



## Progression of skills for Music

Skills	EYFS	Year 1	Year 2	Skills KS2	Year 3	Year 4	Year 5	Year 6
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<b>Singing</b>	<p>Children sing a range of well-known nursery rhymes and songs. Children perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>	<p>Sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions and counting in. Begin with simple songs with a very small range, mi-so and then slightly wider. Sing a wide range of call and response songs, control vocal pitch and match pitch with accuracy. Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g. crescendo, decrescendo, pause).</p>	<b>Singing</b>	<p>Sing a widening range of unison songs of varying styles and structures with a pitch range of do-so, tunefully and with expression. Perform forte and piano, loud and soft. Perform actions confidently and in time to a range of action songs. Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. Sing rounds and partner songs in different time signatures (2, 3 and 4 time) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony.</p>	<p>Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance (including observing rhythm, phrasing, accurate pitching and appropriate style). Continue to sing three- and fourpart rounds or partner songs, and experiment with positioning singers randomly within the group – i.e. no longer in discrete parts – in order to develop greater listening skills, balance between parts and vocal independence. Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.</p>
<b>Listening</b>	<p>Children listen to call and response songs and know when to join in. Take part in soundscapes to listen to environmental sounds.</p>	<p>Pupils' have shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. Listening to recorded performances and experiencing live music making in and out of school.</p>	<b>Listening</b>	<p>Pupils' have shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. Listening to recorded performances and experiencing live music making in and out of school. Cross curricular links maximise opportunities for pupils to listen to a wide range of music.</p>	<p>Pupils' have shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. Listening to recorded performances and experiencing live music making in and out of school. Cross curricular links maximise opportunities for pupils to listen to a wide range of music..</p>



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<b>Composing</b>	Use body percussion to add musical sound effects to stories.	<p>Improvise simple vocal chants, using question and answer phrases.</p> <p>Create musical sound effects and short sequences of sounds in response to stimuli.</p> <p>Combine sounds to make a story, choosing and playing instruments or sound-makers.</p> <p>Understand the difference between creating a rhythm pattern and a pitch pattern.</p> <p>Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns.</p> <p>Use garage band, to capture, change and combine sounds.</p> <p>Recognise how graphic notation can represent created sounds.</p> <p>Explore and invent own symbols.</p>		<b>Improvising</b>	<p>Improvise (using voices, tuned and untuned percussion and instruments played in whole-class/ group/individual/instrumental teaching), inventing short 'on-the-spot' responses using a limited note-range.</p> <p>Structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end.</p> <p>Pupils should compose in response to different stimuli, e.g. stories, verse, images (paintings and photographs) and musical sources.</p> <p>Improvise on a limited range of pitches on the instrument they are now learning, making use of musical features including smooth (legato) and detached (staccato).</p>		<p>Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano).</p> <p>Create music with multiple sections that include repetition and contrast.</p> <p>Use chord changes as part of an improvised sequence.</p> <p>Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape.</p>	
<b>Pulse/beat</b>	Move body to the music and clap hands with a steady beat to known songs.	<p>Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</p> <p>Use body percussion, (e.g. clapping, tapping, walking) and classroom percussion (shakers, sticks and blocks, etc.), playing repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments (e.g. glockenspiels or chime bars) to maintain a steady</p>		<b>Composing</b>	<p>Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt. Sing and play these phrases as self-standing compositions.</p> <p>Arrange individual notation cards of known note values to create sequences of 2-, 3- or 4-beat</p>		<p>Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale and incorporate rhythmic variety.</p> <p>Play this melody on available tuned percussion and/or orchestral instruments.</p> <p>Notate this melody.</p> <p>Compose melodies made from pairs of phrases.</p> <p>Compose a ternary piece; use garage band to create and record it, discussing</p>	



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		<p>beat. Respond to the pulse in recorded/live music through movement and dance</p> <p>Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats.</p> <ul style="list-style-type: none"> <li>Identify the beat groupings in familiar music that they sing regularly and listen to.</li> </ul>			<p>phrases, arranged into bars.</p> <p>Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip.</p> <p>Introduce major and minor chords.</p> <p>Include instruments played in whole-class/ group/individual teaching to expand the scope and range of the sound palette available for composition work.</p>			<p>how musical contrasts are achieved.</p>
<b>Rhythm</b>	<p>Listen and respond to copycat rhythms.</p>	<p>Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion.</p> <p>Create rhythms using word phrases as a starting point.</p> <p>Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests.</p> <p>Create and perform their own chanted rhythm patterns with the same stick notation.</p>	<b>Instrumental Performance</b>	<p>Play and perform melodies following staff notation using a small range (e.g. Middle C–G/do–so) as a whole-class or in small groups.</p> <p>Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching. Identify static and moving parts.</p> <p>Copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A).</p>	<p>Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one staff.</p> <p>Understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards.</p> <p>Perform simple, chordal accompaniments to familiar songs.</p> <p>Play a melody following staff notation written on one staff and using notes within an octave range.</p> <p>Make decisions about dynamic range, including very loud, very quiet, moderately loud and moderately quiet.</p> <p>Accompany this same melody, and others, using block chords or a bass line.</p> <ul style="list-style-type: none"> <li>Engage with others through ensemble.</li> </ul>			



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<b>Pitch</b>	<p>Listen to sounds in the local school environment, comparing high and low sounds.</p> <p>Sing familiar songs in both low and high voices and talk about the difference in sound.</p>	<p>Listen to sounds in the local school environment, comparing high and low sounds.</p> <p>Sing familiar songs in both low and high voices and talk about the difference in sound.</p> <p>Sing short phrases independently within a singing game or short song.</p> <p>Respond independently to pitch changes heard in short melodic phrases, indicating with actions.</p> <p>Recognise dot notation.</p>		<b>Reading Notation</b>	<p>Understand the staff, lines and spaces, and clef.</p> <p>Use dot notation to show higher or lower pitch.</p> <p>Understand the differences between minims, crotchets, paired quavers and rests.</p> <p>Read and perform pitch notation within a defined range (e.g. C–G/do–so).</p> <p>Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.</p>			<p>Understand the differences between 2/4, 3/4 and 4/4 time signatures.</p> <p>Read and perform pitch notation within an octave.</p> <p>Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.</p> <p>Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests.</p> <p>Read and play confidently from rhythm notation cards and rhythmic scores in up to four parts that contain known rhythms and note durations.</p> <p>Read and play from notation a four-bar phrase, confidently identifying note Performing - Reading Notation names and durations.</p>