

Year 5 Music Progression Map

	Autumn 1 and 2	
Topic	<u>Music for Life - Instrumental tuition for the whole class</u>	
Unit Aim	By the end of the unit, pupils should be able to perform as part of an ensemble using an instrument with increasing accuracy, control and expression. They should be able to keep a steady pulse, follow simple notation, and understand how musical elements such as rhythm, tempo and dynamics affect a performance. Pupils should also be able to rehearse effectively, listen carefully to others, and evaluate and improve their own performances using appropriate musical vocabulary. Child friendly version By the end of our Music for Life topic, we will be able to play an instrument together as a group. We will keep in time, follow simple music, and use loud and quiet sounds to make our performance more interesting. We will practise, listen to each other, and get better at playing. We will also talk about our music and explain how we can improve it.	
Prior Learning	Year 1/2 Pupils will have developed a basic understanding of musical concepts and skills. They will be able to keep a steady pulse, respond to changes in tempo (fast/slow) and dynamics (loud/quiet), and begin to recognise simple patterns in music. They will have explored singing simple songs and using untuned percussion instruments to create sounds. Pupils will start to understand that music can represent ideas, moods, and stories, and that different types of music exist beyond their immediate experience. Year 3 Pupils will build on this foundation by developing their ability to play and perform in time with others. They will begin to learn simple musical notation (such as crotchets and rests) and understand basic rhythmic patterns. Pupils will explore how music is structured, including simple forms and repeated sections. They will also begin to recognise different families of instruments and how sound is produced. Year 4 Pupils will deepen their understanding of musical elements, including pitch, rhythm, tempo, dynamics, and timbre. They will develop their ability to play tuned instruments (such as recorders or glockenspiels) and perform more confidently as part of a group. Pupils will begin to read simple staff notation and understand how music is organised. They will also explore how music can be composed and adapted to create different effects. Year 5 Pupils will extend their musical knowledge by developing greater accuracy and control in both performance and composition. They will read and use more complex notation, including a wider range of note values and pitches. Pupils will explore different musical styles and traditions, understanding how music varies across cultures and time periods. They will begin to improvise and compose their own pieces with increasing independence, considering structure, dynamics, and expression.	
Knowledge	<u>Music Skills</u>	<u>Essential Knowledge</u>
	- Listening and Appraising (Context of Music) - Elements of Music - Notation and Reading Music - Active Listening and Performing	- I can identify different styles of music and recognise where and when they were created using appropriate musical vocabulary. - I can use a range of sources (listening, notation, digital tools) to explore music and draw conclusions about how it is created and performed.

	• Musical Analysis and Evaluation • Expression and Effect in Music • Composition and Musical Development	• I can describe the key elements of music, including pitch, tempo, dynamics, rhythm, and timbre. • I can use appropriate musical vocabulary to compare and contrast different pieces of music. • I can describe how music is created and performed, including the use of instruments, voices, and technology. • I can identify how music changes over time and explain reasons for these changes. • I can explain how musical elements and performance choices affect the listener and consider how to create and improve my own music.
Vocabulary	Pulse • Rhythm • Tempo • Dynamics • Pitch • Timbre • Perform • Rehearse • Ensemble • Conductor • Timing • Accuracy • Expression • Notation • Staff • Beat • Crotchet • Rest • Structure • Pattern • Instrument • Technique • Compose • Improvise • Loud • Quiet • Fast • Slow	
Future Learning	Year 6 Children can use musical vocabulary accurately to describe, analyse and evaluate performances and compositions. Children can explain how musical elements such as pitch, rhythm, tempo, dynamics, texture and structure are used to create effect, mood and meaning in music. Children can analyse a wide range of musical sources (e.g. live performances, recordings, notation and digital music tools) to draw conclusions about style, purpose and quality. Children understand that no single performance or recording represents a complete interpretation of a piece of music and can compare multiple versions to develop a fuller understanding. With support, children can refine musical ideas through composition and performance. Children can use appropriate musical vocabulary to explain how music changes over time within a piece and how different sections contrast or develop. Children can compare a variety of musical styles and traditions from different cultures and time periods, identifying similarities and differences in structure, instrumentation and purpose. Children can explain how music reflects cultural identity and emotional expression, and how it can be used to communicate ideas, tell stories and represent different ways of life. Children can describe the diversity of music across the world and understand how this influences listening preferences, performance styles and musical traditions.	
KS2 End Point	By the end of KS2, pupils can use musical vocabulary accurately to describe, perform, and evaluate music from a range of styles and traditions. They can perform confidently as part of an ensemble, maintaining a steady pulse and demonstrating control, accuracy, and expression on an instrument. Pupils can read and follow basic musical notation and use it to support accurate performance. They understand how musical elements such as pitch, rhythm, tempo, dynamics, texture, and structure work together to create effect and meaning in music. Pupils can listen analytically to live and recorded music, comparing different performances and explaining their opinions using appropriate vocabulary. They can recognise how music is structured and how it changes over time within a piece.	

