

## Progression of Skills - Music

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b><u>Listening:</u> Identify musical conventions and inter-related dimensions.</b>	<ul style="list-style-type: none"> <li>Describe sound e.g. whistling, twinkly.</li> <li>Begin to react to changes in the music such as tempo or dynamics by explaining or moving.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to identify the sound with the intended message.</li> <li>Recognise changes in the music e.g. slower/faster, quieter/louder.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to recognise how composers use music to tell the story or message of their piece.</li> <li>Recognise changes in tempo, dynamics and pitch.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to identify musical conventions being employed in a variety of pieces.</li> <li>Begin to identify how the inter-related dimensions of music are used to effect the mood and message of the piece.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to place music with guidance into historical context e.g. Baroque, Classical, Romantic, 20<sup>th</sup> Century or genre e.g. minimalist, samba.</li> <li>Identify specific inter-related dimensions of music in a variety of styles.</li> </ul>	<ul style="list-style-type: none"> <li>Develop an understanding of music across time and place.</li> <li>Use an increasing musical vocabulary to respond to music.</li> </ul>	<ul style="list-style-type: none"> <li>Place music within both time and place.</li> </ul>
<b><u>Listening:</u> Recognise sound and instruments</b>	<ul style="list-style-type: none"> <li>Begin to recognise classroom instruments.</li> <li>Listen to sound effects.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to recognise some instrumental sounds and name classroom instruments.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to recognise instruments aurally.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to recognise the sound of different sections of the orchestra and a variety of instruments within each section.</li> </ul>	<ul style="list-style-type: none"> <li>Aurally and by sight identify a variety of instruments.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to recognise a broader range of ensemble and instruments relating to different styles of music.</li> </ul>	<ul style="list-style-type: none"> <li>Confidently recognise different orchestral instruments and instruments specific to an genre or era.</li> </ul>
<b><u>Composing:</u> Improvisation</b>	<ul style="list-style-type: none"> <li>Explore and create sounds using voice, body percussion, instruments</li> </ul>	<ul style="list-style-type: none"> <li>Improvise simple vocal chants and pitch and rhythm patterns.</li> </ul>	<ul style="list-style-type: none"> <li>Improvise Q and A phrases with words, rhythm and pitch.</li> </ul>	<ul style="list-style-type: none"> <li>Improvise in response to a stimulus.</li> <li>Improvise singing and playing with given notes to</li> </ul>	<ul style="list-style-type: none"> <li>Improvise body percussion, words, rhythmic and melodic pattern within</li> </ul>	<ul style="list-style-type: none"> <li>Improvise 8 beat rhythmic patterns and melodic patterns over an octave.</li> </ul>	<ul style="list-style-type: none"> <li>Improvise and refine rhythms and melodic ideas over a drone or chord sequence</li> </ul>

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	<p>and found sounds.</p> <ul style="list-style-type: none"> <li>Explore how sounds can be changed from loud to quiet, fast to slow and high to low.</li> </ul>			<p>create simple rhythmic patterns and melodic ideas.</p>	<p>an ensemble and as a conversation.</p>	<ul style="list-style-type: none"> <li>Improvise over a drone with a sense of shape and steady pulse.</li> </ul>	<p>demonstrating a sense of musical phrase.</p> <ul style="list-style-type: none"> <li>Improve melodies using the notes of the chord and passing notes.</li> </ul>
<p><b><u>Composing: Notation</u></b></p>	<ul style="list-style-type: none"> <li>Introduced to symbols and images to order and convey sound.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to explore how images can be used to create graphic scores.</li> <li>Explore symbols for rhythm and pitch.</li> </ul>	<ul style="list-style-type: none"> <li>Use images and symbols to structure pieces using graphic score.</li> <li>Select stick notation for rhythm and dot notation for pitch.</li> </ul>	<ul style="list-style-type: none"> <li>Record ideas using sign and symbols including graphic score, pitch and rhythm notation creating three note melodies.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate increasing confidence in recording ideas using sign and symbols including graphic score and pitch and rhythm notation.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate increase confidence and accuracy using various forms of notation to record musical ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Combine rhythmic and pitch notation selecting the most appropriate notation to record musical ideas.</li> </ul>
<p><b><u>Composing: Creative process</u></b></p>	<ul style="list-style-type: none"> <li>Create new verses, words and actions to a song and create sequences of sounds in response to a given stimulus.</li> </ul>	<ul style="list-style-type: none"> <li>Select and describe sounds to create music in response to a stimulus.</li> <li>Compose simple melodies using G and E.</li> <li>Explore dynamics and tempo in relation to mood or message.</li> </ul>	<ul style="list-style-type: none"> <li>Explore and use changes in pitch dynamics, duration and tempo. Select sounds and instruments to demonstrate mood or message.</li> <li>Compose lyric, three note melodies and rhythms using known notation.</li> </ul>	<ul style="list-style-type: none"> <li>Contribute ideas with consideration of the structure (beginning, middle, end) and theme of the music.</li> <li>Demonstrate application of tempo, dynamics, and texture.</li> <li>Combine rhythm and pitch to create</li> </ul>	<ul style="list-style-type: none"> <li>Contribute appropriate ideas expressing musical opinions for creating and improving work.</li> <li>Create melodies using the pentatonic scale in relation to a stimulus.</li> </ul>	<ul style="list-style-type: none"> <li>Explore and combine sounds with growing confidence, taking simple ideas to develop further in composition with satisfying structure.</li> <li>Develop rhythmic and melodic ideas of greater length and</li> </ul>	<ul style="list-style-type: none"> <li>Identify the strength and areas for development in a piece and use this to refine work.</li> <li>Use more complex rhythmic notation and pitches over an octave to create melodies, chord sequences</li> </ul>

