

## Progression of Skills - Music

Music							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Composition	Experiment with making sounds (voice and percussion).	Improvised composition using sounds to represent a picture/scene/emotion.	Rehearsed composition using sounds to represent a picture/scene/emotion.	Basic rhythmic or melodic composition as a class or in groups.	Layered composition (e.g. rhythm and melody) as class or in groups.	Student-led ensemble in groups using tuned and/or untuned instruments.	Student-led ensemble in groups using tuned and/or untuned instruments to convey an emotion or message (lyrics could be used here).
Instruments	Explore and experiment with untuned and body percussion.	Experiment playing tuned/untuned percussion in groups starting to use different effects such as dynamics (loud, quiet)	Develop playing tuned/untuned percussion to create short rhythmic patterns and vary the tempo.	Select appropriate instruments for compositions and start to perform in groups for a specific audience. Begin to explore instruments from different cultures.	Develop skills to play tuned/untuned percussion instruments in groups and learn to recognise the importance of individual roles in an ensemble.	Start to take turns in leading and directing the group. Develop performing skills on both classroom instruments and individual instruments such as the clarinet or recorder	Understand and use the correct techniques for a range of tuned/untuned percussion. Continue to use individual instruments confidently.
Improvisation	Practise improvising using voice and untuned instruments/body percussion through copy-back and answer games, etc.	Create own improvised sound effects inspired by stories and poems using a range of untuned instruments and vocal sounds. Begin to experiment with different types of sound (e.g. loud/soft).	Continue to develop use of improvisation for singing and composition.	Begin to explore basic rhythmic patterns to compose a piece. Begin to practise and improvise compositions as a group to perform to a specific audience.	Begin to practise using expression in their singing and develop listening to improvise as a group.	Continue to use expression when singing in groups and individually. Perform in student-led ensemble groups using tuned or untuned instruments and improvise with rhythm and expression.	Perform in student-led ensemble groups using tuned or untuned instruments, developing melodic and rhythmic improvisational skills.
Singing	Start to sing simple songs, nursery rhymes and chants holding a melody line.	Begin to sing simple songs with expression explore creative ways in which the voice can be used.	Continue to sing songs expressively and creatively. Begin to show an awareness of pitch.	Hold a melody line with confidence showing control in their singing.	Begin to sing in parts, showing expression and an understanding of pitch.	Show confidence in part singing; sing with increasing control and expression individually and in groups.	Show an awareness of musical shaping in their singing; show fluency, expression and accuracy and begin to show a balancing of dynamics when singing in parts.

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Notation	Represent ideas, thoughts and feelings through pictorial representations of music.	Read and create own graphic scores using given graphics	Learn minims, crotchets and quavers through rhythmic word association.	Reading notated rhythms on a single line without word association.	Reading and writing notes A – C on a single line, progressing to A – E on two lines.	Reading and writing notes A – G on a three-line staff, incorporating bar lines and time signatures. Progress to a full staff.	Reading and writing notes middle C to top G on a treble clef staff, incorporating bar lines, time signatures and rests.
Structure	Sing songs with verse/chorus structure. Recognise repetition	Show awareness of structure – listen to and distinguish between a verse and chorus	Show awareness of structure – listen to and distinguish between a verse and chorus	Compose using given forms e.g. verse/chorus, A B A etc.	Compose using given forms e.g. verse/chorus, A B A etc.	Choose a suitable structure for a composition	Choose a suitable structure for a composition
Pitch	Sing and recognise high and low pitch	Read and write graphic representations of rising and falling pitch	Read and write graphic representations of rising and falling pitch	Compare high and low pitch in music	Read and write notes A to C progressing to A to E	Read and write notes A to G	Read and write middle C to top G
Rhythm	Move to rhythms e.g. skipping, marching	Clap/sing back rhythms and play rhythmic games	Play rhythms on tuned and untuned instruments	Read minims, crotchets, quavers and crotchet rests	Read and write minims, crotchets and quavers	Read and write minims, crotchets and quavers	Read and write minims, crotchets, quavers and rests
Timbre	Recognise that sounds are made in a variety of ways	Choose sounds to match pictures, scenes, stories, emotions etc.	Choose sounds to match pictures, scenes, stories, emotions etc.	Recognise the sounds of individual instruments	Recognise the sounds of individual instruments	Recognise the sounds of individual instruments playing in an ensemble and their contribution to the overall sound	Recognise the sounds of individual instruments playing in an ensemble and their contribution to the overall sound
Texture	Sing in unison	Sing in rounds. Play untuned instruments in unison	Sing in rounds. Play untuned instruments in unison	Sing and play untuned instruments together	Sing in parts. Play tuned instruments in unison	Play tuned and untuned instruments in two parts e.g. rhythmic and melodic lines	Play three-part ensembles e.g. rhythm, harmony and melody

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Dynamics	Play loud and soft sounds	Play sounds getting louder and getting softer	Listen to and identify loud and soft dynamics	Describe changes in dynamics	Introduce the terms and symbols for forte and piano	Introduce the terms and symbols for crescendo and diminuendo	Use and understand pp, p, mp/mf, f, ff, cresc. and dim.
Tempo	Move appropriately to music at different speeds e.g. running, crawling	Play untuned instruments at fast and slow tempos and moving between the two i.e. getting faster, getting slower	Describe music as fast or slow	Compare music using the terms faster or slower	Describe changes in tempo in music	Introduce musical language for tempo e.g. lento, allegro	Develop musical language for tempo e.g. andante, presto
Oracy	<p>To ask questions. Give a relevant answer when asked a question. Listen to a friend and respond with an appropriate comment. To take turns in a conversation with a friend, adult or working in a group. Look at the other person during a conversation.</p>	<p>To use vocabulary appropriate to the specific topic. To try out new words. To ask relevant questions when they haven't understood. To give reasons for their opinions. To disagree with someone else's opinion. Listens to others and changes their mind based on what they have heard. Organise a group discussion without adult support. To use the appropriate tone of voice in the right context. To speak clearly and confidently in a range of contexts.</p>	<p>To ask specific questions to find out more. To build on other people's ideas during discussions. Identify the audience and begin to target talk which might interest them. To be aware if others haven't spoken and invite them to join the discussion. To adapt speech to different situations e.g. when talking to an adult/ in assembly as oppose to when speaking to friends.</p>	<p>To be able to summarise a discussion. To reach a shared agreement during a discussion. Vary tone of voice in order to convey meaning, e.g. sad tone for a sad part of the story. Choose specialist language and vocabulary appropriately. Make precise language choices. Adapt the content of their speech for a specific audience. Speak confidently in front of an audience.</p>	<p>Empathise with the audience. To give evidence for their opinions. To ask probing questions. Consider the impact of their words on others when giving feedback. To use carefully considered words and phrases which matches the purpose of the talk.</p>	<p>Use an increasingly sophisticated range of sentence stems with fluency and accuracy. Draw on knowledge to support opinions and explore alternative points of view. Speak with passion about a topic which is important to them.</p>	<p>Spontaneously respond to increasingly complex questions citing evidence. To be able to read a room or group and act accordingly. To use humour effectively. Vary sentence structures and length for effect when speaking. Be comfortable using idiom and expressions. Consciously adapt tone, pace and volume of voice within a situation.</p>

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