	Pupils can compose and develop musical ideas, both individually and collaboratively, using instruments and technology where appropriate. They can refine their work through rehearsal, listening, and evaluation. Pupils understand that music reflects different cultures, time periods, and purposes, and they can describe how music can communicate emotion, tell stories, and bring people together.
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	<u>Spring 1</u>	
Topic	<u>Musical Notation</u>	
Unit Aim	By the end of the unit, pupils should be able to read, interpret, and perform simple musical notation with increasing accuracy and confidence. They should understand how rhythm and pitch are represented on a staff and use this knowledge to support performance on tuned instruments. Pupils will also be able to compose short musical phrases using notation and explain how written music represents sound. Child friendly version By the end of our Musical Notation unit, we will be able to read simple music and use it to help us play instruments. We will understand how notes show pitch and rhythm, and we will use this to perform and create our own short pieces. We will practise reading music carefully and get better at performing together as a group.	
Prior Learning	Year 1/2 Pupils will have explored simple rhythms, steady pulse, and basic symbols such as pictorial notation. They will have sung songs and used untuned percussion to copy and create simple patterns. Year 3 Pupils will have begun using basic rhythmic notation (crotchets, quavers, rests) and clapping or playing simple rhythmic patterns. They will understand pulse and begin to follow simple graphic or rhythmic scores. Year 4 Pupils will have developed understanding of pitch and rhythm using tuned instruments. They will have begun to read simple staff notation and understand how notes are placed on a staff to represent pitch. Year 5 Pupils can recognise basic note values, follow simple staff notation, and perform short pieces with support. They are developing confidence in linking written music to performance.	
Knowledge	<u>Music Skills</u>	<u>Essential Knowledge</u>
	Notation and Reading Music	I can read and follow simple musical notation to perform music accurately.

	• Active Listening and Performing • Musical Analysis and Evaluation • Composition and Musical Development • Elements of Music	• I can recognise and explain different note values and how they affect rhythm. • I can identify notes on a stave and understand how they represent pitch. • I can use musical notation to help me perform and compose short pieces. • I can use musical vocabulary to describe rhythm, pitch, and structure in written music. • I can compare different musical patterns and explain how notation helps musicians perform together. • I can explain how changes in notation affect the sound and feel of a piece of music.
Vocabulary	Pulse • Rhythm • Tempo • Pitch • Dynamics • Beat • Notation • Staff • Clef • Treble Clef • Bar • Bar line • Time Signature • Crotchet • Quaver • Minim • Semibreve • Rest • Note • Rest value • Repeat • Pattern • Structure • Accuracy • Performance • Compose • Improvise	
Future Learning	Year 6 Children can use musical notation accurately to read, interpret and perform music from a range of styles and traditions. Children can confidently follow and explain standard staff notation, including a wider range of note values, rests, time signatures and rhythmic patterns, using appropriate musical vocabulary. Children can analyse written music from a variety of sources (e.g. scores, digital notation, recordings and live performances) to draw conclusions about structure, style and intent. Children understand that a musical score is an interpretation of sound and can compare different arrangements or performances of the same piece to deepen their understanding. With support, children can refine their use of notation when composing, using it to develop, record and improve their musical ideas. Children can explain how changes in notation affect rhythm, pitch and overall musical effect.	
KS2 End Point	By the end of KS2, pupils can confidently read and interpret standard musical notation and use it to support accurate performance on tuned and untuned instruments. They understand how pitch, rhythm, and duration are represented and can apply this knowledge when performing and composing. Pupils can follow staff notation independently, maintain a steady pulse, and perform in time with others as part of an ensemble. They can compose short musical phrases using notation and refine their work through rehearsal and evaluation. Pupils can analyse written music from a range of styles, explaining how notation is used to communicate musical ideas. They understand that notation is a universal system used to share and preserve music across cultures and time periods.	

