

Music

Skills Progression



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Composition KS1- experiment with, create, select and combine sounds using the inter-related dimensions of music. KS2- improvise and compose music for a range of purposes using the inter-related dimensions of music	Experimenting making sounds using a variety of instruments and everyday objects.	Explore the different sounds that objects and instruments make. Combine sounds using objects, instruments and voice. Make sounds to match a picture.	Combine sounds from instruments with sound of voice for effect. Experimenting with using different tones, pitches and rhythms to create a piece of music.	create simple question and answer musical phrases. These should be composed using musical tuned and untuned instruments. Write down a musical score using notes, dot, dashes and other informal pictures or symbols. Improvise a short sequence in response to an image.	Create a short score for different instruments and write them down. Be able to make compositional decisions about a score such as the pitch, tone and dynamics.	Layer sound with voice and instruments using various melodies, rhythms, pitches and tone to create a score. Improvise in response to a beat using various instruments or voice. Improvisation should be creative and include a range of rhythms, beats and dynamics (loud/quiet, short/long sounds).	Create a musical score ready for a performance. This should include written notes (separate lines for each instrument and voice). This should be rehearsed and time set aside for adjustments.

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Listening KS1 – Listen with concentration and understanding to a range of high-quality live and recorded music KS2- listen with attention to detail and recall sounds with increasing aural memory	Listen to a variety of rhymes. Be able to recall if the music was loud/quiet and fast/slow.	Listen to a range of short pieces of music. Confidently identify which parts of the music are fast/slow, loud/quiet.	Listen to a range of music including country and pop. Begin to identify some instruments being played. Hum/clap parts back to the class.	Watch classical concerts. Listen to a range of music including, classical, folk and musicals. Identify instruments being played.	Watch classical concerts. Listen to a range of music including, classical, folk, jazz and musicals. Describe how different instruments are used to evoke certain emotions and create effects. Recall some composers/musicians.	Watch classical concerts. Listen to a range of music including, classical, folk, jazz, country, pop and musicals. Recall composers/musicians and name the genre of music they play.	Watch classical concerts. Listen to a range of music including, classical, folk, jazz, country, pop and musicals. Identify which genre of music is being played and name the features of that genre of music.

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Music appreciation KS1- listen with concentration and understanding to a range of high-quality live and recorded music KS2- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	Listen and respond to a range of familiar rhymes and chants.	Listen to a range of music from different genres and give a detailed response about the music.	Listen and respond to live and recorded music that tells a story. Children can respond through movement, playing an instrument or using their voice.	Listen and respond to music around a set theme. Children can respond using their voice and instruments. Music to be recorded using simple symbols and notations and performed.	Explore different genres of music. Make comparisons between the dynamics, pitch, tone and vocals. Evaluate different pieces of music using a range of key vocabulary.	Listen to various live and recorded music. Explore elements of the music in more detail. Focus on the rhythms, pitch, tempo, harmony and texture. Make conclusions about pieces of music using key vocabulary.	Explore motifs within music. Compare and contrast different motifs in music. Listen to a range of music and compare feelings. How is emotion evoked differently in different genres of music?

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Notation KS1- experiment with, create, select and combine sounds using the inter-related dimensions of music. KS2- use and understand staff and other musical notations	Draw simple symbols to represent sounds.	Understand how music is written and read. Practise writing some of the symbols used to represent notes.	Introduce and understand a stave/staff and how it is used in music. Introduce and draw music notes (crotchet, minim and semibreve).	Introduce and understand what a rest is and how it is used. Match word chants to rhythms, understanding how each syllable can match a sound.	Explore symbols that are used in music to let musicians know how fast/slow/loud and quiet they should play an instrument. Try writing some of these down with a few notes and playing on a tuned and untuned instrument.	Introduce how a time signature is used and write a score using a time signature and a variety of notes and notation symbols. This can then be performed.	Compose a piece of music using a variety of staves, time signatures, rests and dynamics markings. Read and play with increasing confidence.

