

Music Progression of Skills

Skill focus	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Performing	<ul style="list-style-type: none"> - Enjoys joining in with dancing and ring games - Beginning to move rhythmically - Sings a few familiar songs - Taps out simple repeated rhythms. - Begins to build a repertoire of songs and dances. 	<ul style="list-style-type: none"> - Use their voices to speak/sing/chant - Join in with singing - Use instruments to perform - Look at their audience when they are performing - Clap short rhythmic patterns - Copy sounds - Make loud and quiet sounds - Know that the chorus keeps repeating 	<ul style="list-style-type: none"> - Sing and follow the melody (tune) - Sing accurately at a given pitch - Perform simple patterns and accompaniments keeping a steady pulse - Perform with others - Play simple rhythmic patterns on an instrument - Sing/ clap a pulse increasing or decreasing in tempo - Sing/play rhythmic patterns in contrasting tempo; keeping to the pulse 	<ul style="list-style-type: none"> - Sing in tune with expression - Control their voice when singing - Play clear notes on instruments - Work with a partner to create a piece of music using more than one instrument 	<ul style="list-style-type: none"> - Perform a simple part rhythmically - Sing songs from memory with accurate pitch - Improvise using repeated patterns - Use selected pitches simultaneously to produce simple harmony 	<ul style="list-style-type: none"> - Breath in the correct place when singing - Sing and use their understanding of meaning to add expression - Maintain their part whilst others are performing their part - Perform 'by ear' and from simple notations - Improvise within a group using melodic and rhythmic phrases - Recognise and use basic structural forms e.g. rounds, variations, rondo form - Use pitches simultaneously to produce harmony by building up simple chords - Devise and play a repeated sequence of pitches on a tuned instrument to accompany a song 	<ul style="list-style-type: none"> - Sing a harmony part confidently and accurately - Perform parts from memory - Perform using notations - Take the lead in a performance - Take on a solo part - Provide rhythmic support - Perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the part will fit together
Composing (including notation)	<ul style="list-style-type: none"> - Explores and learns how sounds can be changed - Explores the different sounds of instruments - Makes up rhythms - Sings to self and makes up simple songs 	<ul style="list-style-type: none"> - Make different sounds with their voice - Make different sounds with instruments - Identify changes in sounds - Change the sound - Repeat (short rhythmic and melodic) patterns - Make a sequence of sounds - Show sounds by using pictures - Tell the difference between long and short sounds - Tell the difference 	<ul style="list-style-type: none"> - Order sounds to create a beginning, middle and end - Create music in response to different starting points - Choose sounds which create an effect - Use symbols to represent sounds - Make connections between notations and musical sounds - Use simple structures in a piece of music - Know that phrases are where we breathe in a song 	<ul style="list-style-type: none"> - Use different elements in their composition - Create repeated patterns with different instruments - Compose melodies and songs - Create accompaniments for tunes - Combine different sounds to create a specific mood or feeling - Understand metre in 2 and 3 beats; then 4 and 5 beats - Understand how the use of tempo can provide contrast within a piece of 	<ul style="list-style-type: none"> - Use notations to record and interpret sequences of pitches - Use standard notation - Use notations to record compositions in a small group or on their own - Use their notation in a performance - Explore and use sets of pitches, e.g. 4 or 5 note scales - Show how they can use dynamics to provide contrast 	<ul style="list-style-type: none"> - Change sounds or organise them differently to change the effect - Compose music which meets specific criteria - Use their notations to record groups of pitches (chords) - Use a music diary to record aspects of the composition process - Choose the most appropriate tempos for a piece of music - Understand the relation between pulse and syncopated patterns 	<ul style="list-style-type: none"> - Use a variety of different musical devices in their composition (including melody, rhythms and chords) - Recognise that different forms of notation serve different purposes - Use different forms of notation - Be able to combine groups of beats - Show how a small change of tempo can make a piece of music more effective - Use the full range of chromatic pitches to build

		between high and low		music		- Identify (and use) how patterns of repetitions, contrasts and variations can be organised to give structure to a melody, rhythm, dynamic and timbre	up chords, melodic lines and bass lines
Appraising	<ul style="list-style-type: none"> - Imitates movement in response to music - Creates movement in response to music - Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there 	<ul style="list-style-type: none"> - Respond to different moods in music - Say how a piece of music makes them feel - Say whether they like or dislike a piece of music - Choose sounds to represent different things - Recognise repeated patterns - Follow instructions about when to play or sing - Tell the difference between a fast and slow tempo - Tell the difference between loud and quiet 	<ul style="list-style-type: none"> - Improve their own work - Listen out for particular things when listening to music - Recognise sounds that move by steps and by leaps 	<ul style="list-style-type: none"> - Improve their work explaining how it has improved - Use musical words (the elements of music) to describe a piece of music and compositions - Use musical words to describe what they like and dislike - Recognise the work of at least one famous composer - Tell whether a change is gradual or sudden - Identify repetition, contrasts and variations 	<ul style="list-style-type: none"> - Explain the place of silence and say what effect it has - Start to identify the character of a piece of music - Describe and identify the different purposes of music - Identify with the style of work of Beethoven, Mozart and Elgar - Identify how a change in timbre can change the effect of a piece of music 	<ul style="list-style-type: none"> - Describe, compare and evaluate music using musical vocabulary - Explain why they think their music is successful or unsuccessful - Suggest improvements to their own or others' work - Choose the most appropriate tempo for a piece of music - Contrast the work of famous composers and show preferences - Explain how tempo changes the character of music - Identify where a gradual change in dynamics has helped to shape a phrase of music 	<ul style="list-style-type: none"> - Refine and improve their work - Evaluate how the venue, occasion and purpose affects the way a piece of music is created - Analyse features within different pieces of music - Compare and contrast the impact that different composers from different times will have had on the people of the time. - Appraise the introductions, interludes and endings for songs and compositions they have created