

Progression of Skills in Music

	EYFS	Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6
Singing songs with control and using the voice expressively.	<p>Performing:</p> <ul style="list-style-type: none"> Copying and counting syllables in words Play with increasing attention to the sounds they are creating Move in time to the music Repeat rhythmic patterns back 	<ul style="list-style-type: none"> To find their singing voice and use their voices confidently Sing a melody accurately at their own pitch Sing with a sense of awareness of pulse and control of rhythm Recognise phrase lengths and know when to breathe Sing songs expressively Follow pitch movements with their hands and use high, low and middle voices Begin to sing with control of pitch (e.g. following the shape of the melody) Sing with an awareness of other performers 	<ul style="list-style-type: none"> Sing with confidence using a wider vocal range Sing in tune; show control of voice Sing with awareness of pulse and control of rhythm Recognise simple structures (Phrases) Sing expressively with awareness and control at the expressive elements. E.g. timbre, tempo, dynamics Sing songs and create different vocal effects Understand how mouth shapes can affect voice sounds Internalise sounds by singing parts of a song 'in their heads' 	<ul style="list-style-type: none"> Sing songs with increasing control of breathing, posture and sound projection Sing songs in tune and with an awareness of other parts Identify phrases through breathing in appropriate places Sing with expression and rehearse with others Sing a round in two parts and identify the melodic phrases and how they fit together Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice
Listening, Memory and Movement.	<p>Listening and appraising:</p> <ul style="list-style-type: none"> Listen with increased attention to sounds Respond to what they have heard To express a point of view about a song they have listened to Know when to listen carefully to the music Pay attention to the sounds and notice changes 	<ul style="list-style-type: none"> Recall and remember short songs and sequences and patterns of sounds Respond physically when performing, composing and appraising music Identify different sound sources Identify well-defined musical features 	<ul style="list-style-type: none"> Identify melodic phrases and play them by ear Create sequences of movements in response to sounds Explore and chose different movements to describe animals Demonstrate the ability to recognise the use of structure and expressive elements through dance Identify phrases that could be used as an introduction, interlude and ending 	<ul style="list-style-type: none"> Internalise short melodies and play these on pitched percussion (play by ear) Create dances that reflect musical features Identify different moods and textures Identify how a mood is created by music and lyrics Listen to longer pieces of music and identify features
Controlling pulse and rhythm		<ul style="list-style-type: none"> Identify the pulse in different pieces of music Identify the pulse and join in getting faster and slower together Identify long and short sounds in music Perform a rhythm to a given pulse Begin to internalise and create rhythmic patterns Accompany a chant or song by clapping or playing the pulse or rhythm Recognise repeating patterns/ideas Recognise particular elements of music (timbre/pitch/dynamics) 	<ul style="list-style-type: none"> Recognise rhythmic patterns Perform a repeated pattern to a steady pulse Identify and recall rhythmic and melodic patterns Identify repeated patterns used in a variety of music (Ostinato) 	<ul style="list-style-type: none"> Identify different speeds of pulse (tempo) by clapping and moving Improvise rhythm patterns Perform an independent part keeping to a steady beat Identify the metre of different songs through recognising the pattern of strong and weak beats Subdivide the pulse while keeping to a steady beat

