

Progression of skills in Music

	Performing	Improvising and Composing	Listening and Reviewing	Dimensions	Progression of Disciplinary Skills
EYFS	<p>To confidently use voices in different ways including singing, speaking and chanting to a steady beat.</p> <p>Explore how to make high and low sounds.</p> <p>Make and control fast and slow sounds, loud and quiet and high and low to create mood and show feelings.</p> <p>To confidently name classroom instruments.</p>	<p>To choose sounds and instruments for a specific purpose.</p> <p>To begin to create own patterns using instruments.</p> <p>To begin to create own patterns using instruments.</p> <p>To use percussion instruments to accompany a chant or song independently.</p>	<ul style="list-style-type: none"> To identify sources of sound with accuracy. Repeat patterns of sounds with increasing accuracy (e.g. clapping). Show increasing rhythm and control when responding to music with movement 	<ul style="list-style-type: none"> Pulse- The steady beat of a piece of music. Pitch: recognise and respond to high, low and middle sounds Dynamics: understand loud, quiet and silence. Tempo: understand fast and slow 	<p>Choose Select from a variety of instruments.</p> <p>Show To represent their own ideas through music.</p> <p>Identify The name of different familiar songs.</p> <p>Match To begin to move to the beat of a tune.</p>
Year 1	<ul style="list-style-type: none"> Sing simple songs and chants (with actions) building rhythmic and melodic memory. Use voice to create sounds - humming, whispers, clicks and whistles. Start and stop together on direction. Begin to use correct technique when playing a range of percussion instruments. 	<ul style="list-style-type: none"> Create and clap own rhythms. Create patterns of sound – long/short, high/low, loud/soft (quiet). Use instruments to reflect a topic or add sound effects to a story. Invent symbols to represent sound and create a simple graphic score for pitch or 	<ul style="list-style-type: none"> Talk about music heard with appropriate vocabulary. Begin to explore how music can affect emotions. Recognise how music enriches our lives. Compare 2 contrasting pieces of music for dimensions such as pitch or tempo. Think of ways to improve their compositions. 	<ul style="list-style-type: none"> Pulse- The steady beat of a piece of music. Pitch: recognise and respond to high, low and middle sounds. Duration: recognise and respond to a pulse and patterns of long and short sounds. Dynamics: understand loud, quiet and silence. Tempo: understand fast and slow Timbre: identify different percussion sounds and how they are made 	<p>Repeat To copy a rhythm (clapping back).</p> <p>Experiment Explore with different instruments and the sounds that they can make.</p> <p>Listen Listen to different types of music with concentration.</p>

	<ul style="list-style-type: none"> Keep a steady beat and copy simple rhythm patterns. 	duration that others can follow.		<ul style="list-style-type: none"> Texture: recognise and respond to one sound leading to many sounds. Structure: understand and identify beginning, middle and end and use of repetition and introduction. 	<p>Create Melodies and rhythms using voice and instruments.</p>
Year 2	<ul style="list-style-type: none"> Sing simple songs and chants (with actions) building rhythmic and melodic memory. Use voice to create sounds - humming, whispers, clicks and whistles. Start and stop together on direction. Begin to use correct technique when playing a range of percussion instruments. Keep a steady beat and copy simple rhythm patterns. 	<ul style="list-style-type: none"> Create and clap own rhythms. <ul style="list-style-type: none"> Create patterns of sound – long/short, high/low, loud/soft (quiet). Use instruments to reflect a topic or add sound effects to a story. Invent symbols to represent sound and create a simple graphic score for pitch or duration that others can follow. 	<ul style="list-style-type: none"> Talk about music heard with appropriate vocabulary. Begin to explore how music can affect emotions. Recognise how music enriches our lives. Compare 2 contrasting pieces of music for dimensions such as pitch or tempo. Think of ways to improve their compositions. 	<ul style="list-style-type: none"> Pitch: recognise and respond to high, low and middle sounds. Duration: recognise and respond to a pulse and patterns of long and short sounds. Dynamics: understand loud, quiet and silence. Tempo: understand fast and slow Timbre: identify different percussion sounds and how they are made Texture: recognise and respond to one sound leading to many sounds. Structure: understand and identify beginning, middle and end and use of repetition and introduction. 	<p>Repeat To copy a rhythm (clapping back).</p> <p>Experiment Explore with different instruments and the sounds that they can make.</p> <p>Listen Listen to different types of music with concentration.</p> <p>Create Melodies and rhythms using voice and instruments.</p>
Year 3	<ul style="list-style-type: none"> Sing rounds (canons) and partner songs, maintaining own part with some support. Sing songs with a simple ostinato part. <ul style="list-style-type: none"> Sing with a developing understanding of expression and dynamics. Perform simple rhythmic and melodic patterns on variety of percussion instruments. Read and play 3 notes on an instrument (eg recorders) 	<ul style="list-style-type: none"> Represent sounds on a graphic score with symbols for a group performance. Create a soundscape using tuned and untuned percussion. Compose four bars of music using 3 notes with an understanding of note value and time signature. Staff notation: recognise notes on the 	<ul style="list-style-type: none"> Recognise the family groups within the orchestra and the importance of the conductor. Describe and give opinions of the music heard with some use of musical vocabulary. Discuss the emotional impact of a piece. Identify some of the structural and expressive aspects of the music heard (starts slowly and gets faster) 	<ul style="list-style-type: none"> Pitch: recognise and respond to higher and lower sounds and general shapes of a melody. Begin to recognise steps, leaps and repeated notes. Duration: distinguish between a pulse and rhythm. Understand that rhythmic patterns fit to the beat. Begin to understand 4 metre rhythm pattern and syncopated rhythms. Dynamics: understand getting louder and quieter in finer graduations. 	<p>Memorise Familiar songs and rhythms.</p> <p>Perform Singing and playing instruments in front of others. Solo and in a group.</p> <p>Compare Different tunes/songs.</p> <p>Reflect</p>

