

Music: Progression of skills



EYFS	Appraising Hearing and Listening	Composition Exploring and Playing	Performing Vocalising and Singing
Nursery	<ul style="list-style-type: none"> Identify and match an instrumental sound, eg hear a shaker and indicate that they understand it is a shaker. Play sound-matching games, eg play instruments that children can't see and invite children to play a matching instrument or describe the instrument. Show pictures of instruments, bands, ensembles to accompany music played. and encourage children to listen to a wide range of music Listen with children to a variety of sounds, talking about favourite sounds, songs and music. Provide recording devices and invite children to be musical detectives to capture sounds into their recording devices, play them back as part of sound distinguishing games. Discuss with the children who wrote the music, where the music is from. Creates visual representation of sounds, instruments and pieces of music, eg mark making to specific sounds or pieces of music. 	<ul style="list-style-type: none"> Adds sound effects to stories using instruments. Leads or is led by other children in their music making, ie being a conductor. Listens and responds to others in pair/group music making. Operates equipment such as CD players, MP3 players, handheld devices, keyboards. Plays instruments with control to play loud/ quiet, (dynamics), fast/ slow (tempo). Shows control to hold and play instruments to produce a musical sound, eg holding a triangle in the air by the string with one hand and playing it with a beater with the other 	<ul style="list-style-type: none"> Creates his or her own songs, often with a real sense of structure, eg a beginning and an end. Can often sing an entire song; songs could be nursery rhymes, pop songs, songs from TV programmes, songs from home. Merges elements of familiar songs with improvised singing. Creates sounds in vocal sound games. Changes some or all of the words of a song. Has strong preferences for songs he or she likes to sing and/or listen to. Claps or taps to the pulse of the music he or she is listening to. Claps or taps to the pulse of the song he or she is singing. Physically interprets the sound of instruments, eg tiptoes to the sound of a xylophone. Physically imitates the actions of musicians, eg pretends to play the trumpet, piano, guitar

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<p>Reception 40-60 months</p>	<ul style="list-style-type: none"> • Thinks abstractly about music and expresses this physically or verbally eg “This music sounds like floating on a boat.” “This music sounds like dinosaurs.” • Distinguishes and describes changes in music and compares pieces of music, eg “this music started fast and then became slow.” “This music had lots of instruments but this music only had voices.” “This music was spiky and this music was smooth.” • Begins to associate genres of music with characters and stories. • Is able to identify changes in music, eg when music is going to get faster, louder, slower. 	<ul style="list-style-type: none"> • Creates music based on a theme eg creates the sounds of the seaside. • Finds and records sounds using recording devices. • Plays instruments (including imaginary ones such as air guitar) to match the structure of the music, eg playing quietly with quiet parts within music, stopping with the music when it stops. • Keeps a steady beat whilst playing instruments – his or her own steady beat in his or her creative music making. • Taps rhythms to accompany words, eg tapping the syllables of names/objects/animals/lyrics of a song. • Creates rhythms using instruments and body percussion. May play along to the beat of the song they are singing or music being listened to. May play along with the rhythm in music, eg may play along with the lyrics in songs they are singing or listening to. 	<ul style="list-style-type: none"> • Pitch matches, ie reproduces with his or her voice the pitch of a tone sung by another. • Able to sing the melodic shape (moving melody, eg up and down, down & up) of familiar songs. • Sings entire songs. • May enjoy performing, solo and or in groups. • Internalises music, eg sings songs inside his or her head. • Moves to the sound of instruments, eg walks, jumps, hops to the sound of a beating drum • Combines moving, singing and playing instruments, eg marching, tapping a drum whilst singing. in time to the pulse of the music • Replicates familiar choreographed dances eg imitates dance and movements associated with pop songs.

