



### Progression of skills in Music

|                | <b>EYFS</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>   |
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| <b>Singing</b> | <ul style="list-style-type: none"> <li>• (Nursery)</li> <li>• Remember and sing entire songs copying the pitch sung by another person</li> <li>• Sing melodic shape (moving melody, such as up and down of familiar songs.</li> <li>• (Reception)</li> <li>• Sing in a group or on their own, increasingly matching the</li> </ul> | <ul style="list-style-type: none"> <li>• Sing a song with contrasting high and low melodies</li> <li>• Sing a song together as a group</li> </ul> | <ul style="list-style-type: none"> <li>• Sing with expression, paying attention to the pitch shape of the melody</li> <li>• Chant and sing in two parts while keeping a steady beat</li> </ul> | <ul style="list-style-type: none"> <li>• Copy and create a wide range of vocal sounds to incorporate into a song</li> <li>• Sing in two-part harmony</li> <li>• Perform a round in three parts</li> </ul> | <ul style="list-style-type: none"> <li>• Sing a call and response song in a minor key in two groups</li> <li>• Sing a song with three simple independent parts</li> </ul> | <ul style="list-style-type: none"> <li>• Sing scales and chromatic melodies accurately</li> <li>• Sing a song in unison and three-part harmony</li> <li>• Sing with attention to accuracy in rhythm, pitch and dynamics</li> </ul> | <ul style="list-style-type: none"> <li>• Demonstrate understanding of pitch through singing from simple staff notation</li> <li>• Learn to sing major and minor note patterns accurately</li> <li>• Refine vocal performance with consideration of posture, breathing and enunciation,</li> </ul> |

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|                            | pitch and following the melody..   |  |   |  |   |  | changing vocal tone to reflect mood and style   |
| <b>Playing Instruments</b> | <ul style="list-style-type: none"> <li>• (Nursery)</li> <li>• Play instruments with increasing control to express their feelings and ideas.</li> <li>• (Reception)</li> <li>• Express their ideas and feelings.</li> </ul> | <ul style="list-style-type: none"> <li>• Identify and keep a steady beat using instruments</li> <li>• Explore and control dynamics, duration, and timbre and tempo with percussion instruments</li> <li>• Explore sounds on instruments and find different ways to vary their sound</li> </ul> | <ul style="list-style-type: none"> <li>• Listen to and repeat rhythmic patterns on body percussion and instruments</li> <li>• Play pitch lines on tuned percussion</li> <li>• Accompany a song with vocal, body percussion and instrumental ostinati</li> </ul> | <ul style="list-style-type: none"> <li>• Accompany a song with a melodic ostinato on tuned percussion using pitch notation</li> <li>• Perform rhythmic ostinati individually and in combination reading simple rhythm notation</li> <li>• Read graphic notation to play a melody on tuned Instruments</li> </ul> | <ul style="list-style-type: none"> <li>• Play a pentatonic song with leaps in pitch on tuned percussion</li> <li>• Play repeated patterns (ostinati) from staff notation</li> <li>• Play a piece with melody, chords, bass and rhythm parts from graphic, rhythm and staff notations</li> </ul> | <ul style="list-style-type: none"> <li>• Read a melody in staff notation or from a graphic score</li> <li>• Perform descriptive music together in synchronisation with a short movie</li> <li>• Develop ensemble playing, focusing on steady beat and placing notes accurately together</li> </ul> | <ul style="list-style-type: none"> <li>• Play a chordal accompaniment to a piece</li> <li>• Follow and interpret a complex graphic score for four instruments</li> <li>• Play tuned instrumental parts confidently from graphic scores with note names</li> </ul> |

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| <b>Improvising/<br/>Exploring</b> | <ul style="list-style-type: none"> <li>• (Nursery)</li> <li>• Create their own songs or improvise a song around one they know</li> <li>• (Reception)</li> <li>• Express their ideas and feelings.</li> </ul> | <ul style="list-style-type: none"> <li>• Improvise descriptive music</li> <li>• Create a soundscape using instruments</li> <li>• Explore different sound sources and materials</li> <li>• and find ways to vary their sound</li> </ul> | <ul style="list-style-type: none"> <li>• Explore timbre and texture to understand how vocal and instrumental sounds can be descriptive</li> <li>• Combine and organise sounds to create a musical effect in response to visual stimuli</li> </ul> | <ul style="list-style-type: none"> <li>• Improvise descriptive music</li> <li>• Improvise to an ostinato accompaniment</li> <li>• Explore simple accompaniments using beat and rhythm patterns</li> </ul> | <ul style="list-style-type: none"> <li>• Improvise in response to visual stimuli, with a focus on timbre</li> <li>• Improvise 5-note melodies using five (pentatonic scale)</li> <li>• Explore layering using a graphic score</li> <li>• Understand syncopation and clap improvised off-beat rhythms</li> </ul> | <ul style="list-style-type: none"> <li>• Develop accompaniments using ostinato and improvise rhythms</li> <li>• Learn about jazz scat singing and devise scat sounds</li> <li>• Improvise using the whole tone scale and contrasting pitch</li> <li>• Explore techniques used in movie soundtracks, with graphic scores</li> </ul> | <ul style="list-style-type: none"> <li>• Improvise descriptive music on instruments and other sound makers</li> <li>• Devise, combine and structure rhythms through dance</li> </ul> |
| <b>Composing</b>                  | <ul style="list-style-type: none"> <li>• (Reception)</li> <li>• Express their ideas and feelings.</li> </ul>   | <ul style="list-style-type: none"> <li>• Invent and perform new rhythms to a steady beat</li> </ul>  | <ul style="list-style-type: none"> <li>• Compose music to illustrate a story</li> </ul>   | <ul style="list-style-type: none"> <li>• Select descriptive sounds to</li> </ul>  | <ul style="list-style-type: none"> <li>• Compose an introduction for a song</li> </ul>  | <ul style="list-style-type: none"> <li>• Develop a structure for a vocal piece</li> </ul>  | <ul style="list-style-type: none"> <li>• Revise, rehearse, and develop music for</li> </ul>  |

