

SKILLS PROGRESSION MUSIC

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Perform	<p>Sings a few familiar songs. (30-50m)</p> <p>Explores and learns how sounds can be changed. (30-50m)</p> <p>Begins to build a repertoire of songs and dances. (40-60+)</p> <p>Explores the different sounds of instruments. (40-60+)</p> <p>Children sing songs, make music and dance, and experiment with ways of changing them. (ELG)</p>	<p>Take part in singing.</p> <p>Follow instructions on how and when to sing/play an instrument.</p> <p>Take notice of others when performing.</p> <p>Make and control long and short sounds (duration).</p> <p>Imitate changes in pitch– high and low.</p> <p>Use voice in different ways to create different effects.</p>	<p>Sing songs in ensemble following the tune (melody) well.</p> <p>Use voice to good effect understanding the importance of warming up first.</p> <p>Perform in ensemble with instructions from the leader.</p> <p>Make and control long and short sounds using voices and instruments, playing by ear and including simple improvisation (duration).</p>	<p>Sing songs from memory with accurate pitch and in tune.</p> <p>Show control in voice and pronounce the words in a song clearly (diction).</p> <p>Maintain a simple part within an ensemble.</p> <p>Play notes on instruments clearly and including steps/ leaps in pitch.</p> <p>Improvise (including call and response) within a group using 1 or 2 notes.</p>	<p>Sing in tune, breathe well, pronounce words, change pitch and dynamics.</p> <p>Sustain a rhythmic ostinato/ drone/ melodic ostinato (riff) (to accompany singing) on an instrument (tempo/ duration/ texture).</p> <p>Perform with control and awareness of what others are singing/ playing.</p> <p>Improvise within a group using more than 2 notes.</p>	<p>Show control phrasing and expression in singing.</p> <p>Hold part in a round (pitch/structure).</p> <p>Perform in solo and ensemble contexts using a variety of techniques, confidently, expressively and in tune.</p> <p>Improvise on own with increasing aural memory.</p>	<p>Sing or play from memory with confidence.</p> <p>Take turns to lead a group.</p> <p>Maintain own part in a round/ sing a harmony/ play accurately with awareness of what others are playing.</p> <p>Play more complex instrumental parts.</p> <p>Improvise using 5 notes of the pentatonic scale.</p>

