



Music Skills Progression

Throughout all of these areas children should be given the opportunity to discuss and review their own and others work.
They should develop the ability to express thoughts and feelings about music and explore a range of great musicians/composers both current and through history.

Singing

Possible Singers: Justin Timberlake, American Authors, Bruno Mars, The Rembrandts, David Bowie, Whitney Houston, Rihanna, KT Tunstall, Elton John, Julie Andrews, The Beatles, S Club 7 (alongside well-known nursery rhymes & poetry).

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Using their voices to join in with well-known songs from memory.	Using their voices expressively to speak and chant.	Using their voices expressively when singing, including the use of basic dynamics (loud and quiet).	Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.	Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes.	Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.	Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.
Remembering and maintaining their role within a group performance.	Singing short songs from memory, maintaining the overall shape of the melody and keeping in time.	Singing short songs from memory, with melodic and rhythmic accuracy.	Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.		Perform a range of songs in school assemblies and in school performance opportunities.	Perform as part of a choir, with a sense of ensemble and performance in school assemblies, school performance opportunities and to a wider audience.
Participating in performances to a small audience.	Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.	Performing expressively using dynamics and timbre to alter sounds as appropriate.		Singing and playing in time with peers, with accuracy and awareness of		Performing a solo or taking a leadership

		<p>Singing back short melodic patterns by ear.</p>	<p>Perform as a choir in school assemblies.</p>	<p>their part in the group performance.</p> <p>Perform a range of songs in school assemblies.</p>		<p>role within a performance.</p> <p>Performing by following a conductor's cues and directions.</p>
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Performing

Possible Musicians: James Pierpont, Pharrell Williams, Randy Newman, The Kiboomers, Adele, Terry Gilkyson, ABBA, Take That

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Remembering and maintaining their role with a group performance.	Maintaining the pulse (play on the beat) using hands and tuned and untuned instruments or body percussion.	Copying longer rhythmic patterns on untuned percussion instruments keeping a steady pulse.	Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.	Singing and playing in time with peers, with accuracy and awareness of their part in the group performance.	Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.	Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group.
Moving to music with instruction to perform actions.	Copying back short rhythmic and melodic phrases on percussion instruments.	Playing short melodic patterns from letter notation.	Performing from basic staff notation, incorporating rhythm and pitch and be able to identify these symbols using musical terminology.	Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.	Performing with accuracy and fluency from graphic and simple staff notation.	Performing a solo or taking a leadership role within a performance.
Participating in performances to a small audience.	Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.	Play copycat rhythms, copying a leader.	Perform actions confidently and in time to a range of action songs.	Playing syncopated rhythms with accuracy, control and fluency.	Playing a simple chord progression with accuracy and fluency.	Performing with accuracy and fluency from graphic and staff notation and from their own notation.
Stopping and starting playing at the right time.					Develop the skill of playing by ear on tuned instruments, copying	

Tapping out simple repetitive rhymes.	Performing from graphic notation.			<p>Playing simple chord sequences (12 bar blues).</p> <p>Performing from basic staff notation, incorporating rhythm and pitch and identifying these symbols using musical terminology.</p> <p>Develop basic skills of a musical instrument over a sustained learning period.</p>	longer phrases and familiar melodies.	Performing by a following a conductor's cues and directions.
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Listening

Possible Musicians/Composers: Schubert, Mozart, Vivaldi, Bach, Beethoven, Holst, John Williams, Che Che Kule, Robert Lopez, Ella Fitzgerald, Punjabi MC, Buddy Holly, Elvis Presley, The Bangles, Darude

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Responding to music through movement, altering movement to reflect the tempo, dynamics or pitch of the music.	Recognising and understanding the difference between pulse and rhythm.	Recognising timbre changes in music they listen to.	Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Battle Songs, Ballads, Jazz).	Recognising the use and development of motifs in music.	Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary, and explaining how these have developed over time (South African, West African, Musical Theatre, Dance Remix, Classical).	Discussing musical eras in content, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.
Expressing their response to different music and lyrics.	Recognising basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower).	Recognising structural features in music they listen to.	Understanding that music from different parts of the world, and different times, have different features.	Identifying gradual dynamic and tempo changes within a piece of music.	Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.	Recognising and confidently discussing the stylistic features of music and relating it to other aspects
Exploring lyrics by suggesting appropriate actions.	Describing the character, mood, or 'story' of music they listen to, both verbally and through movement.	Listening to and recognising instrumentation.	Understanding that music from different parts of the world, and different times, have different features.	Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Samba, Rock and Roll, Blues).		
		Beginning to use musical vocabulary to describe music.	Recognising and explaining the changes within a piece of music	Identifying common features between different genres, styles and traditions of music.		
		Identifying melodies that move in steps.				
		Identifying melodies that move in steps.				