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|                  | <ul style="list-style-type: none"> <li>• Develop storylines in their pretend play.</li> </ul>   | <ul style="list-style-type: none"> <li>• Create, play and combine simple word rhythms</li> <li>• Create a picture in sound</li> </ul> | <ul style="list-style-type: none"> <li>• Perform and create simple three- and four-beat rhythms</li> <li>• using a simple score</li> </ul> | <p>accompany a poem</p> <ul style="list-style-type: none"> <li>• Choose different timbres to make an accompaniment</li> <li>• Make choices about musical structure, balance and effect</li> <li>• Create and perform from a symbol score</li> </ul> | <ul style="list-style-type: none"> <li>• Compose and notate pentatonic melodies on a graphic score</li> <li>• Compose and play sequences of word rhythms including Rap</li> </ul> | <p>and create graphic scores</p> <ul style="list-style-type: none"> <li>• Perform, evaluate and refine compositions with reference to the inter-related dimensions of music</li> </ul> | <p>performance, with reference to the inter-related dimensions of music</p> <ul style="list-style-type: none"> <li>• Compose music from a visual stimulus</li> </ul> |
| <b>Listening</b> | <ul style="list-style-type: none"> <li>• (Nursery)</li> <li>• Listen with increased attention to sounds.</li> <li>• (Reception) Listen</li> </ul> | <ul style="list-style-type: none"> <li>• Recognise and respond to changes in tempo in music</li> <li>• Identify changes in</li> </ul> | <ul style="list-style-type: none"> <li>• Listen to and repeat back rhythmic patterns on instruments and body percussion</li> </ul>         | <ul style="list-style-type: none"> <li>• Learn how sounds are produced and how instruments are</li> <li>• classified</li> </ul>   | <ul style="list-style-type: none"> <li>• Explore the descriptive music of two famous composers of the 20th and 21st century</li> </ul>  | <ul style="list-style-type: none"> <li>• Hear and understand the features of the whole tone scale</li> <li>• Listen to and learn about</li> </ul>                                      | <ul style="list-style-type: none"> <li>• Follow and interpret a complex graphic score for four instruments</li> </ul>  |

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|                   | <p>attentively, move to and talk about music, expressing their feelings and responses.</p> <ul style="list-style-type: none"> <li>• Explore and engage in music making, performing solo or in groups</li> </ul>  | <p>pitch and respond to them with</p> <ul style="list-style-type: none"> <li>• movement</li> <li>• Understand how music can tell a story</li> </ul>  | <ul style="list-style-type: none"> <li>• Match descriptive sounds to images</li> </ul>   | <ul style="list-style-type: none"> <li>• Listen to and learn about a music from medieval and Romantic times.</li> <li>• Listen to, learn about, play and dance to Tudor dance music</li> </ul> | <ul style="list-style-type: none"> <li>• Listen to and learn about 1940s dance band music and Renaissance music</li> <li>• Copy and match short rhythmic phrases with rhythm notation</li> </ul> | <p>modern classical music (20th century)</p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of the effect of music in movies</li> </ul>  | <ul style="list-style-type: none"> <li>• Experience and understand the effect of changing harmony</li> <li>• Listen to and understand modulation in a musical bridge</li> </ul>                                  |
| <b>Appraising</b> | <ul style="list-style-type: none"> <li>• (Nursery)</li> <li>• Respond to what they have heard, expressing their thoughts and feelings.</li> <li>• (Reception)</li> <li>• Watch and talk about performance art, expressing their feelings and responses.</li> </ul> | <ul style="list-style-type: none"> <li>• Identify a sequence of sounds (structure) in a piece of music</li> <li>• Listen to a piece of orchestral music (e.g. identify instruments, metre or repeated</li> </ul> | <ul style="list-style-type: none"> <li>• Identify ways of producing sounds (e.g. shake, strike, pluck)</li> <li>• Identify rising and falling pitch</li> <li>• Listen in detail to a piece of</li> </ul> | <ul style="list-style-type: none"> <li>• Identify the metre in a piece of music</li> <li>• Recognise rhythm patterns in staff notation</li> <li>• Recognise pitch shapes</li> </ul>            | <ul style="list-style-type: none"> <li>• Identify different instrument groups from a recording</li> <li>• Describe, compare and contrast the structure of pieces of orchestral music</li> </ul>  | <ul style="list-style-type: none"> <li>• Use musical vocabulary to compare and contrast two pieces of 19th century Romantic music</li> <li>• Evaluate and refine compositions and songs with reference to</li> </ul> | <ul style="list-style-type: none"> <li>• Revise, rehearse, and develop and appraise music for performance, with reference to the inter-related dimensions of music</li> <li>• Appraise the music of a</li> </ul> |

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|  |  | rhythm patterns) | <p>orchestral music (e.g.</p> <ul style="list-style-type: none"> <li>• how it depicts a season)</li> <li>• Use simple musical vocabulary to describe orchestral music</li> </ul> |  | <ul style="list-style-type: none"> <li>• Develop listening skills by analysing and comparing music from different traditions</li> <li>• Identify the metre of music</li> </ul> | <p>inter-related dimensions of music, arrangements and structures.</p> <ul style="list-style-type: none"> <li>• Rehearse, improve and analyse an ensemble performance, with attention to balance and staying in time</li> </ul> | Russian Romantic composer with reference to paintings from the same period |
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