



Progression of skills in Music

National Curriculum Statements:

Key stage 1

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

Key stage 2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

	Vocabulary/listening and appraising	Singing and Playing	Composing and Improvising	Practicing and performing
EYFS	<p><u>Children should begin to develop awareness and understanding of the following interrelated dimensions of music:</u></p> <p>Pulse, dynamics</p> <p>With support, children can find pulse of the song using body percussion e.g. group clapping, tapping</p> <p>To learn the names of a variety of instruments and begin to distinguish between sounds</p> <p>In their own words, children will begin to express if they like or dislike a song and describe how it makes them feel.</p> <p>To recognise and begin to describe changes in pitch.</p>	<p>To participate in call-and-response songs whilst developing an understanding of timings, pulse and rhythm.</p> <p>To sing with other children, developing an understanding of matching pitch with others.</p> <p>To echo (e.g. using call and response) short, rhythmic patterns using an untuned instrument.</p> <p>To begin singing with an awareness of dynamics (e.g. lowering voice during specific sections of a piece of music)</p> <p>To learn by heart a variety of nursery rhymes and lullabies.</p>	<p>To improvise using body percussion or an untuned instrument to tell a story or represent an emotion.</p> <p>To begin composing short musical patterns using body percussion or an untuned instrument.</p>	<p>To perform a variety of short, repetitive songs (such as nursery rhymes) as a group</p> <p>To perform actions to accompany a song, developing an understanding of timings.</p>

Year 1

Children should develop a secure understanding of the following interrelated dimensions of music:
Pulse, dynamics

Identify simple patterns in music including melodies and beats.

To begin independently finding the pulse of the song by clapping, tapping etc

Represent and associate musical sounds with shapes and marks.

Begin describing musical sounds using vocabulary such as "loud", "quiet" etc.

Describe how a song makes you feel using adjectives.

Listen to familiar short, simple pieces of music and discuss where they might hear it (lullabies, nursery etc)

Listen to longer pieces of music and express their opinion about it.

To use and manipulate voice in different ways with awareness, including speaking, chanting and singing

To sing along to a simple melody, i.e. a chant.

To play an instrument with respect whilst following the leader/composers instructions.

Develop an understanding of the importance of warming up and begin using correct singing position.

To choose and create sounds using tuned and untuned instruments and to become aware of the different sounds an instrument can make.

To begin composing simple melodies and rhythms using tuned and untuned instruments.

To experiment with instruments, developing an awareness of different sounds between tuned and untuned instruments.

To be aware of others when performing in unison, including singing and making sounds.

To perform and play simple rhythmical patterns using body percussion and instruments to develop an awareness of pulse.