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Year 1	<ul style="list-style-type: none"> • Talk about how music makes them feel and move eg. Jump, sleep , shout, dance • Make simple suggestions on how to make their work better eg. Play faster or quieter • Identify simple repeated patterns • Follow basic musical instructions about when to play or sing • Begin to represent sounds with simple shapes and marks • Listen to short pieces of music and talk about what they hear or when they might hear it eg. Representing a story, theme or occasion 	<ul style="list-style-type: none"> • Make different sounds with their voice and instruments—high/low, loud/soft • Show sounds by using pictures • Repeat short rhythmic and melodic patterns • Make a sequence of sounds 	<ul style="list-style-type: none"> • Use their voices to speak, sing and chant • Clap short rhythmic patterns • Use instruments to perform • Look at their audience when performing
Year 2	<ul style="list-style-type: none"> • Respond to different moods in music and describe changes in sound • Identify improvements that could be made to their work and implement changes eg. Choice of instrument, sound • Begin to understand that musical elements such as dynamics and tempo can create different moods and effects • Confidently represent sounds with a range of symbols • Listen to music and tell the difference between loud and quiet sounds, fast and slow and identify two types of sound happening at the same time 	<ul style="list-style-type: none"> • Order sounds to create a beginning, middle and end • Use symbols to represent sounds • Make connections between notation and musical sounds • Use simple structures in a piece of music 	<ul style="list-style-type: none"> • Use their voice expressively and creatively to sing and follow the melody (tune) • Play simple rhythmic patterns on an instrument • Use instruments to perform simple patterns and accompaniment • Perform with others

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Year 3	<ul style="list-style-type: none"> • Explore and comment on the way musical elements (sounds) can be used to add expression and meaning • Comment on the effectiveness of their work, identifying and making improvements • Listen and recall sounds identifying those that move in steps or leaps • Begin to recognise simple notations to represent music • Listen and respond to music from different genres and musicians 	<ul style="list-style-type: none"> • Create simple rhythmic patterns using a small range of notes • Join layers of sound eg. background rhythm and melody 	<ul style="list-style-type: none"> • Sing in tune with control and expression , becoming aware of pitch • Play clear notes on instruments • Think about others when performing
Year 4	<ul style="list-style-type: none"> • Listen, recognise and recall how sounds can be used and combined ,identifying repetition, contrast and variations • Comment on the effectiveness of their work, identifying and make improvements based on specific criteria or outcome • Recognise and use a range of musical notations including staff and rests • Listen and understand music from different traditions, composers and musicians 	<ul style="list-style-type: none"> • Use notations to record a composition of their own • Join layers of sound using dynamics and tempo to create effect 	<ul style="list-style-type: none"> • Sing songs from memory in unison, using the correct pitch and with increased expression • Perform a simple part rhythmically on an instrument • Play and perform showing musical expression and changing dynamics

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	Appraising	Composition	Performing
Year 5	<ul style="list-style-type: none"> Describe, compare and evaluate different types of music using simple musical terms eg. Tempo, dynamics , structure and timbre Comment on the effectiveness of their work and others, identifying and suggesting improvements Listen and recall sounds and identify how a change in timbre can affect a piece of music To recognise and use a range of notations including chords Listen to a range of live and recorded music and begin to discuss their differences and how music has changed over time 	<ul style="list-style-type: none"> Use notation to record groups of pitches (chords) Compose music that meets a specific criteria Choose the most appropriate tempo for a piece of music 	<ul style="list-style-type: none"> Sing in unison and maintain their part (round) while others are performing their part Use clear diction, controlled pitch and sense of phrase Play and perform to produce harmony using simple chords To maintain their part and be aware of how other parts fit together
Year 6	<ul style="list-style-type: none"> Describe, compare and evaluate different types of music using musical terms (the elements of music) - pitch, rhythm, texture and pulse Evaluate the success of their work and others, identifying and suggesting specific improvements based on specific outcomes Listen, internalise and recall sounds analysing features (pulse, texture , rhythm) within different pieces of music Develop an understanding of the history of music from different cultures, evaluating how the venue, occasion and purpose effects the way music is performed and created 	<ul style="list-style-type: none"> Use different forms of notation, quaver, crotchet, minim and semibreve Use different musical devices in their composition eg. Melody and chords Show how a small change of tempo can make their composition more effective 	<ul style="list-style-type: none"> Sing in solo and in unison using clear diction, controlled pitch and phrase Sing a harmony part confidently Play and perform using notation to provide rhythmic support Play with accuracy, control and expression Perform the lead in a performance and take on a solo part