Music Progression of Skills

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening to a range of high quality live and recorded music (Listening, appraising and responding)	Responding to music through movement, altering movement to reflect the tempo, dynamics or pitch of the music ● Expressing their response to different music and lyrics ● Exploring lyrics by suggesting appropriate actions ● Exploring the story behind the lyrics or music ● Listening to and following a beat using body percussion and instruments ● Considering whether a piece of music has a fast, moderate or slow tempo	● Recognising and understanding the difference between pulse and rhythm. ● Understanding that different types of sounds are called timbres. ● Recognising basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower). ● Describing the character, mood, or 'story' of music they listen to, both verbally and through movement. ● Describing the differences between two pieces of music. ● Expressing a basic opinion about music (like/dislike)	Recognising timbre changes in music they listen to ● Recognising structural features in music they listen to. ● Listening to and recognising instrumentation. ● Beginning to use musical vocabulary to describe music. Identifying melodies that move in steps. ● Identifying melodies that move in steps.	● Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz). ● Understanding that music from different parts of the world, and different times, have different features. ● Recognising and explaining the changes within a piece of music using musical vocabulary. ● Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. ● Beginning to show an awareness of metre. ● Recognising and beginning to discuss changes within a piece of music.	● Recognising the use and development of motifs in music. ● Identifying gradual dynamic and tempo changes within a piece of music ● Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Samba, Rock and Roll, Blues). ● Identifying common features between different genres, styles and traditions of music. ● Recognising, naming and explaining the effect of the interrelated dimensions of music. ● Identifying scaled dynamics (crescendo/decresc endo) within a piece of music. ● Using musical vocabulary to discuss the purpose of a piece of music.	Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary, and explaining how these have developed over time (South African, West African, Musical Theatre, Dance Remix, Classical). ● Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. ● Comparing, discussing and evaluating music using detailed musical vocabulary.	● Discussing musical eras in content, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. ● Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts (pop art, film music). ● Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. ● Identifying the way that features of a song can complement one another to create a coherent overall effect. Use musical vocabulary correctly when describing and evaluating the features of a piece of music. ● Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.
Listening with attention to detail and recall sounds with increasing aural memory (Listening, appraising and responding)	Listening to sounds and matching to the object or instrument ● Listening to sounds and identifying high and low pitch ● Listening to and repeating a simple rhythm ● Listening to and repeating simple lyrics ● Understanding that different instruments make different sounds and grouping them accordingly	Listening to and repeating short, simple rhythmic patterns. ● Listening and responding to other performers by playing as part of a group.	Listening to and repeating a short, simple melody by ear. ● Suggesting improvements to their own and others' work.	Beginning to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.	Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.	Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.	Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.
Create sounds and music using the interrelated dimensions of music (Composing)	● Playing untuned percussion 'in time' with a piece of music ● Selecting classroom objects to use as instruments ● Experimenting with body percussion and vocal sounds to respond to music ● Selecting appropriate instruments to represent action and mood ● Experimenting with playing instruments in different ways	Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. Combining instrumental and vocal sounds within a given structure. Creating simple melodies using a few notes. Choosing dynamics, tempo and timbre for a piece of music. Creating a simple graphic score to represent a composition. Beginning to make improvements to their work as suggested by the teacher.	● Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. ● Successfully combining and layering several instrumental and vocal patterns within a given structure. ● Creating simple melodies from 5 or more notes. ● Choosing appropriate dynamics, tempo and timbre for a piece of music. ● Using letter name and graphic notation to represent the details of their composition. ● Beginning to suggest improvements to their own work.	● Composing a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing). ● Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). ● Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. ● Suggesting and implementing improvements to their own work, using musical vocabulary.	● Composing a coherent piece of music in a given style with voices, bodies and instruments. ● Beginning to improvise musically within a given style (Blues). ● Developing melodies using rhythmic variation, transposition, inversion, and looping. ● Creating a piece of music with at least four different layers and a clear structure. ● Using letter name, graphic and rhythmic notation and key musical vocabulary to label and record their compositions. ● Suggesting improvements to others work, using musical vocabulary.	● Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama). ● Improvising coherently within a given style. ● Combing rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. ● Using staff notation to record rhythms and melodies. ● Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. ● Suggesting and demonstrating improvements to own and others' work.	● Improvising coherently and creatively within a given style, incorporating given features. ● Composing a multi-layered piece of music from a given stimulus with voices, bodies and instruments. ● Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure. ● Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. ● Recording own composition using appropriate forms of notation and/or technology and incorporating. ● Constructively critique their own and others' work, using musical vocabulary.
Performing	● Using their voices to join in with well-known songs from memory ● Remembering and maintaining their role within a group performance ● Moving to music with instruction to perform actions ● Participating in performances to a small audience ● Stopping and starting playing at the right time	● Using their voices expressively to speak and chant. ● Singing short songs from memory, maintaining the overall shape of the melody and keeping in time. ● Maintaining the pulse (play on the beat) using hands, and tuned and untuned instruments. ● Copying back short rhythmic and melodic phrases on percussion instruments. ● Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance. ● Performing from graphic notation.	● Using their voices expressively when singing, including the use of basic dynamics (loud and quiet). ● Singing short songs from memory, with melodic and rhythmic accuracy. ● Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse. ● Performing expressively using dynamics and timbre to alter sounds as appropriate. ● Singing back short melodic patterns by ear and playing short melodic patterns from letter notation.	● Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. ● Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. ● Performing from basic staff notation, incorporating rhythm and pitch and be able to identify these symbols using musical terminology.	● Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. ● Singing and playing in time with peers, with accuracy and awareness of their part in the group performance. ● Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique. ● Playing syncopated rhythms with accuracy, control and fluency. ● Playing simple chord sequences (12 bar blues). ● Performing from basic staff notation, incorporating rhythm and pitch and identifying these symbols using musical terminology	● Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. ● Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group. ● Performing with accuracy and fluency from graphic and simple staff notation. ● Playing a simple chord progression with accuracy and fluency	● Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. ● Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group. ● Performing a solo or taking a leadership role within a performance ● Performing with accuracy and fluency from graphic and staff notation and from their own notation. ● Performing by following a conductor's cues and directions.