	<u>Spring 2</u>
Topic	<u>Composers - German</u>

Unit Aim	By the end of the unit, pupils should be able to identify and describe key features of music by major German composers and understand how their music fits within the Western classical tradition. Pupils will develop confidence in listening to, appraising, and performing simple extracts or motifs inspired by composers such as Bach, Beethoven, and Mozart. They will be able to explain how musical elements (pitch, rhythm, tempo, dynamics, and structure) are used to create effect and emotion in classical music. Child-Friendly Version By the end of our German Composers topic, we will be able to recognise famous pieces of classical music and talk about what we hear. We will learn about composers like Bach, Beethoven and Mozart, and explore how they used music to express ideas and feelings. We will listen carefully, perform simple pieces, and use musical words to describe and compare music.	
Prior Learning	Year 1/2 Pupils will have explored listening to a variety of music styles and responding to mood and tempo. They will have sung simple songs and used untuned percussion instruments to create rhythms. They understand that music can tell stories and express feelings. Year 3 Pupils will have begun to recognise different instruments and musical styles. They will understand basic musical elements such as pulse, rhythm, pitch, and dynamics. They will have started to listen to and compare different types of music. Year 4 Pupils will have developed understanding of musical structure and elements in more detail. They will have explored tuned instruments and begun to recognise how music is organised into sections. They will have listened to music from different traditions and composers. Year 5 Pupils can use musical vocabulary to describe elements of music and are developing confidence in listening analytically. They can perform simple parts in an ensemble and understand how music can be structured and developed.	
Knowledge	<u>Musical Skills</u> • Listening and Appraising (Context of Music) • Elements of Music • Active Listening and Performing • Musical Analysis and Evaluation • Expression and Effect in Music • Composition and Musical Development	<u>Essential Knowledge</u> • I can identify key features of music by German composers such as Bach, Beethoven, and Mozart. • I can describe how musical elements are used to create mood, style, and structure in classical music. • I can use appropriate musical vocabulary to compare different pieces of classical music. • I can recognise how orchestral instruments are used and grouped in classical compositions. • I can listen to and analyse music from different composers and explain my opinions. • I can explain how music from the Baroque, Classical, and Romantic periods is similar and different. • I can describe how composers use music to communicate emotion and tell musical stories..

Vocabulary	Composer • Classical music • Baroque • Romantic • Symphony • Concerto • Sonata • Melody • Harmony • Texture • Structure • Dynamics • Tempo • Pitch • Rhythm • Motif • Theme • Orchestra • Instrumentation • Conduct • Perform • Appraise • Expression • Contrast
Future Learning	Year 6 Children can use musical vocabulary accurately to describe, analyse, and evaluate music from the Western classical tradition, including works by major German composers. Children can explain how historical context, musical style, and composer intent influence composition and performance. Children can analyse a wide range of musical sources (e.g. scores, recordings, live orchestral performances, and digital tools) to draw conclusions about structure, style, and development of musical ideas. They understand that different interpretations of the same classical work can vary and can compare these to develop a deeper understanding. Children can refine their compositional ideas using classical structures such as motifs, themes, and variations, and can explain how these are developed across a piece of music.
KS2 End Point	By the end of KS2, pupils can confidently listen to, describe, and evaluate music from a range of historical periods, including works by major German composers. They can identify and explain how musical elements are used within classical compositions and can compare different styles and structures using accurate musical vocabulary. Pupils can perform simple musical parts with increasing accuracy and understand how orchestral music is constructed. They can analyse and compare different interpretations of classical works, recognising how music reflects cultural and historical context. Pupils can compose and develop simple musical ideas inspired by classical music, using structure, motifs, and expression. They understand how music has developed over time and how composers such as Bach, Beethoven, and Mozart have influenced Western music.