	with care and a degree of accuracy	<p>stave and note values of quaver, crotchet and minim.</p> <ul style="list-style-type: none"> • Understand and use Italian musical terminology within vocal and instrumental composition. • Begin to take part in improvisation sessions with confidence. 	<ul style="list-style-type: none"> • Share ways to improve the composition of others 	<ul style="list-style-type: none"> • Tempo: understand getting faster and slower in finer graduations • Timbre: identify a range of instruments by name and how they are played. Discuss the quality of 'voice' of both instrumental and vocal pieces. • Texture: recognise different combinations of layers in music. • Structure: develop an understanding of repetition (ostinato) and contrast (verse/chorus) structures and repeat signs. 	<p>On performances given by peers and their own.</p> <p>Develop Work on and Improve their own compositions.</p> <p>Improve Suggest ways to improve a performance.</p>
Year 4	<ul style="list-style-type: none"> • Sing rounds (canons) and partner songs, maintaining own part with some support. • Sing songs with a simple ostinato part. <ul style="list-style-type: none"> • Sing with a developing understanding of expression and dynamics. • Perform simple rhythmic and melodic patterns on variety of percussion instruments. • Read and play 3 notes on an instrument (eg recorders) with care and a degree of accuracy 	<ul style="list-style-type: none"> • Represent sounds on a graphic score with symbols for a group performance. • Create a soundscape using tuned and untuned percussion. • Compose four bars of music using 3 notes with an understanding of note value and time signature. • Staff notation: recognise notes on the stave and note values of quaver, crotchet and minim. <ul style="list-style-type: none"> • Understand and use Italian musical terminology within vocal and instrumental composition. 	<ul style="list-style-type: none"> • Recognise the family groups within the orchestra and the importance of the conductor. • Describe and give opinions of the music heard with some use of musical vocabulary. • Discuss the emotional impact of a piece. <ul style="list-style-type: none"> • Identify some of the structural and expressive aspects of the music heard (starts slowly and gets faster) • Share ways to improve the composition of others 	<ul style="list-style-type: none"> • Pitch: recognise and respond to higher and lower sounds and general shapes of a melody. Begin to recognise steps, leaps and repeated notes. • Duration: distinguish between a pulse and rhythm. Understand that rhythmic patterns fit to the beat. Begin to understand 4 metre rhythm pattern and syncopated rhythms. • Dynamics: understand getting louder and quieter in finer graduations. • Tempo: understand getting faster and slower in finer graduations • Timbre: identify a range of instruments by name and how they are played. Discuss the quality of 'voice' of both instrumental and vocal pieces. • Texture: recognise different combinations of layers in music. 	<p>Memorise Familiar songs and rhythms.</p> <p>Perform Singing and playing instruments in front of others. Solo and in a group.</p> <p>Compare Different tunes/songs.</p> <p>Reflect On performances given by peers and their own.</p> <p>Develop Work on and Improve their own compositions.</p> <p>Improve</p>

