

Music Skills Progression							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Singing	<ul style="list-style-type: none"> <li>-Sing a range of well-known nursery rhymes and songs</li> <li>-Remember and sing familiar songs e.g. pop songs, rhymes.</li> <li>-Explore and learn how voice can be changed e.g. louder, quieter.</li> <li>-Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>-Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> </ul>	<ul style="list-style-type: none"> <li>- Sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch.</li> <li>- Respond to simple verbal directions e.g. stop, start, loud, quiet and counting in.</li> <li>-Sing familiar songs in both low and high voices and talk about the difference in sound.</li> <li>- Sing songs at first with a small range e.g, mi-so, and then slightly wider.</li> <li>Include pentatonic songs.</li> <li>- Sing a wide range of call and response songs, in order to control vocal pitch and match the pitch they hear accurately.</li> </ul>	<ul style="list-style-type: none"> <li>- Sing a widening range of unison songs with varying styles and structures.</li> <li>- Sing tunefully and with expression.</li> <li>Perform forte and piano.</li> <li>-Walk, move or clap a steady beat with others, changing speed as the tempo of the music changes.</li> <li>- Sing songs with a wider range of do-so</li> <li>- Perform actions confidently and in time to a range of action songs. Perform in school assemblies.</li> </ul>	<ul style="list-style-type: none"> <li>- Sing a widening range of unison songs of varying styles.</li> <li>- Perform tunefully and with expression. Perform forte and piano</li> <li>- Perform songs with a pitch range of do-so.</li> <li>- Perform as a choir in assemblies.</li> </ul>	<ul style="list-style-type: none"> <li>- Continue to sing a broad range of unison songs of varying styles.</li> <li>- Pitch the voice accurately, and follow directions for getting louder (crescendo) and quieter (decrescendo).</li> <li>- Perform songs with the range of an octave (do-do). Sing rounds and partner songs in different time signatures (2,3 and 4 time)and begin to sing songs with small and large leaps as well as a simple second part to introduce vocal harmony.</li> <li>- Perform as a choir in assemblies.</li> </ul>	<ul style="list-style-type: none"> <li>- Sing a broad range of songs from an extended repertoire.</li> <li>- Use a sense of ensemble and performance, including accurate phrasing, accurate pitching and appropriate style</li> <li>- Sing three-part rounds, partner songs and songs with a verse and a chorus. Continue to develop in their use of harmonies.</li> <li>- Perform a range of songs in school assemblies and in school performance opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>- Sing a broad range of songs, including those that involve syncopated rhythms</li> <li>- Use phrasing, accurate pitching and appropriate style. Observe rhythm closely.</li> <li>- Continue to sing 3 and 4 parts or partner songs and experiment with positioning singing randomly to develop skills of balance between parts and vocal independence.</li> <li>- Perform a range of songs a choir in school assemblies, school performance opportunities and to a wider audience.</li> </ul>