<p>Exploring the story behind the lyrics or music.</p> <p>Listening to and following a beat using body percussion and instruments.</p> <p>Considering whether a piece of music has a fast, moderate or slow tempo.</p> <p>Listening to sounds and matching to the object or instrument.</p> <p>Listening to sounds and identifying</p>	<p>Describing the differences between two pieces of music.</p> <p>Expressing a basic opinion about music (like/dislike).</p> <p>Listening to repeating short, simple rhythmic patterns.</p> <p>Listening and responding to other performers by playing as part of a group.</p>	<p>Listening to and repeating a short, simple melody by ear.</p> <p>Suggesting improvements to their own and others' work.</p>	<p>using musical vocabulary.</p> <p>Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.</p> <p>Beginning to show an awareness of metre.</p> <p>Recognising and beginning to discuss changes within a piece of music.</p> <p>Beginning to use musical vocabulary (related to the inter-related dimensions of music) when</p>	<p>Recognising, naming and explaining the effect of the interrelated dimensions of music.</p> <p>Identifying scaled dynamics (crescendo/decrescendo) within a piece of music.</p> <p>Using musical vocabulary to discuss the purpose of a piece of music.</p> <p>Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.</p>	<p>Comparing, discussing and evaluating music using detailed musical vocabulary.</p> <p>Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.</p>	<p>of the Arts (pop art, film music).</p> <p>Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.</p> <p>Identifying the way that features of a song can complement one another to create a coherent overall effect.</p> <p>Use musical vocabulary correctly when describing and</p>
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<p>high and low pitch.</p> <p>Listening to and repeating simple lyrics.</p> <p>Understanding that different instruments make different sounds and grouping them accordingly.</p>			<p>discussing improvements to their own and others' work.</p>			<p>evaluating the features of a piece of music.</p> <p>Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.</p> <p>Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.</p>
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Composing

Possible Composers: Kno Piano Music, Mozart, Vivaldi, Bach, Beethoven, Auckland Symphony Orchestra, Camille Saint-Saens, Jens Nielsen, John Williams, Berlioz, Elton John.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Playing untuned percussion 'in time' with a piece of music.	Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.	Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea of character.	Composing a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing).	Composing a coherent piece of music in a given style with voices, bodies and instruments.	Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama).	Improvising coherently and creatively within a given style, incorporating given features.
Selecting classroom objects to use as instruments.	Combining instrumental and vocal sounds within a given structure.	Successfully combining and layering several instrumental and vocal patterns within a given structure.	Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).	Beginning to improvise musically within a given style (Blues).	Improvising coherently within a given style.	Composing a multi-layered piece of music from a given stimulus with voices, bodies and instruments.
Experimenting with body percussion and vocal sounds to respond to music.	Creating simple melodies using a few notes.	Creating simple melodies from 5 or more notes.	Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and	Developing melodies using rhythmic variation, transposition, inversion and looping.	Combining rhythmic patterns (ostinato) into a multi-layered compositing using all the inter-related dimensions of music to add musical interest.	Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure.
Selecting appropriate	Choosing dynamics, tempo and timbre for a piece of music.	Choosing appropriate		Creating a piece of music with at least four different layers and a clear structure.	Using staff notation to record rhythms and melodies.	

<p>instruments to represent action and mood.</p> <p>Experimenting with playing instruments in different ways.</p>	<p>Creating a simple graphic score to represent a composition.</p> <p>Beginning to make improvements to their work as suggested by the teacher.</p> <p>Understanding the difference between creating a rhythm pattern and a pitch pattern.</p> <p>Using music technology, if available, to capture, change and combine sounds.</p> <p>.</p>	<p>dynamics, tempo and timbre for a piece of music.</p> <p>Using letter name and graphic notation to represent the details of their composition.</p> <p>Beginning to suggest improvements to their own work.</p> <p>Using graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.</p> <p>Using music technology, if available, to capture, change and combine sounds.</p>	<p>record their compositions.</p> <p>Suggesting and implementing improvements to their own work using musical vocabulary.</p> <p>Becoming more skilled at improvising, inventing short 'on-the-spot' responses using a limited note-range.</p>	<p>Using letter name, graphic and rhythmic notation and key musical vocabulary to label and record their compositions.</p> <p>Suggesting improvements to others' work, using musical vocabulary.</p>	<p>Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.</p> <p>Suggesting and demonstrating improvements to own and others' work.</p>	<p>Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.</p> <p>Recording own composition using appropriate forms of notation and/or technology and incorporating.</p> <p>Constructively critique their own and others' work using musical vocabulary.</p>
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Reading Notation

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Recognise how graphic notation can represent created sounds.</p> <p>Explore and invent own symbols.</p>	<p>Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.</p>	<p>Introducing the stave, lines and spaces and clef.</p> <p>Using dot notation to show higher or lower pitch.</p> <p>Introducing/understanding the difference between crotchets and paired quavers.</p>	<p>Arranging individual notation cards of known note values (minim, crotchet, crotchet rest and paired quavers) to create sequences of 2, 3 or 4-beat phrases arranged into bars.</p> <p>Introducing/understanding the difference between minims, crotchets, paired quavers and rests.</p> <p>Reading and performing pitch notation within a defined range.</p> <p>Capture and record creative ideas using any of: graphic symbols, rhythm notation and time</p>	<p>Further understanding the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.</p> <p>Understanding the differences between 2/4, 3/4 and 4/4 time signatures.</p> <p>Reading and performing pitch notation within an octave.</p> <p>Reading and playing short rhythmic phrases at sight from prepared</p>	<p>Playing a melody following staff notation written on one stave and using notes within an octave range.</p> <p>Further understanding the differences between semibreves, minims, crotchets, quavers and semiquavers and their equivalent rests.</p> <p>Further developing the skills to read and perform pitch</p>

				<p>signatures, staff notation and technology.</p>	<p>cards, using conventional symbols for known rhythms and note durations.</p> <p>Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation and technology.</p>	<p>notation within an octave.</p> <p>Reading and playing confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations.</p> <p>Reading and playing from notation a four-bar phrase, confidently identifying note names and durations.</p>
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