<p>Year 2</p>	<p><u>Children should develop a secure understanding of the following interrelated dimensions of music:</u> Pulse, dynamics, rhythm, dynamics</p> <p>To begin recognising simple style indicators and different instruments used in tracks.</p> <p>Find pulse accurately and innately by clapping, marching, tapping and other forms of movement.</p> <p>Begin incorporating basic musical language to describe the music they can hear, including vocabulary relating to pulse/tempo (faster or slower), pitch(higher or lower), dynamics (louder and softer) and rhythm.</p> <p>Listen to music of different moods and describe their feelings towards the music.</p>	<p>Use voices expressively and with awareness of volume and pitch.</p> <p>To follow a simple melody vocally with an awareness of pitch and pulse.</p> <p>To create and choose sounds for an intended effect - for volume, melody, pitch and rhythm.</p> <p>To perform rhythmical patterns with a consistent and steady pulse, often using words such as their name, food items, etc.</p> <p>Begin to develop an understanding of how pulse, rhythm, dynamics and pitch work together and are embedded through songs and music.</p> <p>Proactively warm up voice before singing and beginning to consistently use correct singing position.</p> <p>When singing or playing an instrument, being aware of stopping and starting at the correct times following the conductors instructions (count-ins, etc).</p>	<p>To create and repeat short rhythmic patterns.</p> <p>To begin exploring and selecting sounds based upon pulse, pitch, dynamics and rhythm.</p> <p>Create own rhythmic patterns that lead to melodies in a group or solo context.</p> <p>With a tuned instrument, improvise with one, two or three notes with some awareness of rhythm and melody.</p> <p>Begin composing simple melodies using one, two or three notes.</p> <p>Begin recording melodies and/or rhythms in different ways using some kind of graphical notation such as shapes or marks.</p> <p>Compose rhythms and melodies by incorporating some simple understanding of the interrelated dimensions of music such as getting louder or softer (dynamics), higher or lower (pitch) and quicker or slower (tempo.)</p>	<p>Play a classroom instrument as part of a group/ensemble and as part of a song that is being learned.</p> <p>Move between differentiated parts of a song.</p> <p>Follow simple musical cues from the leader or conductor.</p> <p>Play more confidently as part of a group/ensemble.</p> <p>Perform small sections of a song, melodies and/or rhythms as part of a group/ensemble.</p>
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<p>Year 3</p>	<p><u>Children should develop a secure understanding of the following interrelated dimensions of music:</u> Pulse, dynamics, rhythm, dynamics, tempo, structure</p> <p>Identify broad musical styles through learning about their style indicators and the instruments played.</p> <p>Find the pulse to the music they listen to and develop an understanding of how the pulse underpins a song.</p> <p>To begin using and understanding more accurate musical language when discussing music, such as forte (loud), piano (soft).</p> <p>Share ideas, thoughts and feelings about pieces of music and listen respectfully to others opinion</p> <p>Continue developing understanding of how pulse, rhythm, pitch and dynamics work together. Begin developing understanding of and describing other dimensions such as tempo, and structure</p>	<p>Independently find the pulse of a piece of music and perform it using clapping, tapping etc.</p> <p>Demonstrate understanding of how pulse, rhythm, and pitch work together by copying rhythms over a pulse and singing/playing sounds back from a track in time.</p> <p>Play a song's rhythms alongside it with more confidence.</p> <p>Play melodies with one, two or three notes alongside a song with greater confidence.</p> <p>Perform in groups or ensembles with greater confidence and begin developing confidence of singing alone.</p> <p>Independently understand warming up voice and establishing singing posture prior to singing.</p> <p>Consider and discuss meanings of words in songs.</p> <p>Play along with and follow a conductor whilst keeping in time and stopping/starting at the appropriate points.</p>	<p>Improvise short rhythms to accompany a song whilst independently ensuring they are playing in time along with the pulse.</p> <p>Improvise melodies using three notes in a scale along with a song.</p> <p>Compose melodies using three notes in a scale.</p> <p>Note down composition using pictures and symbols with an awareness of notes played and pitch.</p> <p>When composing, demonstrate understanding of the interrelated dimensions of music as appropriate.</p> <p>Repeat previously composed melodies by reading their own notation.</p>	<p>Confidently play a classroom instrument as part of a group/ensemble and begin to develop confidence in independent performing.</p> <p>In a group performance, move between differentiated parts (such as different sections of a song or differentiated vocal parts.)</p> <p>Accurately respond to musical cues and instructions from the leader/conductor when singing or playing an instrument.</p>
