



Music Progression of Skills



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum/ EYFS aims	<p>Expressive Arts and Design ELG – Being Imaginative and Expressive - Sing a range of well-known nursery rhymes and songs - Perform songs, rhymes, poems, stories, and – when appropriate – try to move in time with music.</p>	<p>Key Stage 1 Pupils should be taught to:</p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music. 		<p>Key Stage 2 Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to:</p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music. 			
Listening	<ul style="list-style-type: none"> • Listening appropriately to someone leading a short musical phrase, song or rhyme. • Exploring spontaneous movement with different parts of their body in response to music. • Expressing different spontaneous emotional 	<ul style="list-style-type: none"> • Listening with concentration to short pieces of music or excerpts from longer pieces of music. • Engaging with and responding to longer pieces of music. • Coordinating the speed of their movements to match the speed of the music (not the beat). • Beginning to move in time 	<ul style="list-style-type: none"> • Listening with concentration to short pieces of music or excerpts from longer pieces of music. • Engaging with and responding to longer pieces of music. • Confidently moving in time with the beat of the music when modelled. • Beginning to explain why the music has a certain effect on 	<ul style="list-style-type: none"> • Explaining their preferences for a piece of music using musical vocabulary. • Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. • Understanding that music from different parts of the world has different features. 	<ul style="list-style-type: none"> • Pupils actively listen to a variety of pieces from a range of musical genres. Students begin to recognise and respond with appropriate support using the inter-related dimensions of music. • Pupils experience a wider choice of repertoire to extend their knowledge, 	<ul style="list-style-type: none"> • Pupils actively listen to a variety of pieces from a range of musical genres. Students develop prior knowledge to recognise and respond with appropriate support using the inter-related dimensions of music. • Pupils experience a wider choice of repertoire to extend their 	<ul style="list-style-type: none"> • Understanding the impact music has on them and starting to articulate the reasons for this effect using musical vocabulary. • Confidently discussing the stylistic features of different genres, styles and traditions of music. • Use musical vocabulary

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	<p>reactions to music, (smiling, movement, body language).</p> <ul style="list-style-type: none"> Using artwork or creative play as a way of expressing feelings and responses to music. Identifying and imitating sounds from a variety of music. Considering whether background music and sound effects can enhance storytelling. Showing preferences for certain music or sounds. Listening to music from a wide variety of cultures 	<p>with the beat of the music.</p> <ul style="list-style-type: none"> Beginning to articulate how a piece of music affects them (e.g. it makes them feel sleepy, it makes them want to dance, it makes them happy) Identifying some common instruments when listening to music. Relating sounds in music to real-world experiences. (e.g. it sounds like squelching mud). Recognising simple patterns and repetition in rhythm. (e.g. where a pattern of beats is repeated). Recognising simple patterns and repetition in pitch. 	<p>them, which could be related to the music or a personal experience.</p> <ul style="list-style-type: none"> Identifying some common instruments when listening to music. Relating sounds in music to real-world experiences. (e.g. it sounds like squelching mud). Recognising simple patterns and repetition in rhythm. (e.g. where a pattern of beats is repeated). Recognising simple patterns and repetition in pitch. Talking about the tempo of music using the vocabulary of fast and slow. Talking about the dynamics of the music, using the vocabulary of 	<ul style="list-style-type: none"> Recognising and explaining the changes within a piece of music using musical vocabulary. Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. Beginning to show an awareness of metre. Beginning to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work. 	<p>experience and appreciation of music from different cultures, genres and composers.</p> <ul style="list-style-type: none"> Students appraise their own performances, suggest and implement ways performances can be enhanced and improved. Pupils understand what makes a good performance and can develop their understanding of audience and purpose. 	<p>knowledge, experience and appreciation of music from different cultures, genres and composers.</p> <ul style="list-style-type: none"> Students appraise their own performances, suggest and implement ways performances can be enhanced and improved. Pupils understand what makes a good performance and can develop their understanding of audience and purpose. 	<p>when describing and evaluating the features of a piece of music.</p> <ul style="list-style-type: none"> Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.
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	<p>and historical periods.</p> <ul style="list-style-type: none">• To recognise and name at least two instruments from Groups A and B.	<ul style="list-style-type: none">• Talking about the tempo of music using the vocabulary of fast and slow.• Talking about the dynamics of the music, using the vocabulary of loud, quiet and silent.• Talking about the pitch of music, using the vocabulary of high and low.• To recognise and name the following instruments: up to three instruments.• To know that sections of music can be described as loud, quiet or silent and the meaning of these terms.	<p>loud, quiet and silent.</p> <ul style="list-style-type: none">• Talking about the pitch of music, using the vocabulary of high and low. Stating what they enjoyed about their peers' performances.• Giving positive feedback relating to the tempo of practices and performances using the vocabulary of fast and slow.• To recognise and name the following instruments: up to three instruments.• To know that sections of music can be described as fast or slow and the meaning of these terms.• To know that sections of music can be described as loud, quiet or				
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			<p>silent and the meaning of these terms.</p> <ul style="list-style-type: none"> To know that sounds within music can be described as high or low sounds and the meaning of these terms. 				
Improvising and composing	<ul style="list-style-type: none"> Exploring and imitating sounds from their environment and in response to events in stories. Exploring and imitating sounds. Experimenting with creating sound in different ways using instruments, body percussion and voices. Selecting classroom objects to use 	<ul style="list-style-type: none"> Creating sound responses to a variety of physical stimuli such as, nature, artwork and stories. Improvising simple question and answer phrases, using untuned percussion or voices. Experimenting with creating different sounds using a single instrument. Experimenting with creating loud, soft, high and low sounds. Selecting objects and/or 	<ul style="list-style-type: none"> Creating sound responses to a variety of physical stimuli such as, nature, artwork and stories. Improvising simple question and answer phrases, using untuned percussion or voices. Experimenting with adapting rhythmic patterns by changing either the dynamics, tempo or instrument. Selecting and creating short sequences of sound with voices or instruments to 	<ul style="list-style-type: none"> Composing a piece of music in a given style with voices and instruments. Suggesting and implementing improvements to their own work, using musical vocabulary. Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). 	<ul style="list-style-type: none"> Pupils develop short improvised patterns / motifs through clapping, singing or playing on their chosen instrument. Pupils attempt more extended tasks with a specific brief or context using a wider range of notes or chords as their instrumental skills develop. Students use one or two of the inter-related dimensions of music to plan their improvisation / compositions. 	<ul style="list-style-type: none"> Pupils build on prior compositional ideas to produce musical ideas and are able to improvise over a beat, using wider dynamic range. Pupils are able to plan and compose a melodic phrase using a suitable scale. This will incorporate rhythmic variety and interest. Pupils use various notations to record their music ideas – this could include any of 	<ul style="list-style-type: none"> Composing a piece of music from a given stimulus. Improvising coherently and creatively within a given style. Developing melodies using rhythmic variation, and changes in dynamics, pitch and texture. Constructively critique their own and others' work, using musical vocabulary.



