



PROGRESSION OF SKILLS IN MUSIC

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Children will:							
Listen and Appraise	• Listen carefully to rhymes and songs, paying attention to how they sound – spot and suggest rhymes, recognise words with the same initial sound. • Listen to music and move with an awareness of the beat. • Listen and move to music, using large muscle movements, e.g. scarf waving. • Listen to and copy sequences and patterns of movements which are related to music and rhythm. • Recognise and respond to changes in dynamics.	• Begin to identify simple repeated patterns and follow basic musical instructions. • Begin to understand that musical elements can be used to create different moods and effects. • Talk about how music makes you feel or want to move. E.g. it makes me want to jump/sleep/shout etc. • Think about and make simple suggestions about what could make their own work better. E.g: play faster or louder.	• Respond to different moods in music and explain thinking about changes in sound. • Identify what improvements could be made to their own work and make these changes, including altering use of voice, playing of and choice of instruments. • Identify and recognise repeated patterns and follow a wider range of musical instructions • Understand how musical elements create different moods and effects. • Listen to pieces of music and discuss where and when they may be heard explaining why using simple musical vocabulary. E.g. It's quiet and smooth so it would be good for a lullaby.	• Explore and comment on the ways sounds can be used expressively. • Comment on the effectiveness of their own work, identifying and making improvements. • Listen with attention and begin to recall sounds. • Begin to understand how different musical elements are combined and used to create an effect. • Listen to and begin to respond to music drawn from a range of styles, cultures, time periods and musicians.	• Recognise and explore the ways sounds can be combined and used expressively and comment on this effect. • Comment on the effectiveness of a piece of work, identifying and making improvements based on its intended outcome. • Listen to and recall patterns of sounds with increasing accuracy. • Understand how different musical elements are combined and used expressively. • Listen to and discuss music drawn from a range of styles, cultures, time periods and musicians.	• Describe, compare and evaluate different types of music and begin to use appropriate language. • Comment on the success of their own and others work, suggesting improvements based on intended outcomes. • Listen to and recall a range of sounds and patterns of sounds confidently. • Begin to identify the relationship between sounds and how music can reflect different meanings. • Listen to a range of high quality, live and recorded music from different traditions, composers and musicians and begin to discuss their differences and how music may have changed over time.	• Describe, compare and evaluate different types of music using a range of musical vocabulary including the inter-related dimensions of music*. • Evaluate the success of their own and others work, suggesting specific improvements based on intended outcomes and comment on how this could be achieved. • Listen to, internalise and recall sounds and patterns of sounds with accuracy and confidence. • Identify and explore the relationship between sounds and how music can reflect different meanings. • Develop an understanding of the history of music from different, cultures, traditions, composers and musicians evaluating how venue, occasion and purpose effects the way that music is created and performed.

Singing, Playing and Performance	• Develop motor skills through playing a variety of percussion instruments demonstrating increasing control. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Sing in a group, increasingly matching the pitch and following the melody. • Explore and engage in music making and dance, performing in groups.	• Perform body percussion patterns with an awareness of the pulse. • Copy simple rhythms on untuned percussion, with an awareness of pulse. • Playing simple accompaniments on tuned percussion. • Singing unfamiliar songs in unison, with a developing awareness of pitch. • Utilising our voice to make various sound effects. • Singing in unison, including the use of dynamics.	• To choose and play instruments based on their timbre. • Playing crotchet and quaver rhythms on untuned percussion instruments. • Playing African Drums using a range of tones. • Performing differing lines as part of an ensemble performance. • Utilising our voice to create an effect. • Singing songs in unison, with an awareness of the pitch. • Sing within a 2- or 3-part round.	• Playing simple crotchet/quaver rhythms on tuned percussion instruments. • Playing parts on tuned and untuned instruments as part of an ensemble. • Choose and play instruments based on their timbre. • Singing songs in unison and simple two-part harmony.	• Playing rhythms on percussion instruments, maintaining a consistent tempo. • Play a given part with rhythmic accuracy as part of an ensemble. • Following call and response patterns, performing parts with rhythmic accuracy. • Playing tuned instruments with an awareness of an accompanying line. • Rapping with clear enunciation, expression and dynamic contrast. • Singing songs in unison and simple two-part harmony.	• Playing melodies on tuned instruments, with an understanding of tempo and duration. • Playing within an ensemble, performing three parts simultaneously. • Playing accompanying chords and a walking bass line on tuned instruments. • Singing songs in unison and two-part harmony. • Singing contrasting parts within a soundscape. • Singing in a 4-part round.	• Playing chromatic melodies on tuned instruments. • Playing chords and melodies on the ukulele and keyboard. • Singing a song with 3-part harmony. • Singing songs in unison and two-part harmony, with an awareness of the tempo, pitch and mood of the piece.
Composition and Improvisation	• Make suggestions for alternative body percussion patterns. • Suggest an appropriate instrument from a given selection to create a sound effect.	• Create and perform patterns using body percussion or untuned percussion, performing with an awareness of pulse. • Choosing sounds to play within a piece recorded in a graphic score. • Composing a piece of music, choosing instruments to create a given effect.	• Using voice, body and instrumental sounds to create an effect. • Writing lyrics to a familiar tune. • Composing simple parts on tuned and untuned percussion instruments. • Improvising patterns during call and response activities. • Composing crotchet and quaver rhythms.	• Creating a soundscape through the use of vocal, body and instrumental sounds. • Composing a short piece of music to match a given stimulus. • Composing simple parts on tuned and untuned percussion instruments.	• Composing a melody using notes from the tonic sol-fa. • Composing a short melody using a selection of learned notes, demonstrating an understanding of the elements of pitch and duration.	• Composing a piece of music to match a given stimulus, including increasingly complex rhythms and performing various parts simultaneously. • To write lyrics and compose a melody. • Composing a piece of music, focusing on the structure. • Improvising using a given set of notes.	• Creating a Theme and Variation, utilising a range of vocal and instrumental effects and with a consideration of the interrelated dimensions of music.
Understanding Theory and Notation	• Develop musical vocabulary, through naming a selection of classroom instruments. • Utilise known words that describe the speed or volume of the music, e.g. loud, quiet, fast and slow. • Follow pictures/visual cues when playing instruments.	• Recognise contrasting dynamics and changes in pitch. • Understand how graphic scores can be used to notate music through symbols and pictures and use these as a means to notate their own compositions. • Develop an awareness of the interrelated dimensions of: ▪ Pulse ▪ Tempo ▪ Rhythm ▪ Pitch • Dynamics	• To follow and notate their own work, using graphic scores, introducing a structured 8 beat pattern. • Exploring changes in Dynamics and Tempo through listening and vocal and instrumental activities. • Reading and recording music in a rhythm grid using crotchet, crotchet rest and paired quaver symbols and writing note names underneath to denote pitch.	• Exploring the musical elements through listening and appraisal activities. • Develop an understanding of staff notation, including how pitch is presented on a stave. • Exploring graphic scores as a way of recording music. • Develop an understanding of triple time and exploring tempo.	• Playing rhythms and melodies presented in staff notation. • Continuing to develop their understanding of duration, introducing further note values.	• Recording compositions in staff notation. • Introduction to ostinato and copying back simple ostinato phrases.	• Read music presented in a range of formats, including: ▪ Staff notation ▪ TAB notation ▪ Chord Boxes ▪ Graphic Scores • Understanding how pitch can move in steps or leaps. • Introduction to chromatic notes. • Understanding syncopation through the study of Reggae music.