	<u>Summer 1</u>
Topic	<u>Composers - British</u>
Unit Aim	By the end of the unit, pupils should be able to identify and describe key features of music by significant British composers and understand how their music reflects different periods in British musical history. Pupils will develop confidence in listening to, appraising, and performing extracts or motifs inspired by composers such as Edward Elgar, Ralph Vaughan Williams, Benjamin Britten, and Gustav Holst. They will be able to explain how musical elements (pitch, rhythm, tempo, dynamics, texture, and structure) are used to create mood, atmosphere, and meaning in British classical music. Child-Friendly Version By the end of our British Composers topic, we will be able to recognise famous pieces of British classical music and talk about what we hear. We will learn about composers like Elgar, Vaughan Williams, Britten and Holst, and explore how they used music to express ideas, nature, stories and feelings. We will listen carefully, perform simple pieces, and use musical words to describe and compare music.

Prior Learning	Year 1/2 Pupils will have explored listening to a variety of music styles and responding to mood, tempo, and dynamics. They will have sung simple songs and used untuned percussion to create rhythms. They understand that music can represent stories, feelings, and ideas. Year 3 Pupils will have begun to recognise different instruments and musical styles. They will understand basic musical elements such as pulse, rhythm, pitch, and dynamics. They will have listened to and compared different types of music from a range of traditions. Year 4 Pupils will have developed understanding of musical structure and elements in more detail. They will have explored tuned instruments and begun to understand how music is organised into sections. They will have listened to music from different composers and begun to describe how music creates effects. Year 5 Pupils can use musical vocabulary to describe musical elements and are developing confidence in listening analytically. They can perform simple parts in an ensemble and understand how music can be structured and developed.	
Knowledge	<u>Musical Skills</u> • Listening and Appraising (Context of Music) • Elements of Music • Active Listening and Performing • Musical Analysis and Evaluation • Expression and Effect in Music • Composition and Musical Development	<u>Essential Knowledge</u> • I can identify key features of music by British composers such as Edward Elgar, Ralph Vaughan Williams, Benjamin Britten, and Gustav Holst. • I can describe how musical elements are used to create mood, atmosphere, and meaning in British classical music. • I can use appropriate musical vocabulary to compare different pieces of British music. • I can recognise how orchestral instruments are used to represent ideas such as nature, landscapes, and stories. • I can listen to and analyse music from different British composers and explain my opinions. • I can explain how British music reflects different styles, traditions, and historical periods. • I can describe how composers use music to communicate emotion, tell stories, and represent the world around them. •
Vocabulary	Composer • Classical music • Baroque • Romantic • Symphony • Concerto • Sonata • Melody • Harmony • Texture • Structure • Dynamics • Tempo • Pitch • Rhythm • Motif • Theme • Orchestra • Instrumentation • Conduct • Perform • Appraise • Expression • Contrast	
Future Learning	Year 6 Children can use musical vocabulary accurately to describe, analyse, and evaluate music from British musical traditions, including works by major composers. Children can explain how historical context, cultural identity, and composer intent influence composition and performance. Children can analyse a wide range of musical sources (e.g. scores, recordings, live orchestral performances,	

	and digital tools) to draw conclusions about structure, style, and development of musical ideas. They understand that different interpretations of the same piece of music can vary and can compare these to deepen their understanding. Children can refine their compositional ideas using musical structures such as themes, motifs, and variations, and can explain how these are developed and transformed across a piece of music. Children can compare music from different British traditions and periods (folk, pastoral, classical, modern orchestral), identifying similarities and differences in instrumentation, structure, and purpose. They can explain how British music reflects landscape, history, and cultural change. Children can describe the significance of British composers in shaping national musical identity and understand how their work continues to influence modern music across genres, media, and performance contexts.
KS2 End Point	By the end of KS2, pupils can confidently listen to, describe, and evaluate music from a range of British composers and traditions. They can identify and explain how musical elements are used within orchestral and classical works and can compare different styles, periods, and purposes using accurate musical vocabulary. Pupils can perform simple musical parts with increasing accuracy and understand how orchestral music is constructed and developed. They can analyse and compare different interpretations of British classical works, recognising how music reflects culture, place, and historical context. Pupils can compose and develop simple musical ideas inspired by British composers, using structure, motifs, and expressive features. They understand how music has developed in Britain over time and how composers such as Elgar, Vaughan Williams, Britten, and Holst have shaped British musical identity.

