**Progression in Skills – Music EYFS and KS1**

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|  | **Reception** | **Year 1** | **Year 2** |
| **Use voice expressively and creatively** | **30-50 months**• Enjoys joining in with dancing and ring games.(EUM&M)• Sings a few familiar songs. (EUM&M)• Beginning to move rhythmically. (EUM&M)• Imitates movement in response to music. (EUM&M)• Taps out simple repeated rhythms. (EUM&M)• Explores and learns how sounds can be changed. (EUM&M)• Uses movement to express feelings.(BI)• Creates movement in response to music.(BI)• Sings to self and makes up simple songs.(BI)• Makes up rhythms.(BI)**40-60 months**• Begins to build a repertoire of songs and dances.(EUM&M)• Explores the different sounds of instruments.(EUM&M)• Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.(BI)**ELG**Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.(EUM&)They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.(BI) | * Explore the use of the voice in different ways such as speaking, singing and chanting.
* Discover how the voice can produce rhythm and pulse, high and low (pitch) to create different effects.
* Find out how to sing with expression, confidence and creativity to an audience.
 | * Sing with a sense of the shape of a melody.
* To represent sounds with symbols.
* To improvise in making sounds with the voice.
* Perform songs using creativity and expression and create dramatic effect.
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| **Play tuned and unturned instruments** | * Play instruments showing an awareness of others.
* Repeat and investigate simple beats and rhythms.
* Learn to play sounds linking with symbols.
* Understand how to play an instrument with care and attention.
 | * Perform simple patterns and accompaniments keeping to a steady pulse.
* Recognise and explore how sounds can be organised.
* Respond to starting points that have been given
* Understand how to control playing a musical instrument so that they sound, as they should.
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| **Listen with concentration and understanding** | * Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.).
* Reflect on music and say how it makes people feel, act and move.
* Respond to different composers and discuss different genres of music.
 | * Notice how music can be used to create different moods and effects and to communicate ideas.
* Listen and understand how to improve own composition.
* Sort composers in to different genres and instruments in to different types.
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| **Experiment with, create, select and combine sounds** | * Create a sequence of long and short sounds with help, including clapping longer rhythms.
* Investigate making sounds that are very different (loud and quiet, high and low etc.).
* Explore own ideas and change as desired
 | * Choose carefully and order sounds in a beginning, middle and end.
* Use sounds to achieve an effect. (including use of ICT)
* Create short musical patterns.
* Investigate long and short sounds
* Explore changes in pitch to communicate an idea.
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**Progression in Skills – Music KS2**

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|  | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Play and Perform** | * Sing in tune.
* Perform simple melodic and rhythmic parts.
* Improvise repeated patterns.
* Begin to understand the importance of pronouncing the words in a song well.
* Start to show control in voice.
* Perform with confidence.
 | * Sing in tune with awareness of others.
* Perform simple melodic and rhythmic parts with awareness of others.
* Improvise repeated patterns growing in sophistication.
* Sing songs from memory with accurate pitch.
* Maintain a simple part within a group.
* Understand the importance of pronouncing the words in a song well.
* Show control in voice.
* Play notes on instruments with care so they sound clear.
* Perform with control and awareness of what others in the group are singing or playing
 | * Create songs with an understanding of the relationship between lyrics and melody.
* Whilst performing by ear and from notations, I maintain my own parts with awareness of how the different parts fit together and the need to achieve an overall effect.
* Breathe well and pronounce words, change pitch and show control in singing.
* Perform songs with an awareness of the meaning of the words.
* Hold a part in a round.
* Perform songs in a way that reflects there meaning and the occasion.
* Sustain a drone or melodic ostinato to accompany singing.
* Play an accompaniment on an instrument (e.g. glockenspiel, bass drum)
 | * Perform significant parts from memory and from notations with awareness of my own contribution.
* Refine and improve my own work.
* Sing or play from memory with confidence, expressively and in tune.
* Perform alone and in a group, displaying a variety of techniques.
* Take turns to lead a group.
* Sing a harmony part confidently and accurately**.**
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| **Improvise and compose** | * Compose music that combines musical elements. Carefully choose sounds to achieve an effect.
* Order sounds to help create an effect.
* Create short musical patterns with long and short sequences and rhythmic phrases.
 | * Compose music that combines several layers of sound.
* Awareness of the effect of several layers of sound.
* compose and perform melodies and songs. (Including using ICT).
* Use sound to create abstract effects.
* Recognise and create repeated patterns with a range of instruments.
* Create accompaniments for tunes.
* Carefully choose order, combine and control sounds with awareness of their combined effect.
 | * Use the venue and sense of occasion to
* create performances that are well
* appreciated by the audience.
* Compose by developing ideas within musical structures.
* Improvise melodic and rhythmic phases as part of a group performance.
* Improvise within a group.
 | * Improvise melodic and rhythmic material within given structures.
* Show thoughtfulness in selecting sounds and structures to convey an idea.
* Create my own musical patterns.
* Use a variety of different musical devices including melody, rhythms, and chords.
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| **Listen with attention to detail and recall sounds** | * Notice and explore the way sounds can be combined and used expressively
* Listen to different types of composers and musicians.
 | * To notice, analyse and explore the way sounds can be combined and used expressively.
* To comment on musicians use of technique to create effect.
 | * Notice and explore the relationship between sounds.
* Notice and explore how music reflects different intentions.
 | * Notice, comment on and compare the use of musical devises.
* Notice, comment on and compare the relationship between sounds.
* Notice, comment on, compare and explore how music reflects different intentions.
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| **Use and understand staff and other musical notation.** | NA | * Learn to read music during glockenspiel lessons.
* Use Staff and musical notation when composing work.
* Know how many beats in a minim, crotchet and semibreve and I recognise their symbols.
* Know the symbol for a rest in music, and use silence for effect in my music
 | * Know and use standard musical notation of crotchet, minim and semibreve. To indicate how many beats to play.
* Read the musical stave and can work out the notes, EGBDF and FACE.
* Draw a treble clef at the correct position on the stave.
 | * Use of a variety of notation when performing and composing.
* Compose music for different occasions appropriate musical devises.
* Quickly read notes and know how many beats they represent.
* Use a range of words to help describe music. (e.g. pitch, duration, dynamics, tempo, timbre, texture, and silence).
* Describe music using musical words and use this to identify strengths and weaknesses in music.
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| **Appreciate and understand a wide range of live and recorded music.** | * Begin to recognise and identify instruments being played.
* Comment on likes and dislikes.
* Recognise how musical elements can be used together to compose music.
 | * Begin to recognise and identify instruments and numbers of instruments and voices being played.
* Compare music and express growing tastes in music.
* Explain how musical elements can be used together to compose music.
 | * Compare and evaluate different kinds of music using appropriate musical vocabulary.
* Explain and evaluate how musical elements, features and styles can be used together to compose music.
 | * Analyse and compare musical features choosing appropriate musical vocabulary.
* Explain and evaluate how musical elements, features and styles can be used together to compose music
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| **Develop an understanding of the history of music.** | * Describe the different purposes of music throughout history and in other cultures.
* Understand that the sense of occasion affects the performance.
 | * Understand that the sense of occasion affects the performance.
* Combine sounds expressively
 | * Understand the different cultural meanings and purposes of music, including contemporary culture.
* Use different venues and occasions to vary my performances.
 | * Notice and explore how music reflects time, place and culture.
* Understand and express opinions on the different cultural meanings and purposes of music, including contemporary cultural
* Use different venues and occasions to vary my performances.
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