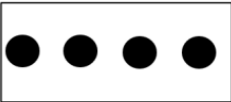
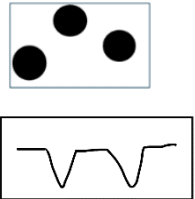






Music Progression of Skills

Skill focus	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Performing	<ul style="list-style-type: none"> - Enjoy joining in with dancing and ring games - Begin to move rhythmically - Sings a few familiar songs - Clap short rhythmic patterns - Begins to build a repertoire of songs and dances. 	<ul style="list-style-type: none"> - To use voices to speak/sing/chant collectively - To use instruments to perform - To look at their audience when they are performing - Respond to simple visual directions (e.g. stop, start, loud, quiet) and counting in. - To copy sounds including vocal pitch and rhythm - To make loud and quiet sounds - To clap or walk a steady beat and respond to tempo changes - To identify sounds in the local environment - To recognise and respond to dot notation. 	<ul style="list-style-type: none"> - To sing and follow the melody (tune) accurately at a given pitch - To sing in simple 2 parts - To sing songs from memory with accurate pitch - To sing/play simple patterns on an instrument, keeping to the pulse - To respond to dynamic and tempo changes from the leader and visual instruction - To recognise dot notation and respond to pitch changes - To develop confidence in playing wind instruments (recorder) - To Improvise using repeated patterns 	<ul style="list-style-type: none"> - To sing with expression - To confidently sing in simple 2 parts - To control the voice when singing pitch and dynamics - To play clear notes on tuned percussion instruments - To copy stepwise melodic phrases with accuracy at different speed. - To recognise music notation (note lengths) and use this perform rhythmic patterns 	<ul style="list-style-type: none"> - To perform a simple part rhythmically - Sing songs from memory with accurate pitch - To perform a simple harmony - To make use of musical features including legato, staccato and a range of dynamics - To develop confidence in playing brass instruments - To recognise music notation (note lengths) and perform rhythmic patterns with increasing confidence and independence 	<ul style="list-style-type: none"> - To breath in the correct place when singing - To sing and use the understanding of meaning to add expression - To maintain the part whilst others are performing their part - To perform 'by ear' and using simple notation - To perform using a range of tuned and untuned instruments - To improvise within a group using melodic and rhythmic phrases - To recognise and read music notation (note lengths and pitch) to perform 	<ul style="list-style-type: none"> - To take the lead in a performance e.g. take a solo part or conduct - To perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the part will fit together. - To recognise and read notation (note lengths and pitch) to perform with increasing confidence - To perform simple syncopated rhythmic patterns - To improvise with confidence - To be able to discuss and incorporate the 7 elements of music in a performance
Composing	<ul style="list-style-type: none"> - Explore and learn how sounds can be changed - Explore the different sounds of instruments - Create own rhythmic patterns - Sing to self and make up simple songs 	<ul style="list-style-type: none"> - To select instruments/voice for different sounds - To put together a sequence of sounds - To use a variation of long/short or high/low sounds - To show sounds by using pictures and dot notation 	<ul style="list-style-type: none"> - To order sounds – beginning/ middle/end - To choose sounds which create an effect - To make connections between notations and musical sound - To use simple notation to record ideas 	<ul style="list-style-type: none"> - To compose melodies and songs - To use a variety of untuned instruments - To create accompaniments - To combine different sounds and tempos to create a specific mood - To make decisions about dynamic range - To start using simple notation to record composition. 	<ul style="list-style-type: none"> - To use a variety of tuned instruments - To explain and use dynamics to create different moods. - To identify the key features of musical notation and to begin writing out their own staves and notes 	<ul style="list-style-type: none"> - To change sounds or organise them differently to change the effect - To compose music which meets specific criteria - To understand and begin to use tone to create mood - To use notation to record basic 	<ul style="list-style-type: none"> - To use a variety of different musical devices in their composition (including melody, rhythms and parts) - To use different forms of notation - To further develop the skills to use pitch (within an octave) and rhythmic notation (crotchets/ minims etc.) when composing 

<p>Appraising</p>	<ul style="list-style-type: none"> - Imitate movement in response to music - Create movement in response to music - Notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there 	<ul style="list-style-type: none"> - To recognise different musical genres and cultures - To respond to different moods in music - To say how a piece of music makes them feel and whether they like or dislike it and why - To choose sounds to represent different things - To recognise repeated patterns -To listen out for and comment on the: <ul style="list-style-type: none"> • Pitch • Beat • Rhythm • Tempo • Dynamics -To identify key orchestral instruments by their sound 	<ul style="list-style-type: none"> -To recognise different musical genres and cultures including: pop / South African / rock etc. - Improve their own composition -To listen out for and comment on the: <ul style="list-style-type: none"> • melody • harmony • texture - To recognise sounds that move by steps and by leaps -To identify key orchestral instruments and their families by sound 	<ul style="list-style-type: none"> -To recognise and build on prior knowledge of different musical genres and cultures including: RnB, Indian, Rock, Pop, Roman etc. - To improve their own composition and explain how/why - To use musical words to describe what they like and dislike - To recognise the work of at least one famous composer - To tell whether a change is gradual or sudden - To describe and identify the different purposes of music -To listen out for and comment on the 7 elements of music 	<ul style="list-style-type: none"> -To recognise and build on prior knowledge of different musical genres and cultures including: Pop, Rock, Soul and Gospel, Anglo-Saxon, Rap etc. - To explain the place of silence and say what effect it has - To start to identify the character of a piece of music - To identify how a change in timbre can change the effect of a piece of music - To understand and identify music in different time signatures -To recognise and understand the impact of timbre on a piece of music -To listen out for and comment on the 7 elements of music with increasing confidence 	<ul style="list-style-type: none"> -To recognise and build on prior knowledge of different musical genres and cultures including: Rock, Jazz, Hip hop, Tudor times etc. - To suggest improvements to their own or others' composition with musical justifications - To begin to contrast the work of famous composers and show preferences -To recognise major and minor tonality. -To listen out for and comment on the 7 elements of music with increasing confidence 	<ul style="list-style-type: none"> -To recognise and build on prior knowledge of different musical genres and cultures including: Jazz and blues, Peace, Ancient Greeks, percussion etc. - To refine and improve their work using the musical elements to explain and justify their choices -To identify syncopation when listening to rhythmic patterns -To contrast the work of composers also commenting on the context, purpose and culture -To listen out for and comment on the 7 elements of music with confidence
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