<p>Listening and Appraising</p>	<ul style="list-style-type: none"> <li>- Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>- Notice what other children and adults do, mirror what is observed, adding variations and doing it spontaneously.</li> <li>- Respond imaginatively to music e.g. <i>this music sounds like dinosaurs.</i></li> </ul>	<ul style="list-style-type: none"> <li>- Respond to different moods of music, in different ways. Say how a piece of music makes them feel and start to give a reason.</li> <li>- Listen to simple inter-related dimensions of music. Listen to sounds in the local school environment, comparing low and high sounds.</li> <li>- Tell the difference between loud and quiet sounds.</li> <li>- Begin to describe how sounds are made and changed.</li> <li>- Tell the difference between a fast and slow tempo, loud and quiet, and high and low sounds.</li> </ul>	<ul style="list-style-type: none"> <li>- Respond to different moods of music, in different ways. Begin to say what they like and dislike.</li> <li>- Listen to simple inter-related dimensions of music. Listen to sounds in the local school environment, comparing low and high sounds.</li> <li>- Verbally recall what they have heard with simple vocabulary – loud, soft, high, low.</li> <li>- Begin to associate sounds they hear with instruments. Recognise and name different instruments by sight.</li> <li>- Listen carefully to recall short rhythmic patterns. Begin to recognise changes in timbre, dynamics and pitch.</li> </ul>	<ul style="list-style-type: none"> <li>- Use musical words (pitch, duration, dynamics, tempo) to describe and give their opinion on a piece of music.</li> <li>- Identify the features within a piece of music.</li> <li>- Describe music using appropriate vocabulary.</li> <li>- Recognise a range of instruments by ear.</li> <li>- Begin to identify how texture in a piece of music.</li> <li>- Internalise the pulse in a piece of music. Use musical words (pitch, duration, dynamics, tempo) to describe a piece of music.</li> <li>- Know that music can be played or listened to for a variety of purposes.</li> <li>- Begin to compare different kinds of music.</li> <li>- Recognise differences between music of different times and cultures</li> </ul>	<ul style="list-style-type: none"> <li>- Use musical words (pitch, duration, timbre, dynamics, tempo) to describe a piece of music and composition.</li> <li>- Recognise how the inter-related dimensions of music are used by composers to create different moods and effects.</li> <li>- Explore ways the way in which sounds are combined towards certain effects.</li> <li>- Begin to describe the different timbres of instruments.</li> <li>- Internalise the pulse in a piece of music. Use musical words (pitch, duration, dynamics, tempo) to describe a piece of music.</li> <li>- Identify texture in a piece of music.</li> <li>- Describe and identify the different purposes of music. Be able to describe how the purpose of music can affect the style, for instance in Early music, for religious purposes, or for entertainment.</li> <li>- Compare and contrast the work of established composers and show preferences.</li> <li>- Compare and contrast the impact that different composers from different times will have had on the people of the time.</li> </ul>	<ul style="list-style-type: none"> <li>- Describe and compare different kinds of music using an appropriate and broad musical vocabulary.</li> <li>- Compare features from a wide range of music.</li> <li>- Describe and compare music using musical vocabulary.</li> <li>- Describe the timbre of different instruments, and recognise how different techniques of playing on an instrument can produce different timbres, e.g. staccato, tonguing on a flute, and trills.</li> <li>- Distinguish between layers of sound in a piece of music.</li> <li>- Describe and identify the different purposes of music. Be able to describe how the purpose of music can affect the style, for instance in Early music, for religious purposes, or for entertainment.</li> <li>- Compare and contrast the work of established composers and show preferences.</li> <li>- Compare and contrast the impact that different composers from different times will have had on the people of the time.</li> </ul>	<ul style="list-style-type: none"> <li>- Describe, compare and evaluate different kinds of music using an appropriate and broad musical vocabulary.</li> <li>- Compare features from a wide range of music.</li> <li>- Describe, compare and evaluate music using musical vocabulary.</li> <li>- Describe the timbre of different instruments, and recognise how different techniques of playing on an instrument can produce different timbres, e.g. staccato, tonguing on a flute, and trills.</li> <li>- Distinguish between layers of sound in a piece of music and evaluate the effects.</li> <li>- Describe and identify the different purposes of music. Be able to describe how the purpose of music can affect the style, for instance in Early music, for religious purposes, or for entertainment.</li> <li>- Compare and contrast the work of established composers and show preferences.</li> <li>- Compare and contrast the impact that different composers from different times will have had on the people of the time.</li> </ul>
---------------------------------	--	---	---	---	---	---	--

Performance	<ul style="list-style-type: none"> <li>- Walk, move or clap a steady beat.</li> <li>- Make music in a range of ways e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to.</li> <li>- Choose particular movements, instruments/sounds for their own imaginative purposes.</li> </ul>	<ul style="list-style-type: none"> <li>- Walk, move or clap a steady beat with others, changing the speed of the beat as the music changes.</li> <li>- Perform short copycat rhythm patterns accurately, led by the teacher.</li> <li>- Perform short repeated rhythm, ostinati, whilst keeping in a steady beat.</li> <li>- Use body percussion, classroom percussion, playing repeated rhythm patterns and short pitched patterns on tuned instruments.</li> <li>- Perform word pattern chants e.g. ca-ter-pill-ar.</li> <li>- Create, retain and perform their own rhythm patterns.</li> <li>- Respond to pulse in recorded/live music through movement and dance.</li> <li>- Explore percussion sounds to enhance storytelling, e.g. ascending xylophone notes to suggest Jack climbing the beanstalk.</li> </ul>	<ul style="list-style-type: none"> <li>- Understand that the speed of the beat can change, creating a faster or slower tempo. Mark the beat of a listening piece by tapping or clapping, recognising tempo and changes in tempo.</li> <li>- Walk in time to the beat of a piece of music or song.</li> <li>- Play copycat rhythms, copying a leader and invent rhythms for others to copy on untuned percussion.</li> <li>- Create rhythms using word phrases as a starting point. Read and respond to chanted rhythmic patterns.</li> <li>- Play a range of singing games, based on cuckoo interval (so-mi) matching voices accurately, supported by the leader playing a melody.</li> <li>- Begin to group beats in twos and threes by tapping knee on the strongest first beat. Identify the beat groupings in familiar music.</li> </ul>	<ul style="list-style-type: none"> <li>- Introduce and understand the differences between crochets and paired quavers.</li> <li>- Apply word chants to rhythms, understanding how to link each syllable to one musical note.</li> <li>- Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes.</li> <li>- Develop facility in playing tuned percussion or melodic instruments. Play and perform melodies using a small range as a whole class or in small groups.</li> <li>- Use dot notation to show higher or lower pitch.</li> </ul>	<ul style="list-style-type: none"> <li>- Develop facility in the basic skills of a selected musical instrument. (recorder)</li> <li>- Play and perform melodies following staff notation, using a small range e.f middle C to g, as a whole class or in small groups.</li> <li>- Perform in two or more parts, e.g melody and accompaniment or a duet, from simple notation.</li> <li>- Copy short melodic phrases including those using pentatonic scale.</li> <li>- Read and perform pitch notation within a defined range (e.g. C-G) Follow and perform simple rhythmic scores to a steady beat; maintain individual parts accurately.</li> </ul>	<ul style="list-style-type: none"> <li>- Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation. Initially this will be done in the whole class, and then smaller group performance.</li> <li>- Perform simple chordal accompaniments to familiar songs. (link to chords in music study).</li> <li>- Perform a range of repertoire pieces and arrangements.</li> </ul>	<ul style="list-style-type: none"> <li>- Play a melody using staff notation written on one staff and make decisions about dynamic range.</li> <li>- Accompany this same melody using block chords.</li> <li>- Engage with others through ensemble playing.</li> <li>- Further understand the difference between semibreves, minims, crotchets and crotchet rests.</li> <li>- Further develop skills to develop pitch notation within an octave.</li> <li>- Read and play from notation on a 4-bar phrase, confidently identify the note names and durations.</li> </ul>
-------------	---	---	--	---	--	---	---

