



Broad - Balanced-Enriching
Music - Skills Progression



	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Singing	Begin to build a repertoire of songs.	Sing simple songs, chants and rhymes from memory.	Sing songs with increasing vocal control and accurate pitch.	Sing a wide range of unison songs of varying styles and structures.	Perform with control over voice and awareness of others, taking direction from a conductor.	Sing a broad range of songs with a sense of ensemble and performance.	Sing a broad range of songs, including those that involve syncopated rhythms .
	Sing to self and make up songs.	Follow instructions on how to sing.	Know the meaning of dynamics and tempo and be able to demonstrate these when singing by responding to the leader's directions and visual symbols.	Sing tunefully and with expression,	Sing rounds and partner songs in different time signatures (2, 3 and 4 time)	Sing with accurate pitching and appropriate style .	Observe rhythm, phrasing, accurate pitching and appropriate style when singing,
	Sing a few familiar songs.	Imitate changes in pitch . Sing in high and low voices and talk about the difference in sound.	Sing short phrases independently within a singing game or short song.	Perform loud and soft Perform actions confidently and in time to a range of action songs . Pronounce the words within a song clearly.	Sing a simple second part to introduce vocal harmony .	Sing three-part rounds, partner songs and songs with a verse and chorus .	Sing Three and four-part rounds and partner songs. Experiment with positioning singers randomly i.e. no longer in discrete parts, to develop greater listening skills, balance between parts and vocal independence.
Listening	To explore the different sounds of instruments.	Identify the beat (pulse) of a tune.	Identify the beat (pulse) of a tune.	Use the terms: pitch, pulse, dynamics, rhythm confidently.	Use the terms: pitch, pulse, dynamics, rhythm, timbre, tempo confidently when describing a piece of music.	Identify and describe the sound of instruments within a piece of music, referring to the inter-related dimensions.	Describe how lyrics often reflect the cultural context of music and have social meaning.
	Tap out simple rhythms .	Recognise changes in pitch .	Copy and also create rhythms for others to copy using names, colours, animals or other words.	Begin to recognise and describe changes in tempo and timbre .	Recognise the style of music and important musical features of the style.	Identify 2/4, 3/4, 6/8 and 5/4 metre.	Understand what a musical outro is and its purpose.
	Explore how sounds can be changed.	Listen to rhythms and clap them back. Begin to identify some instruments by the sound that they make.	Recognise changes in pitch and dynamics . Identify more instruments by the sound that they make. Discuss how songs make you and others feel.	Identify more instruments by the sound that they make. Begin to think about what the words of a song mean.	Identify 2/4, 3/4 and 4/4 metre. Describe the texture and structure of a piece of music. Identify and describe instruments within a piece of music. Understand what a musical introduction is and its purpose. Identify major and minor tonality.	Identify 2/4, 3/4 and 4/4 metre. Describe the style of music and important musical features of the style. Compare two songs in the same style. Think about the message of a song.	Identify and describe the sound of instruments within a piece of music, referring to the inter-related dimensions

Performing

Capture experiences and responses with a range of media, including music.

Follow instructions on how to play an instrument.

Play a musical part in time with a **steady pulse**.

Listen to and follow musical instructions from a leader (**conductor**)

Perform as a choir in school assemblies.

Play tuned percussion or a melodic instrument following **staff notation** using up to three notes as a whole class or in small groups.

Copy stepwise melodic phrases with accuracy at different speeds; fast and slow

Play and sing with an awareness of the **pulse**.

Perform a range of songs in school assemblies.

Read and perform **staff notation** using up to 5 notes.

Develop the basic skills of a selected instrument over a sustained learning period.

Play and perform melodies following **staff notation** using a small range of notes as a whole class or small groups.

Perform in two or more parts (e.g. **melody** and **accompaniment** or a **duet**).

Experience **leading / conducting** the playing of music.

Perform solos or as part of an ensemble.

Perform a range of songs in school assemblies and in school performance opportunities.

Communicate the words of a song effectively to convey meaning.

Sing or play following **staff notation** written on one **stave** with confidence

Discuss what went well about a performance and what could have been better.

Lead a performance section.

Perform with controlled breathing (voice) and skilful playing (instrument)

Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.

Play a melody following **staff notation** written on one **stave**. Make decisions about **dynamic range** including *ff*, *pp*, *mf* and *mp*.

Make up simple rhythms.

Represent their own ideas, thoughts and feelings through music.

Whole Class

Create musical sound effects and short sequences of sounds in response to a stimulus (e.g. **rainstorm** or **train journey**)

Understand the difference between creating a **rhythm** pattern and a **pitch** pattern.

Recognise how **graphic notation** can represent created sounds.

Explore and invent own **symbols**.

Improvisation
Improvise simple vocal chants using **question** and **answer** phrases.

Whole Class

Create music in response to a non-musical stimulus (e.g. car race, storm, rocket launch)

Create short, **pitch** patterns up to three notes.

Create short, **rhythm** patterns and represent with **rhythmic notation** including **crotchets**, **minims** and **crotchet rests**.