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Exploring sounds, melody and accompaniment.		<ul style="list-style-type: none"> To explore different sound sources Make sounds and recognise how they can give a message Identify and name classroom instruments Create and chose sounds in response to a given stimulus Identify how sounds can be changed Change sounds to reflect different stimuli and moods. 	<ul style="list-style-type: none"> Identify ways sounds are used to accompany a song Analyse and comment on how sounds are used to create different moods Explore and perform different types of accompaniment Explore and select different melodic patterns Recognise and explore different combinations of pitch sounds. 	<ul style="list-style-type: none"> Skills development for this element are to be found within 'Control of instruments' and 'Composition'
Control of instruments		<ul style="list-style-type: none"> Play instruments in different ways and create sound effects Handle and play instruments with control Identify different groups of instruments 	<ul style="list-style-type: none"> Identify melodic phrases and play them by ear Select instruments to describe visual images Choose instruments on the basis of internalised sounds 	<ul style="list-style-type: none"> Identify and control different ways percussion instruments make sounds Play accompaniments with control and accuracy Create different effects using combinations of pitched sounds Use ICT to change and manipulate sounds
Composition	<p>Composing:</p> <ul style="list-style-type: none"> Adding rhythms and beat to known nursery rhymes, poems and songs Think of their own words to fit into a song 	<ul style="list-style-type: none"> Contribute to the creation of a class composition Use voices to create different sounds Play an instrument creating different sounds Create a sequence of sounds Notate their sounds using pictures/symbols/colours Make connections between notations and musical sounds Order sounds in to a structure (beginning/middle/end) Use a simple structure when composing (eg ternary) To use long/short sounds when composing Create music from different starting points 	<ul style="list-style-type: none"> Create textures by combining sounds in different ways Create music that describes contrasting moods/emotions Improvise simple tunes based on the pentatonic scale Compose music in pairs and make improvements to their own work Create an accompaniment to a known song Create descriptive music in pairs or small groups Compose repeating patterns Use and combine different sounds to create an effect Show an awareness of time signatures Begin to create accompaniments to melodies eg drones Use basic rhythmic notation to transcribe ideas Compose a short song (lyrics and melody) and perform Use basic rhythm notation to transcribe ideas Place notes on a stave Create more than one musical idea 	<ul style="list-style-type: none"> Identify different starting points or composing music Explore, select combine and exploit a range of different sounds to compose a soundscape Write lyrics to a known song Compose a short song to own lyrics based on everyday phrases • Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition Consider several musical devices when composing Use relevant notation for your compositions work Record ideas Use standard musical notation to record their ideas Use appropriate vocabulary when listening and appraising
Reading and writing notation		<ul style="list-style-type: none"> Perform long and short sounds in response to symbols Create long and short sounds on instruments Play and sing phrase from dot notation Record their own ideas Make their own symbols as part of a class score Begin to make use of crotchets on the staff Begin to show an awareness of time signatures 	As Y1 Y2	<ul style="list-style-type: none"> Perform using notation as a support Sing songs with staff notation as support Use appropriate notation to record ideas
Performance skills	<p>Performing:</p> <ul style="list-style-type: none"> Remember and sing entire songs Sing the pitch 	<ul style="list-style-type: none"> Perform together and follow instructions that combine the musical elements Perform short rhythmic patterns Copy sounds Take part in singing songs 	<ul style="list-style-type: none"> Perform in different ways, exploring the way the performers are a musical resource Perform with awareness of different parts Play clear notes on an instrument 	<ul style="list-style-type: none"> Present performances effectively with awareness of audience, venue and occasion Play using correct phrasing showing understanding of how to add expression

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	<ul style="list-style-type: none"> • Sing a larger repertoire of songs • Use new vocabulary in different contexts • Learn rhymes, poems and songs • Learn new vocabulary 	<ul style="list-style-type: none"> • Perform with others; songs, simple patterns on an instrument • Keep a steady pulse when performing simple patterns • Perform patterns in different tempos • Follow a melody accurately when singing • Copy changes in pitch • Follow instructions when performing (conducting) • Perform using crotchets and crotchet rests from the musical staff 	<ul style="list-style-type: none"> • Perform pieces using crotchets, minims and semibreves (including associated rests) • Play more than one instrument • Rhythmically perform a simple part, including rests • Maintain a part in a group showing awareness of others • Memorise songs and perform with accuracy • Perform using simple harmonic ideas eg in a round, harmonies 	<ul style="list-style-type: none"> • Hold their own part in group-improvising melody, rhythm, playing a harmony part, drones, ostinato etc • Perform by ear • Perform/improvise and idea • Perform a solo or solo part in an ensemble
Listening and appraising		<ul style="list-style-type: none"> • Choose sounds and instruments carefully and make improvements to their own and others' work • Respond to different moods in music saying how music makes them feel • Recognise repeating patterns and idea when listening to music • Recognise the difference between basic elements (fast/slow/high/low/loud/quiet) • Improve their own work 	<ul style="list-style-type: none"> • Recognise how music can reflect different intentions • Recognise the work of at least one famous composer • Begin to recognise time signatures when listening to music • Use a deeper musical vocabulary to describe a piece of music, discussing their likes and dislikes • Improve their work stating how it has been improved • Begin to recognise changes in music • Describe how specific musical elements, if changed can affect the overall sound of a piece of music • Explain how silence can affect a musical piece or idea • Identify, using musical vocabulary, the different purposes of music • Begin to recognise the differences of eras in music 	<ul style="list-style-type: none"> • Improve their work through analysis, evaluation and comparison • Improve their own work and suggest improvements to the work of others • Identify different musical devices in a variety of music genres and show some awareness of the influence and place music has had in society over time