	<u>Summer 2</u>
Topic	<u>End of Year play performance music</u>
Unit Aim	By the end of the unit, pupils should be able to learn, rehearse, and perform songs confidently as part of a whole-school production. Pupils will develop accuracy in pitch, rhythm, and timing while singing in unison and, where appropriate, in parts. They will be able to follow a conductor or backing track, respond to performance direction, and use voice with increasing control, expression, and clarity. Pupils will also develop teamwork, listening skills, and performance confidence for a live audience. Child-Friendly Version By the end of our school play songs unit, we will be able to sing our songs confidently as part of a performance. We will learn the words, keep in time with the music, and sing clearly so the audience can hear us. We will practise together, follow instructions, and work as a team to perform in our end of year show.
Prior Learning	Year 1/2 Pupils will have learned to sing simple songs in unison, keep a steady pulse, and respond to tempo

	and dynamics. They will have performed in small groups and taken part in simple class performances. Year 3 Pupils will have developed confidence singing in groups, following melodies more accurately, and using expression in their voices. They will understand how songs can tell stories and create mood. Year 4 Pupils will have begun to sing with greater control of pitch and rhythm, and may have explored simple harmonies or rounds. They will have experience performing to an audience with growing confidence. Year 5 (starting point) Pupils can sing in tune with increasing accuracy, follow performance directions, and maintain their part in group singing. They understand the importance of rehearsal and teamwork in performance.	
Knowledge	<u>Musical Skills</u>	<u>Essential Knowledge</u>
	• Active Listening and Performing • Expression and Effect in Music • Elements of Music • Performance Skills (ensemble singing) • Musical Analysis and Evaluation • Rehearsal and Refinement	• I can learn and perform songs accurately as part of a group. • I can sing in time with others, following a conductor or backing track. • I can use my voice with control, including pitch, rhythm, and dynamics. • I can rehearse and improve my performance over time. • I can follow performance cues and respond to instructions during singing. • I can perform to an audience with increasing confidence and expression. • I can explain how singing choices affect the mood and impact of a performance.
Vocabulary	Performance • Rehearse • Perform • Audience • Stage • Choir • Ensemble • Solo • Unison • Pitch • Rhythm • Tempo • Dynamics • Expression • Voice • Projection • Clarity • Timing • Cue • Entry • Exit • Confidence • Character • Emotion	
Future Learning	Year 6 Children can use musical vocabulary accurately to describe, evaluate, and improve vocal and ensemble performances. Children can explain how vocal technique, expression, staging, and musical direction contribute to successful live performance. Children can analyse a range of performance sources (live theatre, recorded musicals, school productions) to draw conclusions about style, interpretation, and audience impact. They understand that performances can vary and can compare different interpretations of the same song or production. Children can refine their performance skills through rehearsal, adapting vocal control, timing, and expression to suit different musical styles and dramatic contexts. They can explain how songs develop across a performance and how music supports storytelling. Children can compare a range of musical theatre and performance traditions, identifying similarities and differences in style, structure, and purpose. They can explain how music is used to communicate character, emotion, and narrative. Children can describe the importance of performance in music-making and understand how singing connects people, communicates stories, and brings audiences together in live settings.	

KS2 End Point	By the end of KS2, pupils can confidently perform songs as part of a large ensemble or whole-school production, demonstrating control of pitch, rhythm, and expression. They can maintain their part in group singing, respond to musical direction, and perform accurately with or without accompaniment. Pupils can rehearse effectively, refining their vocal technique and improving their performance over time. They can evaluate their own and others' performances, using musical vocabulary to suggest improvements. Pupils understand how songs are structured and how vocal performance contributes to storytelling, mood, and audience engagement in live performance contexts.