<p>Composing and Improvising</p>	<ul style="list-style-type: none"> <li>- Choose particular movements, instruments/sounds for their own imaginative purposes</li> <li>- Explore &amp; engage in music making &amp; dance, performing solo or in groups</li> </ul>	<ul style="list-style-type: none"> <li>-Create musical sound effects and short sequences of sounds in response to stimuli, e.g. a rainstorm or train journey.</li> <li>- Combine sounds to make a story, choosing and playing classroom instruments that would be suitable.</li> <li>- Explore percussion sounds to enhance storytelling, e.g. ascending xylophone notes to suggest Jack climbing the beanstalk.</li> </ul>	<ul style="list-style-type: none"> <li>-Create music in response to a non-musical stimulus (e.g. a storm, rocket launch).</li> <li>- Work with a partner to improvise simple question and answer phrases to be sung and played on untuned percussion, creating a musical conversation.</li> <li>- Use graphic symbols, dot notation, and stick notation as appropriate to keep a record of composed pieces.</li> <li>- Use music technology to capture, change and combine sounds.</li> </ul>	<ul style="list-style-type: none"> <li>-Become more skilled in improvising, using voices, tuned and untuned percussion, inventing short responses using a limited note range.</li> <li>- Structure musical ideas using an echo, or question and answer structure, to create music that has a beginning, middle and end.</li> <li>- Compose in response to different stimuli, e.g. stories, verse, paintings and photographs, and musical sources. Explore developing knowledge of musical components by composing music to create a specific mood, e.g. to match a film clip.</li> <li>- Combine known rhythmic notation with letter names to create short pentatonic phrases using 5 pitches. Sing and play these phrases as self-standing compositions.</li> <li>- Arrange notation cards of known values to create sequences of 2, 3 and 4 beat phrases arranged in bars.</li> <li>- Capture and record creative ideas using any of: graphic symbols,</li> </ul>	<ul style="list-style-type: none"> <li>-Improvise on a limited range of pitched on the instrument they are learning, making use of musical features including smooth legato, and detached (staccato)</li> <li>- Begin to make compositional decisions about the overall structure of improvisations.</li> <li>- Explore developing knowledge of musical components by composing music to create a specific mood, e.g. to match a film clip.</li> <li>- Combine known rhythmic notation with letter names to create short pentatonic phrases using 5 pitches. Sing and play these phrases as self-standing compositions.</li> <li>- Arrange notation cards of known values to create sequences of 2, 3 and 4 beat phrases arranged in bars.</li> <li>- Capture and record creative ideas using any of: graphic</li> </ul>	<ul style="list-style-type: none"> <li>-Improvise freely over a drone, using tuned percussion and melodic instruments.</li> <li>-Improvise over a simple groove, responding to the beat, experiment with a wider range of dynamics.</li> </ul>	<ul style="list-style-type: none"> <li>- Extend improvisation skills through working in small groups to create music with multiple sections that include repetition and contrast.</li> <li>- Use chord changes as part of an improvised sequence</li> <li>- Extend compositions beyond 8 beats over a fixed groove, creating a satisfying melodic shape.</li> <li>- Plan and compose 8 or 16 beat phrase using pentatonic scale, incorporating rhythmic variety and interest.</li> </ul>
----------------------------------	--	---	---	---	--	--	--

				rhythm notation and time signatures, staff notation.	symbols, rhythm notation and time signatures, staff notation.		
--	--	--	--	--	---	--	--