		<ul style="list-style-type: none"> • Begin to take part in improvisation sessions with confidence. 		<ul style="list-style-type: none"> • Structure: develop an understanding of repetition (ostinato) and contrast (verse/chorus) structures and repeat signs. 	Suggest ways to improve a performance.
Year 5	<ul style="list-style-type: none"> • Confidently sing part songs and canons with control, expression, phrasing and dynamics. • Play percussion instruments with an understanding of pitch, 2, 3 and 4 metre and syncopated rhythms. • Accurately maintain an independent part within a group in both instrumental and vocal performance. • Read and play at least 5 notes on an instrument (eg recorders) with greater 	<ul style="list-style-type: none"> • Represent sounds on a graphic score with symbols for group performance with an awareness of balance, tempo and dynamics • Improvise with confidence and an awareness of rhythm, context and purpose. • Group soundscape composition with instruments and vocals and a conductor. • Compose four bars of music using up to 5 	<ul style="list-style-type: none"> • Identify different ensemble combinations and instruments heard and their role within the ensemble (eg ostinato; melody). • Describe and give opinions of the music heard with confident use of an extended range of musical terminology. • Listen to music of differing genres (eg jazz, classical, blues) and compare and contrast the different styles. • Discuss ways to improve the composition of others 	<ul style="list-style-type: none"> • Pitch: identify steps, leaps and repeated notes. Identify a major scale pattern and use pitch knowledge to recreate a piece on tuned instruments. • Duration: understand 2, 3 and 4 metre and how rhythms fit into a steady beat. Recognise and use a syncopated rhythm. • Dynamics: understand how a wider range of dynamics can be used for expressive effect. • Tempo: understand how a wider range of tempi can be used for expressive effect. 	<p>Compose Using notation to record.</p> <p>Persuade Encouraging others to enjoy their style/ preferred genre or music.</p> <p>Question Question choices made</p> <p>Practice Repeated performances to ensure improved quality.</p>

	<p>accuracy and independence.</p> <ul style="list-style-type: none"> • Perform with control, dynamics and awareness of others. 	<p>notes with an understanding of note value and time signature and melody.</p> <ul style="list-style-type: none"> • Staff notation: recognise notes on the stave and note values of semiquaver, quaver, crotchet, minim and semibreve. 	<p>using musical dimensions as a guide.</p>	<ul style="list-style-type: none"> • Timbre: Discuss the 'quality' of voice of vocal and instrumental pieces. Identify families of instruments and ensemble combinations (samba, choir) • Texture: begin to understand different types of harmony (simple parts, use of chords, acappella) • Structure: develop an understanding of conventional musical structures (repeat signs, coda, drone/ostinato, rondo, theme and variations). 	<p>Justify Why those choices were made for that piece?</p> <p>Annotate Lyrics and notation recorded.</p>
<p>Year 6</p>	<ul style="list-style-type: none"> • Confidently sing part songs and canons with control, expression, phrasing and dynamics. • Play percussion instruments with an understanding of pitch, 2, 3 and 4 metre and syncopated rhythms. 	<ul style="list-style-type: none"> • Represent sounds on a graphic score with symbols for group performance with an awareness of balance, tempo and dynamics • Improvise with confidence and an 	<ul style="list-style-type: none"> • Identify different ensemble combinations and instruments heard and their role within the ensemble (eg ostinato; melody). • Describe and give opinions of the music heard with confident use of an 	<ul style="list-style-type: none"> • Pitch: identify steps, leaps and repeated notes. Identify a major scale pattern and use pitch knowledge to recreate a piece on tuned instruments. • Duration: understand 2, 3 and 4 metre and how rhythms fit into a 	<p>Compose Using notation to record.</p> <p>Persuade Encouraging others to enjoy their style/ preferred genre or music.</p>

	<ul style="list-style-type: none"> • Accurately maintain an independent part within a group in both instrumental and vocal performance. • Read and play at least 5 notes on an instrument (eg recorders) with greater accuracy and independence. • Perform with control, dynamics and awareness of others. 	<p>awareness of rhythm, context and purpose.</p> <ul style="list-style-type: none"> • Group soundscape composition with instruments and vocals and a conductor. • Compose four bars of music using up to 5 notes with an understanding of note value and time signature and melody. • Staff notation: recognise notes on the stave and note values of semiquaver, quaver, crotchet, minim and semibreve. 	<p>extended range of musical terminology.</p> <ul style="list-style-type: none"> • Listen to music of differing genres (eg jazz, classical, blues) and compare and contrast the different styles. • Discuss ways to improve the composition of others using musical dimensions as a guide. 	<p>steady beat. Recognise and use a syncopated rhythm.</p> <ul style="list-style-type: none"> • Dynamics: understand how a wider range of dynamics can be used for expressive effect. • Tempo: understand how a wider range of tempi can be used for expressive effect. • Timbre: Discuss the 'quality' of voice of vocal and instrumental pieces. Identify families of instruments and ensemble combinations (samba, choir) • Texture: begin to understand different types of harmony (simple parts, use of chords, acappella) • Structure: develop an understanding of conventional musical structures (repeat signs, coda, drone/ostinato, rondo, theme and variations). 	<p>Question Question choices made</p> <p>Practice Repeated performances to ensure improved quality.</p> <p>Justify Why those choices were made for that piece?</p> <p>Annotate Lyrics and notation recorded.</p>
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