



## Progression of Skills In Music

EYFS skills	2/3	3/4	Reception	KS1 Skills	Year 1	Year 2	KS2 Skills	Year 3	Year 4	Year 5	Year 6
<b>Controlling sounds through singing and playing (Play and Perform)</b>											
<b>Use voices in different ways</b>	Anticipate phrases and actions in rhymes and songs, like 'Peepo'.  Explore their voices and enjoy making sounds.	Sing the pitch of a tone sung by another person ('pitch match').  Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.  Create their own songs or improvise a song around one they know.	Sing matching the pitch and following the melody.	<b>Use voices expressively</b>	Use voices in different ways such as speaking, singing and chanting	Use voices expressively and creatively. Sing with the sense of shape of the melody	<b>Sing songs in unison and two parts</b>	Sing in unison, becoming aware of pitch	Sing in unison maintaining the correct pitch and increasing expression	Sing in unison with clear diction, controlled pitch and sense of phrase	Sing in solo, unison and in parts with clear diction, controlled pitch and with a sense of phrase
<b>Explore different sounds of un-tuned percussion instruments</b>	Show attention to sounds and music.  Make rhythmical and repetitive sounds. Explore a range of soundmakers and instruments and play them in different ways.	Listen with increased attention to sounds.  Play instruments with increasing control to express their feelings and ideas.	Explore and engage in music making and dance, performing solo or in groups.	<b>Play tuned and un-tuned instruments</b>	Create and choose sounds. Perform simple rhythmical patterns, beginning to show an awareness of pulse	Create and choose sounds for a specific effect. Perform rhythmical patterns and accompaniments, keeping a steady pulse.	<b>Play tuned and un-tuned instruments with control and accuracy</b>	Perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes.	Play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics.	Play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression	Play and perform with accuracy, fluency, control and expression
<b>Sing in a group or on own</b>	Join in with songs and rhymes, making some sounds.	Remember and sing entire songs.  Sing the pitch of a tone sung by another person ('pitch match').	Sing in a group or on their own, increasingly matching the pitch and following the melody.	<b>Rehearse and perform to others</b>	Think about others when performing	Think about others while performing	<b>Practise, rehearse and present performances with an awareness of audience</b>	Think about others while performing	Think about others while performing	Maintain my own part and be aware how the different parts fit together	Think about the audience when performing and how to create a specific effect
<b>Creating and developing musical ideas (Create and Compose)</b>											
<b>Explore simple rhythms</b>	Respond emotionally and		Explore and engage in music making and dance,	<b>Create musical patterns</b>	Know about and experiment with sounds	Repeat short rhythmic and melodic patterns	<b>Improvise, developing rhythmic and</b>	Create simple rhythmical patterns that use	Create rhythmical and simple melodic patterns	Create increasingly complicated	Create and improvise melodic and rhythmic

	physically to music when it changes.		performing solo or in groups.				<b>melodic material when performing</b>	a small range of notes	using an increased number of notes	rhythmic and melodic phrases within given structures	phrases as part of a group performance and compose by developing ideas within a range of given musical structures
				<b>Explore, choose and organise sounds and musical ideas</b>	Recognise and explore how sounds can be organised  Identify and organise sounds using simple criteria e.g. loud, soft, high low	Begin to explore and choose and order sounds using the inter-related dimensions of music	<b>Explore, choose, combine and organise musical structures</b>	Begin to join simple layers of sound, e.g. a background rhythm and a solo melody	Join layers of sound, thinking about musical dynamics of each layer and understanding the effect		

### Responding and reviewing (Appraising)

<b>Explore basic dimensions of music; pulse, rhythm and pitch</b>	Move and dance to music.	Respond to what they have heard, expressing their thoughts and feelings  Sing the pitch of a tone sung by another person ('pitch match').	Listen attentively, move to and talk about music, expressing their feelings and responses.	<b>Explore and express ideas and feelings about music using movement, dance and expressive musical language</b>	Talk about how music makes you feel or want to move. E.g. it makes me want to jump/sleep/shout etc	Respond to different moods in music and explain thinking about changes in sound	<b>Analyse and compare sounds.</b>  <b>Explore and explain ideas and feelings about music using movement, dance and expressive and musical language</b>	explore and comment on the ways sounds can be used expressively	recognise and explore the ways sounds can be combined and used expressively and comment on this effect	describe, compare and evaluate different types of music beginning to use musical words	describe, compare and evaluate different types of music using a range of musical vocabulary including the inter-related dimensions of music
<b>Find the pulse through movement and clapping</b>	Clap to music	Clap to music sometimes finding the correct pulse with an adult	Clap to the pulse of the music	<b>Make improvements to my own work</b>	Think about and make simple suggestions about what could make their own work better. E.g: play faster or louder	Identify what improvements could be made to own work and make these changes, including altering use of voice, playing of and choice of instruments	<b>Reflect on and improve own and others work in relation to its intended effect</b>	Comment on the effectiveness of own work, identifying and making improvements	Comment on the effectiveness of won work, identifying and making improvements based on its intended outcome	Comment on the success of own and others work, suggesting improvements based on intended outcomes	Evaluate the success of own and others work, suggesting specific improvements based on intended outcomes and comment on how this could be achieved

