



MUSIC SKILLS & PROGRESSION

EYFS

Communication and Language	<ul style="list-style-type: none">• Listen carefully to rhymes and songs, paying attention to how they sound• Learn rhymes, poems and songs
Physical Development	<ul style="list-style-type: none">• Combine different movements with ease and fluency
Expressive Arts and Design	<ul style="list-style-type: none">• Explore, use and refine a variety of artistic effects to express their ideas and feelings.• Return to and build on their previous learning, refining ideas and developing their ability to represent them.• Create collaboratively, sharing ideas, resources and skills.• Listen attentively, move to and talk about music, expressing their feelings and responses.• Sing in a group or on their own, increasingly matching the pitch and following the melody.• Explore and engage in music making and dance, performing solo or in groups.

VOCABULARY

Chant, fast, follow, high, instrument, low, loud, quiet (use instead of 'soft'), repeat, rhythm, ring, slow, song, sounds

Key Stage 1 Pupils should be taught to:

- 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.

MUSIC SKILLS & PROGRESSION

YEAR 1	YEAR 2
Use their voices confidently in different ways	- Begin to sing in tune with expression and control - Recall, perform and accompany simple songs, sequences and rhythmic patterns
Respond appropriately to musical instructions	Recognise and explore how sounds can be organised
Recognise and explore how sounds can be made and changed	Select and order sounds within simple structures and sounds in response to given starting points
Identify the beat in different pieces of music	Identify the beat and join in getting faster and slower together
Follow pitch movements with their hands and use high, low and middle voices	Experiment with, create, select and combine sounds using inter-related musical dimensions e.g. tempo, pitch
Identify long and short sounds in music	- Represent sounds with symbols - Perform long and short sounds in music in response to symbols
Respond verbally and physically to different musical moods	Respond to a range of high-quality live and recorded music
Repeat short, rhythmic and melodic patterns to a given beat	Play musical instruments with expression and control, listening and observing carefully

VOCABULARY

Year 1 – as EYFS plus: beat, beater, cymbal, drum, high (sound), listen, loud, low (sound), perform, quiet, shaker, steady beat, tambourine, tempo, triangle, tune, voice

Year 2 – as Year 1 plus: accompany, body percussion, chime bar, chord, claves, compose, duration, ostinato, percussion, phrase, pitch pulse, recorder, score, tuned percussion, untuned percussion, volume

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:

- 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.

MUSIC SKILLS & PROGRESSION

YEAR 3	YEAR 4
Explore the way sounds can be combined and used expressively	Explore and extend the ways sounds can be combined and used expressively to convey mood and emotion
Improvise repeated patterns	Improvise simple tunes based on the pentatonic scale
Compose and perform simple accompaniments recognising different musical elements and how they can be used together to compose music	Compose and perform simple melodies recognising different musical elements and how they can be used together to compose music
Begin to recognise, recall and perform simple rhythmic patterns	Begin to recognise, recall and perform simple rhythmic patterns
Recognise and explore different combinations of pitch sounds	Combine several layers of sound, observing the combined effect
Listen carefully and recognise patterns and increase aural memory	Listen carefully, recognise and use repeated patterns and increase aural memory
Begin to sing in tune expressively with an awareness of beat and rhythm	Internalise sounds by singing parts of a song 'in their heads' and attempt to play simple melodic phrases by ear
Explore sounds using symbols and ICT	Explore, recall and plan sounds using symbols and ICT

VOCABULARY

Year 3 – as Key Stage One plus: names of orchestral instruments, accompaniment, call and response, castanets, composer, conductor, drone, duet, duration, dynamics, glockenspiel, lyrics, melodic phrase, melody, orchestra, ostinato, round, scale, structure, theme, unison, woodblock, xylophone
 Year 4 – as Year 3 plus: harmony, improvise, pentatonic

MUSIC SKILLS & PROGRESSION

YEAR 5	YEAR 6
Identify the relationship between sounds and how music reflects different intentions	Refine and improve their work through evaluation, analysis and comparison, commenting on how intentions have been achieved
Improvise melodic and rhythmic phrases	Improvise melodic and rhythmic phrases
Compose from different starting points by developing ideas within musical structures	Compose from different starting points by developing ideas within musical structures
Describe and compare different kinds of music using key musical vocabulary	Analyse and compare musical features and structures using appropriate musical vocabulary
- Explore the use of notation and ICT to support creative work - Use ICT to change and manipulate sounds	- Use a variety of notation - Explore the use of notation and ICT to support creative expression
Perform by ear	Perform solo and lead others from notation
Compose their own instrumental and vocal music and perform their own and others' compositions	Perform their own and others' compositions in a way that reflects their meaning and intentions
Perform rounds and part songs, maintaining their own part with awareness of how different parts fit together to achieve an overall effect	Perform rounds and part songs, maintaining their own part with awareness of how different parts fit together to achieve an overall effect
Sing songs with increasing control of breathing, posture and sound projection	Subdivide the pulse and identify the metre of different songs through recognising the pattern of strong and weak beats

VOCABULARY

Year 5 – as Year 4 plus: Accent, bass, notation, texture, timbre
 Year 6 – as Year 5 plus: diction, interval, syncopation