

Music Progression of Skills – Controlling Sounds through singing and playing (Play and Perform)

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Use voices in different ways such as speaking, singing and chanting.	Use voices expressively and creatively. To sing with the sense of shape of the melody.	Sing in unison, becoming aware of pitch.	Sing in unison maintaining the correct pitch and using increasing expression.	Sing in unison with clear diction, controlled pitch and sense of phrase.	Sing in solo, unison and in parts with clear diction, controlled pitch and with sense of phrase.
	Create and choose sounds To perform simple rhythmical patterns, beginning to show an awareness of pulse.	Create and choose sounds for a specific effect. To perform rhythmical patterns and accompaniments, keeping a steady pulse.	Perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes.	Play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics.	Play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression.	Play and perform with accuracy, fluency, control and expression.
	Consider others when performing.	Consider others when performing.	Consider others when performing.	Consider others when performing.	Maintain own part and be aware how the different parts fit together.	Consider the audience when performing and how to create a specific effect.



Music Progression of Skills – Creating and developing musical ideas (Create and Compose)

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Know about and experiment with sounds.	Repeat short rhythmic and melodic patterns.	Create simple rhythmic patterns that use a small range of notes.	Create rhythmic and simple melodic patterns using an increased number of notes.	To create increasingly complicated rhythmic and melodic phrases within given structures.	To create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures.
	Recognise and explore how sounds can be organised, To identify and organise sounds using simple criteria e.g. loud, soft, high low.	Begin to explore and choose and order sounds using the inter-related dimensions of music.	Begin to join simple layers of sound, e.g. a background rhythm and a solo melody.	Join layers of sound, thinking about musical dynamics of each layer and understanding the effect.	To create increasingly complicated rhythmic and melodic phrases within given structures.	To create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures.



Music Progression of Skills – Responding and reviewing appraising skills

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Discuss how music makes you feel or want to move. Eg. It makes me want to jump/sleep/shout etc.	Respond to different moods in music and explain thinking about changes in sound.	Explore and comment on the ways sounds can be used expressively.	Recognise and explore the ways sounds can be combined and used expressively and comment on this effect.	Describe, compare and evaluate different types of music beginning to use musical words.	Describe, compare and evaluate different types of music using a range of musical vocabulary including the inter-related dimensions of music.
	Think about and make simple suggestions about what could make their own work better. E.g: play faster or louder.	Identify what improvements could be made to own work and make these changes, including altering use of voice, playing of and choice of instruments.	Comment on the effectiveness of own work, identifying and making improvements.	Comment on the effectiveness of own work, identifying and making improvements based on its intended outcome.	Comment on the success of own and others work, suggesting improvements based on intended outcomes.	Evaluate the success of own and others work, suggesting specific improvements based on intended outcomes and comment on how this could be achieved.



Music Progression of Skills – Listening and applying knowledge and understanding

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Begin to identify simple repeated patterns and follow basic musical instructions.	Identify and recognise repeated patterns and follow a wider range of musical instructions	Listen with attention and begin to recall sounds.	Listen to and recall patterns of sounds with increasing accuracy.	Listen to and recall a range of sounds and patterns of sounds confidently.	Listen to, internalise and recall sounds and patterns of sounds with accuracy and confidence.
	Begin to understand that musical elements can be used to create different moods and effects.	Understand how musical elements create different moods and effects.	Begin to understand how different musical elements are combined and used to create an effect.	Understand how different musical elements are combined and used expressively.	Begin to identify the relationship between sounds and how music can reflect different meanings.	Identify and explore the relationship between sounds and how music can reflect different meanings.
	Begin to represent sounds with simple sounds including shapes and marks.	Confidently represent sounds with a range of symbols, shapes or marks.	begin to recognise simple notations to represent music, including pitch and volume.	To understand and begin to use established and invented musical notations to represent music.	Recognise and use a range of musical notations including staff notation.	Use and apply a range of musical notations including staff notation, to plan, revise and refine musical material.
	Listen to short, simple pieces of music and talk about when and why they may hear it. E.g: a lullaby or Wedding march.	Listen to pieces of music and discuss where and when they may be heard explaining why using simple musical vocabulary. E.g. It's quiet and smooth so it would be good for a lullaby.	Listen to and begin to respond to music drawn from different traditions and great composers and musicians.	Listen to, understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians.	Listen to a range of high quality, live and recorded music from different traditions, composers and musicians and begin to discuss their differences and how music may have changed over time.	Develop an understanding of the history of music from different, cultures, traditions, composers and musicians evaluating how venue, occasion and purpose effects the way that music is created and performed.

