

Music Progression of Skills

EYFS

Expressive Arts and Design (Being Imaginative and Expressive)

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.

	Year 1/Year 2	Year 3/Year 4	Year 5/Year 6
Singing songs with control and using the voice expressively. 	- To find their singing voice and use their voices confidently. - Sing a melody accurately at their own pitch. - Sing with a sense of awareness of pulse and control of rhythm. - Recognise phrase lengths and know when to breathe. - Sing songs expressively. - Follow pitch movements with their hands and use high, low and middle voices. - Begin to sing with control of pitch (e.g. following the shape of the melody). - Sing with an awareness of other performers	- Sing with confidence using a wider vocal range. - Sing in tune. - Sing with awareness of pulse and control of rhythm. - Recognise simple structures. (Phrases). - Sing expressively with awareness and control at the expressive elements. E.g. timbre, tempo, dynamics. - Sing songs and create different vocal effects. - Understand how mouth shapes can affect voice sounds. - Internalise sounds by singing parts of a song 'in their heads.'	- Sing songs with increasing control of breathing, posture and sound projection. - Sing songs in tune and with an awareness of other parts. - Identify phrases through breathing in appropriate places. - Sing with expression and rehearse with others. - Sing a round in two parts and identify the melodic phrases and how they fit together. - Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice.
Listening, Memory and Movement. 	- Recall and remember short songs and sequences and patterns of sounds. - Respond physically when performing, composing and appraising music. - Identify different sound sources. - Identify well-defined musical features	- Identify melodic phrases and play them by ear. - Create sequences of movements in response to sounds. - Explore and chose different movements to describe animals. - Demonstrate the ability to recognise the use of structure and expressive elements through dance. - Identify phrases that could be used as an introduction, interlude and ending.	- Internalise short melodies and play these on pitched percussion (play by ear). - Create dances that reflect musical features. - Identify different moods and textures. - Identify how a mood is created by music and lyrics. - Listen to longer pieces of music and identify features.

Controlling pulse and rhythm 	• To explore different sound sources. • Make sounds and recognise how they can give a message. • Identify and name classroom instruments. • Create and chose sounds in response to a given stimulus. • Identify how sounds can be changed. • Change sounds to reflect different stimuli	• Identify ways sounds are used to accompany a song. • Analyse and comment on how sounds are used to create different moods. • Explore and perform different types of accompaniment. • Explore and select different melodic patterns. • Recognise and explore different combinations of pitch sounds	• Skills development for this element are to be found within 'Control of instruments' and 'Composition'.
Exploring sounds, melody and accompaniment. 	• To explore different sound sources. • Make sounds and recognise how they can give a message. • Identify and name classroom instruments. • Create and chose sounds in response to a given stimulus. • Identify how sounds can be changed. • Change sounds to reflect different stimuli	• Identify ways sounds are used to accompany a song. • Analyse and comment on how sounds are used to create different moods. • Explore and perform different types of accompaniment. • Explore and select different melodic patterns. • Recognise and explore different combinations of pitch sounds	• Skills development for this element are to be found within 'Control of instruments' and 'Composition'.
Control of Instruments 	• Play instruments in different ways and create sound effects. • Handle and play instruments with control. • Identify different groups of instruments.	• Identify melodic phrases and play them by ear. • Select instruments to describe visual images. • Choose instruments on the basis of internalised sounds	• Identify and control different ways percussion instruments make sounds. • Play accompaniments with control and accuracy. • Create different effects using combinations of pitched sounds. • Use ICT to change and manipulate sounds.
Composition 	• Contribute to the creation of a class composition. • Basic skills developments for composition in KS1 are to be found within 'Exploring sounds'.	• Create textures by combining sounds in different ways. • Create music that describes contrasting moods/emotions. • Improvise simple tunes based on the pentatonic scale. • Compose music in pairs and make improvements to their own work.	• Identify different starting points or composing music. • Explore, select combine and exploit a range of different sounds to compose a soundscape. • Write lyrics to a known song. • Compose a short song to own lyrics based on everyday phrases.

		• Create an accompaniment to a known song. • Create descriptive music in pairs or small groups	• Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition.
Reading and writing notation 	• Perform long and short sounds in response to symbols. • Create long and short sounds on instruments. • Play and sing phrase from dot notation. • Record their own ideas. • Make their own symbols as part of a class score.	• Perform using notation as a support. • Sing songs with staff notation as support.	
Performance skills 	• Perform together and follow instructions that combine the musical elements.	• Perform in different ways, exploring the way the performers are a musical resource. • Perform with awareness of different parts.	• Present performances effectively with awareness of audience, venue and occasion.
Evaluating and Appraising	• Choose sounds and instruments carefully and make improvements to their own and others' work	• Recognise how music can reflect different intentions.	• Improve their work through analysis, evaluation and comparison