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				three pitch melodies.	<ul style="list-style-type: none"> <li>Write lyrics and compose melodies for those lyrics using the pentatonic scale.</li> </ul>	<p>musical shape with consideration of the inter-related dimensions.</p> <ul style="list-style-type: none"> <li>Compose music with several parts with consideration of harmony to evoke mood.</li> </ul>	<p>and bass lines.</p> <ul style="list-style-type: none"> <li>Create and structure music with multiple parts including chordal accompaniment, rhythmic accompaniment, melody and drone using key features of different genres.</li> </ul>
<b><u>Performing:</u></b> <b>Technical control</b>	<ul style="list-style-type: none"> <li>Distinguish between singing and speaking.</li> <li>Copy simple rhythms patterns using instruments, body sounds and the voice with an introduction to a steady pulse and pitch.</li> </ul>	<ul style="list-style-type: none"> <li>Sing simple sounds with an awareness of pitch and following visual direction (start, stop, loud, quiet).</li> <li>Play to a steady pulse.</li> <li>Play repeated rhythms and word pattern chants.</li> </ul>	<ul style="list-style-type: none"> <li>Sing with developing control of pitch.</li> <li>Follow directions for dynamics and tempo when singing and playing.</li> <li>Find and perform the pulse with increasing success.</li> <li>Identify and mark beat groupings.</li> <li>Accompany singing with actions and body sounds</li> </ul>	<ul style="list-style-type: none"> <li>Sing with projection and clear dictation over a greater range of pitches, leaping and stepping and accurately match the starting pitch.</li> <li>Perform with consideration to simple dynamic instructions.</li> <li>Play a simple rhythmic accompaniment or drone maintaining a steady pulse.</li> </ul>	<ul style="list-style-type: none"> <li>Sign with greater control of breath and awareness of dynamics.</li> <li>Pitch with increasing accuracy over a larger range including leaps and harmony.</li> <li>Play melodies and accompaniments across a small range of pitches.</li> <li>Accurately maintain an individual rhythm within</li> </ul>	<ul style="list-style-type: none"> <li>Sign and play to convey mood and emotion to enhance the intended effect.</li> <li>Confidently match pitches across a wider range of notes, leaps, lengths and rhythmic complexity.</li> <li>Confidently demonstrate a secure sense of pulse when playing and singing in parts.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate musicality in the control and production of sound using expression.</li> <li>Sing confidently with control and accurately match pitch across a range of notes; leaps, lengths and rhythmic complexity in unison, in parts and as a soloist.</li> </ul>

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			in time with a steady pulse.	<ul style="list-style-type: none"> <li>Copy and perform melodies over three pitches.</li> </ul>	a rhythmic performance.		<ul style="list-style-type: none"> <li>Confidently demonstrate a secure sense of pulse when singing and playing a variety of instruments fluidly in unison and within an ensemble in parts and different time signatures.</li> </ul>
<b><u>Performing: Notation</u></b>	<ul style="list-style-type: none"> <li>Begin to follow symbols and images.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to relate images to sounds.</li> <li>Follow pictures and symbols to guide singings and playing.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to relate simple graphic images to changes in sound.</li> <li>Recognise dot notation across three pitches.</li> <li>Perform rhythm patterns following stick notation.</li> </ul>	<ul style="list-style-type: none"> <li>Being to recognise and perform from simple western notation symbols.</li> <li>Use the syllables of words to create rhythms.</li> </ul>	<ul style="list-style-type: none"> <li>Confidently recognise and perform from simple western notation across a pentatonic scale.</li> <li>Follow rhythm grids accurately.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and perform from an increasing range of western notation.</li> </ul>	<ul style="list-style-type: none"> <li>Select and perform with greater accuracy from graphic and western notation scores within an octave range.</li> </ul>
<b><u>Performing: Ensemble awareness</u></b>	<ul style="list-style-type: none"> <li>Begin to start and stop together with others.</li> </ul>	<ul style="list-style-type: none"> <li>Follow simple performance indications for start, stop, and gradually change dynamics.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate increased confidence when following musical directions given both aurally and</li> </ul>	<ul style="list-style-type: none"> <li>Begin to perform independently and in small groups.</li> </ul>	<ul style="list-style-type: none"> <li>Maintain own part within an ensemble.</li> <li>Perform in two or more part.</li> </ul>	<ul style="list-style-type: none"> <li>Lead others into a performance controlling the tempo of the pulse.</li> </ul>	<ul style="list-style-type: none"> <li>Physically and aurally lead other in performance controlling the tempo, dynamics and pulse within an ensemble.</li> </ul>

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			through physical inflection.				<ul style="list-style-type: none"> <li>• Play as an ensemble in multiple parts.</li> </ul>
<p><b>Performing: Communication and audience</b></p>	<ul style="list-style-type: none"> <li>• Explore sounds using instruments and voice, showing awareness of tempo and dynamics.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to control sounds demonstrating subtle changes, gradually louder, quieter, faster, and slower.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to control sounds with intention.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop confidence to perform as an individual and within a group.</li> </ul>	<ul style="list-style-type: none"> <li>• Show increased confidence and commitment when performing to an audience.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate increased confidence when performing, showing an awareness that a performance in an occasion.</li> </ul>	<ul style="list-style-type: none"> <li>• Confidently perform considering style or message of the music.</li> </ul>