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	<p>as instruments.</p> <ul style="list-style-type: none"> Selecting sounds that make them feel a certain way or remind them of something. 	<p>instruments to create sounds to represent a given idea or character.</p> <ul style="list-style-type: none"> Playing and combining sounds under the direction of a leader (the teacher). 	<p>represent a given idea or character.</p> <ul style="list-style-type: none"> Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time. 		<ul style="list-style-type: none"> Pupils respond to a brief using their increasing instrumental and vocal skills and knowledge of the inter-related dimensions of music. They may use simple structures and are encouraged to explain/comment on their decisions/choices to appraise their work 	<p>graphic score, rhythm notation, staff notation, technology to record ideas.</p>	
Performing	<ul style="list-style-type: none"> Beginning to say what they liked about others' performances. Facing the audience when performing. Spontaneously expressing feelings around performing. Performing actively as 	<ul style="list-style-type: none"> Offering positive feedback on others' performances. Starting to maintain a steady beat throughout short singing performances. Keeping instruments still until their part in the performance. Performing actively as part of a group; keeping 	<ul style="list-style-type: none"> Offering positive feedback on others' performances. Starting to maintain a steady beat throughout short singing performances. Standing or sitting appropriately when performing or waiting to perform. Beginning to acknowledge their own feelings 	<ul style="list-style-type: none"> Offering constructive feedback on others' performances. Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. Singing and playing in time with peers, with some degree of 	<ul style="list-style-type: none"> Pupils learn to develop effective posture and hold on their chosen instrument to produce a consistent musical sound with increasing fluency, control, expression and confidence. Pupils sing simple songs and rounds with and without accompaniment. 	<ul style="list-style-type: none"> Pupils work to secure technique, posture and hold learnt in Year 4. Producing a buzz with a controlled sound at a single pitch. Demonstrating controlled breathing technique. Recap notes from previous year's learning and secure 	<ul style="list-style-type: none"> Develop basic skills on a melodic instrument (tin whistle) and an untuned percussion instrument (bodhran) Play and perform melodies following staff notation within an octave. Singing songs in two or more