Compose	<p>Taps out simple repeated rhythms. (30-50m)</p> <p>Sings to self and makes up simple songs. (30-50m)</p> <p>Makes up rhythms. (30-50m)</p> <p>Children sing songs, make music and dance, and experiment with ways of changing them. (ELG)</p>	<p>Create long and short sounds using classroom instruments.</p> <p>Make a sequence of long and short sounds with help (duration).</p> <p>Clap longer rhythms with help.</p> <p>Make different sounds (high and low-pitch; loud and quiet)</p> <p>Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.)</p>	<p>Carefully choose sounds to achieve an effect (including use of ICT).</p> <p>Order sounds to create an effect (structure-beginnings/endings).</p> <p>Create short musical patterns.</p> <p>Create sequences of long and short sounds-rhythmic patterns (duration).</p> <p>Control playing instruments so they sound as they should.</p> <p>Start to compose with two or three notes.</p> <p>Make different sounds (high and low-pitch; loud and quiet-dynamics; fast and slow-tempo; quality of the sound- smooth, crisp, scratchy, rattling, tinkling etc.- timbre).</p>	<p>Compose and perform melodies using two or three notes.</p> <p>Use sound to create abstract effects (including using ICT).</p> <p>Create/ improvise repeated patterns (ostinati) with a range of instruments.</p> <p>Effectively choose, order, combine and control sounds (texture/ structure).</p>	<p>Compose and perform melodies using three or four notes.</p> <p>Make creative use of the way sounds can be changed, organised and controlled (including ICT).</p> <p>Create (dotted) rhythmic patterns with awareness of timbre and duration.</p>	<p>Compose and perform melodies using four or five notes.</p> <p>Use a variety of different musical devices including melody, rhythms and chords.</p> <p>Record own compositions.</p> <p>Create own songs (raps-structure).</p> <p>Identify where to place emphasis and accents in a song to create effects (duration).</p>	<p>Compose and perform melodies using five or more notes.</p> <p>Show confidence, thoughtfulness and imagination in selecting sounds and structures to convey an idea.</p> <p>Create music reflecting given intentions and record using standard notation.</p> <p>Use ICT to organise musical ideas (where appropriate). (Combine all musical dimensions).</p>
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Transcribe		Perform long and short sounds in response to symbols	<p>Play and sing a notated phrase.</p> <p>Play and sing a phrase from dot notation.</p>	<p>Make their own symbols for notation</p> <p>Make their own symbols for notation as part of a class score.</p>	<p>Make their own symbols for notation as part of a class score.</p> <p>Perform using a notation as a support.</p> <p>Read notes and know how many beats they represent (minim, crotchet, semibreve, quaver, dotted crotchet, rests).</p>	<p>Sing songs using notation of their own.</p> <p>Sing songs using staff notation.</p> <p>Read/ work out the musical stave (notes as Year 4).</p>	<p>Sing songs using staff notation.</p> <p>Sing and perform using instruments using staff notations as support.</p> <p>Know and use standard musical notation to perform and record own music (adding dotted quavers).</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Describe music</p>		<p>Hear the pulse in music.</p> <p>Hear different moods in music.</p> <p>Identify texture— one sound or several sounds?</p> <p>Listen for different types of sounds.</p> <p>Know how sounds are made and changed.</p> <p>Make sounds with a slight difference, with help.</p> <p>Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.)</p>	<p>Identify the pulse in music.</p> <p>Recognise changes in timbre (sound quality- smooth, crisp, scratchy, rattling, tinkling etc.), dynamics (loud and quiet), tempo (fast and slow) and pitch (high and low).</p> <p>Use changes in dynamics, timbre and pitch to organise music.</p> <p>Change sounds to suit a situation.</p> <p>Start to look at basic formal notation- play by ear first.</p> <p>Know music can be played or listened to for a variety of purposes (in history/ different cultures).</p>	<p>Know the difference between pulse and rhythm.</p> <p>Start to use musical dimensions vocabulary to describe music— duration, timbre, pitch, dynamics, tempo, texture, structure.</p> <p>Use these words to identify where music works well/ needs improving.</p> <p>Describe different purposes of music in history/ other cultures.</p>	<p>Know how pulse stays the same but rhythm changes in a piece of music.</p> <p>Listen to several layers of sound (texture) and talk about the effect on mood and feelings.</p> <p>Use more musical dimensions vocabulary to describe music— duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony.</p> <p>Describe different purposes of music in history/ other cultures.</p>	<p>Know how pulse, rhythm and pitch fit together.</p> <p>Use a range of words to describe music (eg. duration, timbre, pitch, dynamics, tempo, texture, structure, beat, rhythm, metre, silence, riff, ostinato, melody, harmony, chord, flat, sharp, dotted rhythm, staccato, legato, crescendo, diminuendo).</p> <p>Use these words to identify strengths and weaknesses in own and others' music.</p> <p>Describe how the sounds are used to create different moods</p> <p>Describe different purposes of music in history/ other cultures.</p>	<p>Use musical vocabulary confidently to describe music.</p> <p>Work out how harmonies are used and how drones and melodic ostinati (riffs) are used to accompany singing.</p> <p>Use knowledge of how lyrics reflect cultural context and have social meaning to enhance own compositions.</p> <p>Refine and improve own/ others' work.</p> <p>Use increased aural memory to recall sounds accurately.</p> <p>Use knowledge of musical dimensions to know how to best combine them.</p> <p>Describe different purposes of music in history/ other cultures</p>