### Listening and applying knowledge and understanding

				<b>Listen with concentration and recall sounds within increasing aural memory</b>	Begin to identify simple repeated patterns and follow basic musical instructions	Identify and recognise repeated patterns and follow a wider range of musical instructions	<b>Listen with attention to detail and to internalise and recall sounds</b>	listen with attention and begin to recall sounds	Listen to and recall patterns of sounds with increasing accuracy.	listen to and recall a range of sounds and patterns of sounds confidently	listen to, internalise and recall sounds and patterns of sounds with accuracy and confidence
				<b>Know how to combine musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and</b>	Begin to understand that musical elements can be used to create different moods and effects	Understand how musical elements create different moods and effects.	<b>Know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within</b>	Begin to understand how different musical elements are combined and used to create an effect	Understand how different musical elements are combined and used expressively.	Begin to identify the relationship between sounds and how music can reflect different meanings	Identify and explore the relationship between sounds and how music can reflect

				<b>used expressively within simple structures</b>			<b>musical structures and used to communicate different moods and effects</b>				different meanings
				<b>Understand that sounds can be different can be made in different ways and described using given and invented signs and symbols</b>	Begin to represent sounds with simple sounds including shapes and marks	Confidently represent sounds with a range of symbols, shapes or marks	<b>Know that music is produced in different ways and described through relevant established and invented notations</b>	Begin to recognise simple notations to represent music, including pitch and volume	Understand and begin to use established and invented musical notations to represent music	Recognise and use a range of musical notations including staff notation	Use and apply a range of musical notations including staff notation, to plan, revise and refine musical material
				<b>Know how music is used for particular purposes</b>	Listen to short, simple pieces of music and talk about when and why they may hear it. E.g: a lullaby or Wedding march	Listen to pieces of music and discuss where and when they may be heard explaining why using simple musical vocabulary. E.g. It's quiet and smooth so it would be good for a lullaby.	<b>Understand how time and place can influence the way music is created</b>	Listen to and begin to respond to music drawn from different traditions and great composers and musicians	Listen to, understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians	Listen to a range of high quality, live and recorded music from different traditions, composers and musicians and begin to discuss their differences and how music may have changed over time.	Develop an understanding of the history of music from different, cultures, traditions, composers and musicians evaluating how venue, occasion and purpose effects the way that music is created and performed

\*Inter-related dimensions of music (dynamics):

- PULSE: the steady beat of a piece of a piece of music
- PITCH: the melody and the way the notes change from low to high and vice versa.
- RHYTHM: or duration is the pattern of long and short sounds in a piece of music
- DYNAMICS: Loud and soft TEMPO: Fast and slow
- TIMBRE: The type of sound – whisper/hum/sing/talk (examples with the voice) or twinkly/hard/soft (examples with instruments)
- TEXTURE: Layers of sound (number of instruments or voices playing together)
- STRUCTURE: The way the music is laid out –e.g. Verse, chorus, verse.

Whole school Music	Performance to an audience: Harvest Festival Christmas production/Panto Easter Class Assembly Year 6 Final performance
	Big sing: Song of the week: links to music of the week Values: links to school values

Singing school: Love Learning, start singing!  
 Choir  
 Sing Up Day March 2021  
 Top Ten events  
 Theme connections: each class will learn a song linked to their cross curricular theme each term

Instrumental Tuition: Piano, violin, trumpet, guitar, flute

Suss the Samba: Whole class Samba project Y4

Rocksteady: R-Y6

Music of the Week

- Autumn 1
1. Mozart
  2. Instrument Focus: Woodwind
  3. Soul: Aretha Franklin, Marvin Gaye, Otis Redding, Al Green, James Brown
  4. Ballets
  5. Acapella / Barber Shop
  6. Rolling Stones
  7. Around the World: India
- Autumn 2
1. Jazz Bands
  2. Stevie Wonder
  3. Around the World: Africa
  4. WWII
  5. Christmas in different countries
  6. Church Christmas
  7. Pop Christmas

- Spring 1
1. Abba
  2. Jimmy Hendrix
  3. Michael Jackson
  4. Blues
  5. Around the World; China
  6. Bono / U2
  7. Instrument Focus: Violin / Cello / strings
- Spring 2
1. Tchaikovsky
  2. Drum and Bass
  3. Holst – the Planets
  4. Gospel
  5. Rap / Hip Hop
  6. Instrument Focus –Classical guitar
  7. Disney Music

- Summer 1
1. 1940's Swing – Glenn Miller
  2. Vivaldi – The 4 seasons
  3. John Williams – Film Music
  4. Folk Music
  5. Mash-ups
  6. Reggae – Bob Marley
  7. Elvis Presley
- Summer 2
1. Frank Sinatra
  2. Beat-Boxing
  3. Piano Instrument Focus (Einaudi)
  4. BritPop
  5. Stage N Screen
  6. The Beatles
  7. Teacher's favourites