



## Music Skills Progression

EYFS	Key Stage 1		Key Stage 2			
Controlling sounds through singing and playing (performing)						
Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Begin to play instruments to music.</p> <p>Discover how to use the voice to create loud and soft sounds.</p> <p>Sing 'call and response' songs.</p> <p>Copy clapping rhythms.</p> <p>Tap the rhythm to a word.</p>	<p>Know how to warm up your voice and safely project it</p> <p>Sing songs and chant rhymes with some expression</p> <p>Sing as part of a group</p> <p>Sing songs and chant rhymes at different volumes and speeds</p> <p>Clap in time with a steady pulse</p> <p>Copy and create simple rhythmic patterns using body or untuned percussion</p>	<p>Slide your voice upwards in pitch to a high voice and downwards in pitch to a low voice</p> <p>Sing songs with expression</p> <p>Sing as part of a group</p> <p>Create simple rhythmic accompaniments for songs using body or untuned percussion</p> <p>Perform accompaniments to songs using tuned and untuned instruments</p>	<p>Sing as part of a group with expression and growing confidence</p> <p>Sing in a round</p> <p>Sing songs creatively adding accompaniments and changing the words</p> <p>Perform in a group using instruments</p> <p>Play singing and clapping games</p> <p>Collaborate with peers</p> <p>Follow a conductor</p>	<p>Look at music/notations and follow along</p> <p>Use graphic notation to imitate the shape of the melody</p> <p>Select instruments and create sounds to describe visual images</p> <p>Perform in a group and alone using voices and/or instruments</p> <p>Use voices to create and control sounds e.g. tempo, speed, dynamics, pitch</p>	<p>Sing as part of a group with increasing confidence</p> <p>Control breathing, posture and sound projection when singing</p> <p>Sing in two parts</p> <p>Play and perform in solo or group contexts with some accuracy, control, fluency and expression</p> <p>Play simple chords in a sequence</p> <p>Collaborate with peers</p>	<p>Use graphic/traditional/other notation to develop a deeper understanding of the shape/form of melodies</p> <p>Perform in a group and alone using voices and/or instruments with increasing fluency, accuracy, control and expression</p> <p>Collaborate with peers.</p> <p>Follow a conductor</p> <p>Perform to an audience</p>



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	<p>Play clapping games</p> <p>Collaborate with peers</p> <p>Follow a conductor</p> <p>Perform to an audience</p>	<p>Play clapping games</p> <p>Collaborate with peers</p> <p>Follow a conductor</p> <p>Perform to an audience</p>	<p>Rehearse together to achieve objectives</p> <p>Perform to an audience</p>	<p>Sing in a round/canon</p> <p>Copy increasingly challenging rhythms</p> <p>Collaborate with peers</p> <p>Follow a conductor</p> <p>Perform to an audience</p>	<p>Follow a conductor</p> <p>Perform to an audience</p>	
<b>Creating and developing musical ideas (composing)</b>						
<b>Rec</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<p>Children talk about their own ideas and processes which have led them to make music.</p> <p>They can talk about the features of their own and others work (compositions),</p>	<p>Make sound effects</p> <p>Create simple rhythmic patterns using body or untuned percussion</p> <p>Explore different instruments and</p>	<p>Create a sound story</p> <p>Create simple rhythmic patterns using words such as 'tea' and 'coffee'</p> <p>Create repeated patterns (ostinatos)</p>	<p>Interpret notation of rhythm (not on a staff)</p> <p>Create melodic phrases</p> <p>Experiment with different sounds and instruments</p>	<p>Experiment with different sounds and instruments</p> <p>Improvise and compose music for a range of purposes</p> <p>Add words to melodic phrases or</p>	<p>Experiment with different sounds and instruments</p> <p>Improvise and compose music for a range of purposes</p> <p>Improvise with increasing</p>	<p>Experiment with different sounds and instruments</p> <p>Compose using an understanding of music from different cultures, times and styles</p> <p>Plan for expression in compositions</p>



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recognising the differences between them and the strengths of others.	ways of making a sound with them  Begin to use symbols to represent sounds	Choose and control sounds to create different moods and effects  Adapt symbols representing music to show changes in dynamics	Compose music in pairs and small groups  Begin to explore using music technology as a way to record sounds	change words in a pre-existing song	confidence when using your voice  Create music that describes two contrasting moods  Compose more complex rhythms  Begin to use simple formal notation to write ideas down  Explore using music technology as a way to compose	
Responding and reviewing (appraising)						
<b>Rec</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
	Recognise clear changes in sounds (pitch, tempo, volume) and musical patterns	Understand how combining different musical elements can create a mood/character	Able to describe and compare moods in different pieces of music  Use critique to improve work	Begin to appreciate and understand different works and composers  Listen to live music and evaluate impact	Listen and appraise using appropriate musical vocabulary  Identify characteristics of a piece	Analyse and compare musical features  Identify characteristics of a style  Respond respectfully to music



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	Respond to different moods in music  Respond respectfully to music  Provide constructive feedback to others	Identify different instruments used in a piece of music  Respond respectfully to music  Provide constructive feedback to others	Respond respectfully to music  Provide constructive feedback to others	Respond respectfully to music  Provide constructive feedback to others	Respond respectfully to music  Provide constructive feedback to others	Provide constructive feedback to others
<b>Listening and applying knowledge and understanding</b>						
<b>Rec</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
Listen attentively to music, songs and rhymes for increasing periods of time.	Listen for different types of sounds  Know how sounds are made and changed  Make sounds with a slight difference, with help  Use voice in different ways to create different effects	Describe, name and group a variety of instruments  Listen carefully and recall short rhythmic and melodic patterns  Use changes in dynamics, tempo and/or pitch to organise music.  Change sounds to suit a situation	Use musical dimensions together to compose music  Know number of beats in a minim, crotchet, quaver and semibreve and recognise symbols (duration)  Play with a sound-then symbol approach	Confidently recognise a range of musical instruments and the sounds they make  Combine sounds expressively  Be aware of common musical features in the style being studied	Combine sounds effectively  Read/ work out the notes in the treble clef on the musical staff (note values as Year 4).  Perform songs in a way that reflects the meaning of the words, the venue and sense of occasion so that	Use increased aural memory to recall sounds accurately  Use knowledge of musical dimensions to know how to best combine them  Know and use standard musical notation to perform and write down your own music  Create music with an understanding of how



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		<p>Introduced to crotchets, quavers and crotchet rests</p> <p>Use symbols and/or notation to write down musical ideas</p> <p>Aware that music can be played or listened to for a variety of purposes</p>	<p>Use silence for effect and know symbol for a rest (duration)</p> <p>Describe different purposes of music</p>	<p>Read note values and know how many beats they represent (minim, crotchet, semibreve, quaver, dotted crotchet, rests)</p> <p>Know that sense of occasion affects performance</p> <p>Describe different purposes of music in history/ other cultures</p>	<p>the audience appreciates it</p> <p>Describe different purposes of music in history/ other cultures</p>	<p>lyrics, melody, rhythms and accompaniments work together effectively (pitch/texture/ structure)</p> <p>Use different venues and occasions to vary performances</p> <p>Describe different purposes of music in history/ other cultures</p>
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