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	<p>part of a group.</p> <ul style="list-style-type: none"> • Demonstrating being a good audience member, by looking, listening and maintaining attention. • Exploring different ways of making sound with everyday objects and instruments. • Exploring different ways of holding a range of instruments. Starting to show a preference for a dominant hand when playing instruments. • Using instruments expressively to music. • Using instruments 	<p>in time with the beat.</p> <ul style="list-style-type: none"> • Showing awareness of leader particularly when starting or ending a piece. • Developing an awareness of how dynamics are affected by the force with which an instrument is played. • Learning to use instruments to follow the beat by first observing and then mimicking the teacher's modelling. • Using instruments imaginatively to create soundscapes which convey a sense of place. • Using bilateral and hand-eye co-ordination to play/hold 	<p>around performance.</p> <ul style="list-style-type: none"> • Performing actively as a group, clearly keeping in time with the beat. • Developing an awareness of how sound is affected by the way an instrument is held. • Developing an awareness of how dynamics are affected by the force with which an instrument is played. • Learning to use instruments to follow the beat by first observing and then mimicking the teacher's modelling. • Using instruments imaginatively to create soundscapes which convey a sense of place. 	<p>accuracy and awareness of their part in the group performance.</p>	<ul style="list-style-type: none"> • Pupils continue with their instrumental studies and further develop their performing skills e.g. learning more notes, playing increasingly complex pieces with an expanded note range and greater rhythmic variation. Pupils sing pieces in two parts with contrasting melodies and countermelodies . • Pupils confidently sing and play increasingly challenging pieces with good intonation, sense of occasion, awareness of context and consideration of the inter-related dimensions of 	<p>knowledge of notes learnt, demonstrating clear articulation.</p> <ul style="list-style-type: none"> • Sing songs with a sense of ensemble and performance, observing phrasing and style. • Continue work on buzz technique to produce a glissando pitch movement. • Control breathing and timing from prior learning and expanding breath control. • Pupils continue to develop vocal performance in group singing • Produce a strong buzz on lips and mouthpiece and be able to buzz a min scale on the mouthpiece. 	<p>secure parts from memory, with accuracy, fluency, control and expression.</p> <ul style="list-style-type: none"> • Performing by following a conductor's cues and directions. • Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group. • Understand and follow dynamic markings – <i>f</i>, <i>ff</i>, <i>p</i>, <i>pp</i>, <i>mf</i>, <i>mp</i>, <i>crescendo</i> and <i>diminuendo</i>. • Using musical vocabulary to offer constructive and precise feedback on others' performances.
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	<p>to begin to follow a beat, with guidance.</p>	<p>instruments using both hands.</p> <ul style="list-style-type: none"> Starting to understand how to produce different sounds on pitched instruments. 	<ul style="list-style-type: none"> Using bilateral and hand-eye coordination to play/hold instruments using both hands. Starting to understand how to produce different sounds on pitched instruments. 		<p>music. They maintain an independent part in increasingly complex performances and the combined skills of listening, watching, keeping in time with others, take turns leading the group; perform with and to each other.</p>	<ul style="list-style-type: none"> Control breathing and timing from prior learning. More advanced rhythms, and use first slur harmonic technique on different notes. Pupils perform vocally in a school setting, demonstrating their vocal progression and group performance skills. 	
Notation	<ul style="list-style-type: none"> Developing an awareness of high and low through pictorial representations of sound. Developing an awareness of how simple marks or objects can show single beats and single beat rests. 	<ul style="list-style-type: none"> Reading different types of notations by moving eyes from left to right as sound occurs. To know that notation is read from left to right. To know that in all pictorial representations of music, representations further up the page are higher 	<ul style="list-style-type: none"> Reading different types of notations by moving eyes from left to right as sound occurs. To know that notation is read from left to right. To know that in all pictorial representations of music, representations further up the page are higher sounds and those 	<ul style="list-style-type: none"> To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play. Using letter name and rhythmic notation (graphic or staff), and key 	<ul style="list-style-type: none"> Pupils learn short phrases or repeated patterns aurally through internalization sometimes linked to a visual aid using either standard notation, experimental scores or symbols. Pupils further develop their 	<ul style="list-style-type: none"> Pupils build on prior compositional ideas to produce musical ideas and are able to improvise over a beat, using wider dynamic range. Pupils are able to plan and compose a melodic phrase using a suitable scale. This will incorporate 	<ul style="list-style-type: none"> Read and play melodies following staff notation within an octave. Further understand the differences between semibreve, minims, crochets, quavers and semiquavers – and their equivalent rests.



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		<p>sounds and those further down are lower sounds.</p> <ul style="list-style-type: none"> Using pictorial representations to stay in time with the pulse when singing or playing. Confidently reading simple rhythmic patterns comprising of one beat sounds (crotchets) and one beat rests (crotchet rests). 	<p>further down are lower sounds.</p> <ul style="list-style-type: none"> Using a simplified version of a stave (only three lines) to notate known musical phrases (of two pitches). 	<p>musical vocabulary to label and record their compositions.</p> <ul style="list-style-type: none"> Performing from basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology. 	<p>internalization skills performing / singing increasingly complex phrases by ear. Standard notation or experimental scores become prompts to support and record intentions.</p> <ul style="list-style-type: none"> Pupils continue to develop internalization skills to learn more complex pieces - notation (conventional and/or experimental) become more important both as a prompt and a source of learning new repertoire. 	<p>rhythmic variety and interest.</p> <ul style="list-style-type: none"> Pupils use various notations to record their music ideas – this could include any of graphic score, rhythm notation, staff notation, technology to record ideas. 	<ul style="list-style-type: none"> To know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'. Recording own composition using appropriate forms of notation and/or technology and incorporating the inter-related dimensions of music.
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