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<p>Year 4</p>	<p><u>Children should develop a secure understanding of the following interrelated dimensions of music:</u> Pulse, dynamics, rhythm, dynamics, tempo, structure, timbre</p> <p>Independently begin to describe genres of music through their style indicators, such as common structures, dimensions, and instruments.</p> <p>Independently identify the pulse and demonstrate it using a form of rhythmic performance.</p> <p>Confidently use some musical vocabulary, including forte, piano, dynamics, pitch, rhythm, and melody.</p> <p>Begin developing some understanding of timbre by using adjectives to describe the sounds of the instruments they can hear.</p> <p>Identify the structure of a song, including identifying repeated melodies and rhythms as well as identifying verse, chorus, middle eight, etc.</p> <p>Give their opinion about music with reasons relating to the interrelated dimensions of music.</p> <p>Begin developing awareness of the historical and cultural contexts of genres and musical arrangements.</p>	<p>Sing in tune with melodies of increasing length and complexity.</p> <p>Sing with awareness of a style of a song regarding its genre, deliberately changing their intonation within a song and across genres.</p> <p>Following a leader/conductor with confidence.</p> <p>Playing rhythms and melodies along with a song with a secure and accurate awareness of dynamics, pitch, pulse and tempo.</p>	<p>When improvising, demonstrating an awareness of dynamics, pitch, pulse, rhythm, and tempo.</p> <p>When playing in groups, improvising short rhythms and melodies which build into a larger group melody or rhythm.</p> <p>Improvise using three notes in a scale confidently.</p> <p>Noting down melodies and rhythms composed using increasingly refined symbols which represent pitch, dynamics, and rhythm.</p>	<p>When performing, confidently move between differentiated parts within a song.</p> <p>Perform musical pieces as small groups/ensembles with confidence in front of peers.</p> <p>Perform confidently as a class whilst ensuring to stay in time and playing the correct musical parts.</p> <p>Perform solo pieces of music to peers in small groups.</p> <p>In small groups, begin independently allocating one another musical parts within a song.</p>
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<p>Year 5</p>	<p><u>Children should develop a secure understanding of the following interrelated dimensions of music:</u> Pulse, dynamics, rhythm, dynamics, tempo, structure, texture, notation</p> <p>Identify a wide range of musical styles and genres by identifying and discussing style indicators and instruments.</p> <p>Use accurate musical language with little prompt from teacher when discussing musical pieces in relation to pitch, tempo, rhythm, dynamics, and structure.</p> <p>Begin to use and understand musical vocabulary to describe the timbre and texture of a piece of music.</p> <p>Explain a piece of music's historical and cultural context with reference to the composer.</p>	<p>Sing and play differentiated sections in a song in time, in tune and stopping and starting accurately.</p> <p>Begin to sing simple harmonies with other children.</p> <p>Demonstrate confidence and fluency when singing and/or playing alongside a track.</p> <p>Deliberately and naturally changing singing voice and intonation in line with the genre of music.</p> <p>Playing and singing with secure understanding of pitch, rhythm, dynamics and tempo.</p>	<p>Improvise with an understanding of the context of the song being learnt (for example, referencing a song's style indicators when improvising)</p> <p>Compose with an understanding of the context of the song being learnt (for example, referencing a song's style indicators when composing)</p> <p>Begin composing more complex melodies with 3, 4 or 5 notes.</p> <p>Use voice, rhythm, technology, and instruments in creative ways.</p> <p>Provide reasoning for musical choices i.e. sequence of notes, changing dynamics for effect and impact.</p> <p>Within the context of the music they are learning and the notes they are composing, begin to develop an understanding of formal musical notation.</p>	<p>Perform a classroom instrument as part of a group/ensemble with accuracy and fluency.</p> <p>Move between differentiated parts of a song with accuracy and fluency.</p> <p>Perform solo parts of a song either alone, in a small group or as an ensemble with increasing confidence.</p> <p>Demonstrate confidence and enjoyment when performing musical pieces in front of peers.</p>
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<p>Year 6</p>	<p><u>Children should develop a secure understanding of the following interrelated dimensions of music:</u> Pulse, dynamics, rhythm, dynamics, tempo, structure, texture, notation</p> <p>Accurately able to identify a wide variety of musical styles and genres in reference to style indicators, musical dimensions and instruments played.</p> <p>Innately find the pulse of a piece of music.</p> <p>Describe music using accurate musical language in relation to all of the interrelated dimensions of music.</p> <p>Discuss their opinions about music, justified using accurate musical vocabulary.</p> <p>To understand and explain the historical and cultural contexts surrounding the music and genres they are listening to.</p>	<p>Perform harmonies accurately and in tune with other children and other groups.</p> <p>Sing, play and perform differentiated parts in songs with confidence and accuracy.</p> <p>When singing in an ensemble, group or individually, demonstrate a secure sense of pitch and timing.</p> <p>Confidently modify singing and playing to fit with the conventions of the genre of music.</p> <p>Play with clear understanding of pulse, rhythm, pitch, dynamics, and tempo.</p>	<p>Confidently create melodies and rhythms within the context of the song that is being learned.</p> <p>Confidently improvise and compose using three, four or five notes.</p> <p>Compose and improvise with clear understanding of dynamics, pitch, tempo, pulse and rhythm.</p> <p>Record compositions using musical notation.</p>	<p>Play an instrument as part of a group, ensemble or individually with confidence, enjoyment, and fluency.</p> <p>Confidently sing or play an instrument as part of an ensemble following prompts provided by the leader/conductor.</p> <p>Confidently and accurately playing individual musical parts within the context of an ensemble performance, including individual or small-group sections.</p> <p>When performing, demonstrate a secure understanding of dynamics, rhythm, tempo, pulse and pitch.</p> <p>Confidently sing or play a solo part to their group and as a class ensemble.</p>
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