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Performance KS1- experiment with, create, select and combine sounds using the inter-related dimensions of music. KS1- Play tuned and untuned instruments musically. KS2- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Perform a couple of notes on an instrument as part of a group. Sing a short known rhyme as part of a group.	Perform a short rhythm and rhyme on an instrument as part of a group. Children to perform using instruments from the same group.	Perform as a group using a range of tuned and untuned instruments. Perform a group song with a range of dynamics, tone and pitch.	Perform a group piece that includes some solo moments. There should be a range of dynamics, tones and pitches. Introduced breath control when playing/singing to help play/sing to the end of the phrases.	Perform as a group or as a soloist. Instruments should be played fluently and now include rests. Children should be recognising dynamic markings 'f' and 'p'. Perform songs with good projection and expression. Children should be standing correctly and maintaining eye contact with the audience.	Perform with awareness of others. Children will play with contrasting dynamics and some will play continuously, whilst others will stop/ start. Children must listen throughout and be able to follow a conductor. Perform a song with a range of harmonies and rounds during a school assembly or to a large group of people.	Perform a short concert to a group of people. Concert to include more than one song played with accurate tone, pitch and notation. Include solos and duets. Songs to be performed with emotion and style. Perform as part of the ensemble as well as either a soloist or duet.

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Pulse and Rhythm KS1- experiment with, create, select and combine sounds using the inter-related dimensions of music. KS2- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Listening to and repeating short rhythms up to 8 counts by clapping.	Introduce the difference between pulse and rhythm. Stamp, clap, walk or move to simple repeating rhythms.	Play different pulses and rhythms. Children should now be able to identify the difference between pulse and rhythm.	Introduced bars and time signature. Children to be able to recognise and play 2/4, 4/4 and ¾ rhythms. Children should count, clap and play different pulses and rhythms.	Play a range of different rhythms and have knowledge of their official names. Explore patterns in music and play as part of a group and as a solo.	Children are to use a range of rhythms and techniques (dynamics, tone and pitch) to create a piece of music.	Children to use bar lines to write a piece of music. Music to include a range of rhythms and pulse. Include notes of varying length and use technique such as tone and dynamic to add depth to the piece. Children should identify rhythms that compliment each other as well as contrasting rhythms that set the tone of a piece.

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Significant People KS1- listen with concentration and understanding to a range of high-quality live and recorded music KS2- develop an understanding of the history of music.	Be aware of some composers	Describe a composer and some key details about their life and music.	Describe different composers and their lives. Compare the differences in their music, style, instruments and country.	Focus on romantic music era and the composers that create music within this era. Look at the style of the music and how the music was used to evoke feelings.	Focus on popular musicians from the late 20 th century. Look at how fashion, culture and technology influenced composers at this time.	Focus on the Baroque period of music. Describe the lives and music on famous composers during the Baroque period.	Focus on classical composers. Describe the lives and music on famous classical composers.

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Singing KS1- use their voices expressively and creatively by singing songs and speaking chants and rhymes KS2- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Sing known nursery rhymes as part of a group or on their own. Children should sing along with the track and begin to sing parts on their own.	Sing known nursery rhymes and chants with a backing track as part of a group or on their own. Songs should be sung with clarity. Children should begin to develop a range of tones and pitches.	To sing simple songs, rhymes and chants with clarity. Singing as part of a group or solo. Children should be developing accuracy with pitch and tone.	Sing a range of songs from different genres as part of a group/solo. Children to use dynamics when singing (fast/slow, loud/quiet) to give shape to their song.	To be able to sing following a conductor as part of a group/solo. Sing solo with good timing, pitch and notation. Learn a song for an audience.	Introduce harmonies and rounds to familiar songs as part of a group. Continue to extend music repertoire by singing songs from a range of genres. Sing an ensemble song for a large group of people.	Sing a range of songs with different rhythms, pitches, emotions and tones. Create a performance where children sing as part of an ensemble with harmonies as either as a soloist or as a duet.