge      | <u>Musical Skills</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <u>Essential Knowledge</u>                                                                                                                                                                                                                                                                                                                           |
|                | <ul style="list-style-type: none"> <li>● Performing, Appraising, Listening &amp; Composing using tuned instruments</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>● I can listen to and analyse a piece of music linked to storytelling</li> <li>● I can explore how sounds and sound effects can tell a story</li> <li>● I can select appropriate sounds to represent parts of a story</li> <li>● I can perform a composition showing changes in dynamics and tempo</li> </ul> |
| Vocabulary     | Dynamics, encore, instrumental sound, sound effect, tempo                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                      |
| Unit Aim       | By the end of the unit, pupils will be able to listen to and appraise music by identifying and describing changes in tempo and dynamics, using appropriate vocabulary such as fast, slow, loud, and soft. They will explain how music reflects and supports a story, giving clear examples and justifying their own musical choices to represent characters, events, and feelings. Pupils will                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                      |

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|                        | collaborate effectively in groups to rehearse and perform a piece, demonstrating confidence, maintaining an appropriate tempo, and using dynamics and instrumental sounds purposefully to enhance their performance.                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Future Learning</b> | <p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>● Analyse music with greater depth, identifying structure, mood, and purpose.</li> <li>● Use instruments and voice more creatively to develop detailed soundscapes.</li> <li>● Compose structured pieces with clear sections linked to narrative events.</li> <li>● Use dynamics, tempo, and texture intentionally to create dramatic effect.</li> <li>● Begin to notate compositions using formal and informal systems.</li> <li>● Evaluate and refine performances using musical vocabulary.</li> <li>● Perform confidently as part of an ensemble with awareness of audience impact</li> </ul> |
| <b>KS1 End Point</b>   | <ul style="list-style-type: none"> <li>● Use their voice expressively,</li> <li>● Combine sounds together using tuned and untuned instruments</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |