**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. |
| **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. |
| **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. |
| **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. |

**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**.** |
| **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. |
| **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. |
| **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. |
| **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 |
| **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. |