Use **symbols** to keep a record of composed pieces.

Improvisation
Work with a partner to **improvise** simple **question** and **answer** phrases played on **untuned** percussion.

Small groups

Compose in response to different stimuli (e.g. stories, poetry, images)

Compose music that has a beginning, middle and an end.

Help to plan and create at least one simple melody using three notes, using **rhythmic notation**.

Begin to combine **rhythmic notation** with letter names.

Compose song accompaniments on untuned percussion using known rhythms and **note values**. (**crotchets**, **minims** and **crotchet rests**)

Make musical decisions about pulse, rhythm, pitch, dynamics and tempo.

Improvisation
Improvise using voices, **tuned** and **untuned** percussion using up to three notes.

Small groups

Compose music to create a specific mood, for example creating music to accompany a short film clip.

Combine **rhythmic notation** with letter names to create short phrases (5 notes).

Create sequences of 2, 3 and 4 beat phrases using known note values (**minim**, **crotchet**, **crotchet rest** and **paired quavers**).

Include smooth and detached sounds within compositions.

Use **rhythmic notation** combined with letter names to capture and record compositions.

Improvisation
Improvise using voices, **tuned** and **untuned** percussion using up to three notes.

Small groups or pairs

Compose to evoke a specific atmosphere, mood or environment or to accompany a silent film or a scene in a book.

Work in pairs to compose a short **ternary** piece. (A - B - A)

Create simple melodies using up to 5 notes and simple rhythmic patterns that work with the style of the song.

Experiment with a wider range of **dynamics**.

Record the composition using **time signatures**, **staff notation** or **technology**.

Improvisation
Improvise with rhythm, using voice and instruments (up to three notes)

Improvise freely over a **drone** or **groove** using tuned percussion and melodic instruments.

Plan and compose an 8 or 16 beat melodic phrase using the **pentatonic scale** (C D E G A) and use notation to record.

Compose a **ternary** piece; using music software apps to create and record it.

Improvisation
Use chord changes as part of an improvised sequence.

Extend improvised melodies beyond 8 beats over a fixed **drone** or **groove**.

Composing

Musicianship

Walk, move or clap a steady **beat**, changing the speed of the beat as the speed (**tempo**) of the music changes.

Use **body percussion** and **class percussion** to play repeated rhythm patterns. Use **tuned instruments** to play pitched patterns while maintaining a steady **beat**.

Perform word-pattern chants; create, retain and perform own rhythm chants.

Explore percussion sounds to enhance story telling.

Follow pictures and **symbols** to guide singing and playing. E.g. 4 dots = 4 taps on a drum.

Mark the **beat** of a piece of music by tapping or clapping, and respond to changes in tempo.

Respond independently to pitch changes heard in short **melodic phrases**, indication with actions (stand up / sit down, hands high- hands low)

Begin to recognise and understand the symbols for a **minim, crotchet and crotchet rest**.

Introduce the **stave, lines and spaces, and clef**.

Begin to recognise the notes EGBDF and FACE on the **musical stave**.

Confidently recognise and understand the symbols for a **minim, crotchet and rests** and say how many beats they represent.

Confidently read the notes EGBDF and FACE on the **musical stave**.

Recognise and understand the symbols for a **minim, crotchet, paired quavers and rests** and say how many beats they represent.

Understand the differences between **crotchets** and **paired quavers**.

Follow simple **rhythmic scores** to a steady beat, maintain individual parts accurately within the rhythmic **texture**.

Further understand the symbols for **semibreves, minims, crotchets, crotchet rests, paired quavers and semiquavers** and say how many beats they represent.

Understand the difference between 2/4, 3/4 and 4/4 **time signatures**.

Read and perform pitch notation within an octave.

Read and play short rhythmic phrases at sight, using conventional symbols for known note durations.

Further understand the symbols for **semibreves, minims, crotchets, crotchet rests, paired quavers and semiquavers** and their equivalent rests, and say how many beats they represent.

Further develop the skills to read and perform pitch notation within an octave.

Read and play confidently from rhythmic scores in up to 4 parts that contain known note durations.

Read and play from notation a four-bar phrase, identifying note names and durations.

Vocabulary

Music	Pulse Pitch	<u>Previous Year's plus...</u> Dynamics	<u>Previous Year's plus...</u> Tempo	<u>Previous Year's plus...</u> Texture	<u>Previous Year's plus...</u> Style	<u>Previous Year's plus...</u> Phrasing
Sound	Rhythm Genre	Tempo Pause	Timbre Staff notation	Structure Introduction	Ensemble Drone	Phrase
Song	Instrument Tuned	<u>Rhythmic notation</u> Crotchet	Stave Lines	Time Signature Harmony	Groove Semibreve	
Instrument	Untuned Body percussion	Crotchet Minim	Spaces Clef	Melody Accompaniment	Semiquaver	
Nursery Rhyme		Rest Conductor	Unison Lyrics	Paired quavers		
Action Song						
Beat						

