

Skills Progression for Music

Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Performing</p> <p>Listen to, review and evaluate music across a range of historical periods, genres, styles cultures and traditions, including the works of the great composers and musicians</p>	<p>Join in with familiar rhymes, songs and chants.</p> <p>Recognise and explore how sounds can be made and changed.</p> <p>Repeat and copy short rhythmic and melodic patterns.</p>	<p>Sing simple songs from memory with accuracy of pitch.</p> <p>Organise a limited range of sounds in different ways.</p> <p>Perform simple patterns and accompaniments keeping to a steady pulse.</p>	<p>Sing with increasing expression.</p> <p>Explore ways in which sounds can be combined and used expressively.</p> <p>Perform with control of pulse and awareness of what others are playing.</p>	<p>Sing with awareness of breathing and diction.</p> <p>Explore a range of musical genres.</p> <p>Maintain a simple part within an ensemble or choral group.</p>	<p>Sing with awareness of dynamics, phrasing and pitch control.</p> <p>Compare, contrast and combine a range of musical genre.</p> <p>Maintain an increasingly complex part in an ensemble or choral group</p>	<p>Make use of a range of expressive elements in own performance.</p> <p>Explain the processes of a range of musical genre and styles.</p> <p>Maintain a complex part in an ensemble or choral group</p>	<p>Select and make expressive use of tempo, dynamics, phrasing and timbre etc.</p> <p>Explain the processes and contexts of a range of musical genre and styles.</p> <p>Maintain a complex part in a large ensemble or choral group with multiple parts.</p>
<p>Composition & Appraisal</p> <p>Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence</p>	<p>Create and choose sounds in response to simple starting points.</p> <p>Recognise and identify changes in sounds and melodies.</p> <p>Represent sounds with symbols using pictures.</p>	<p>Choose and order sounds within simple structures, e.g. beginning, middle and end.</p> <p>Recognise how musical elements can be used to create different effects.</p> <p>Represent changing sounds with symbols, e.g. high/low, fast/slow.</p> <p>Identify ways of improving own work.</p>	<p>Improvise repeated patterns and create layers of sounds.</p> <p>Recognise how musical elements are combined and used expressively.</p> <p>Represent sounds and musical direction with symbols to create a simple score.</p> <p>Talk about the impact of changes made to improve work.</p>	<p>Improvise melodic and rhythmic phrases as part of a group performance.</p> <p>Combine musical elements to create a score.</p> <p>Begin to use musical notation and devices, e.g. melody, and rhythms to create a score.</p> <p>Compose, improve and perform simple melodies and songs.</p>	<p>Improve melodic and rhythmic phrases using a range of simple structures.</p> <p>Use musical ideas and structures to compose a score.</p> <p>Use musical notation and devices, e.g. melody, and rhythms, chords and structure, to create a score.</p> <p>Compare, improve and perform an increasing range of melodies and songs with more than one part.</p>	<p>Improve and compose using elements of different genres and styles.</p> <p>Use harmonic and non-harmonic devices to develop musical ideas and effects.</p> <p>Use notation and appropriate musical devices, e.g. melody, and rhythms, chords and structure, to create a score with more than one part.</p> <p>Compare, improve and perform a range of melodies and songs combining different parts.</p>	<p>Improve and compose using elements of a range of different genres and styles.</p> <p>Use a wide range of harmonic and non-harmonic devices to create a range of musical ideas and effects.</p> <p>Use appropriate notation to effectively plan, revise and refine a musical score.</p> <p>Compare, improve and perform a range of melodies and songs for different audiences, from different cultures.</p>
<p>Musical Elements</p> <p>Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</p>	<p>Identify high and low sounds in the environment.</p> <p>Identify long and short sounds in the environment.</p> <p>Identify loud and soft sounds in the environment.</p> <p>Identify fast and slow sounds in the environment.</p> <p>Listen to and repeat simple patterns of sounds.</p> <p>Use everyday language to describe to sounds.</p>	<p>Recognise and reproduce high and low sounds.</p> <p>Recognise and reproduce long and short sounds.</p> <p>Recognise and reproduce loud and soft sounds.</p> <p>Recognise and reproduce fast and slow sounds.</p> <p>Establish a steady beat.</p> <p>Explore similarities and difference between contrasting musical elements.</p> <p>Use simple musical vocabulary to describe sounds.</p> <p>Develop an awareness of songs with repeated phrases and rounds,</p>	<p>Compare and contrast sounds according to pitch.</p> <p>Compare and contrast sounds according to duration.</p> <p>Compare and contrast sounds according to dynamics.</p> <p>Compare and contrast sounds according to tempo.</p> <p>Explore the effect of silence.</p> <p>Use a cyclical pattern (fixed number of beats repeated continuously)</p> <p>Use simple musical vocabulary to describe both sounds and the way they are produced.</p> <p>Develop an awareness of rounds, call and response, marching songs and sea shanties.</p>	<p>Explore combinations or clusters based on pentatonic scales, e.g. C-CDEGA</p> <p>Improvise a repeated pattern (Ostinato).</p> <p>Use notation associated with duration, e.g. crochet-one beat, minim- two beats, quaver-half beat,</p> <p>Recognise differences in dynamic levels, e.g. soft, loud etc</p> <p>Gain awareness that the top number of a time signature denotes the number of beats in each bar, the metre.</p> <p>Create and perform linear and cyclical patterns.</p> <p>Listen to, discuss and analyse simple songs with verse and chorus, and Rondo.</p>	<p>Explore and use simple eight note scales, e.g. C to C or five note pentatonic scales.</p> <p>Create and use three note chords, e.g. CEG, (root, third, fifth).</p> <p>Use notation associated with duration, e.g. crochet-one beat, minim-two beats, semi-breve-four beats, quaver-half beat, a rest etc.</p> <p>Recognise features such as crescendo, diminuendo.</p> <p>Identify and create more complex patterns, maintaining own part.</p> <p>Recognise the difference between unison and harmony.</p> <p>Listen to, discuss and analyse hooks, riffs and musical clichés.</p>	<p>Create and perform musical pieces containing more than one pentatonic scale.</p> <p>Create an accompaniment using a range of repeating chords.</p> <p>Use knowledge of notation to depict rhythmic phrases and patterns.</p> <p>Recognise a range of dynamic features including, accents, sfz etc.</p> <p>Invent a complex cyclical pattern using beats and patterns of different lengths.</p> <p>Explore complex structures containing more than one melody.</p> <p>Listen to, discuss and analyse ballads and groove form hooks.</p>	<p>Create and perform musical pieces in more than one key.</p> <p>Create increasingly complex accompaniments using a range of repeating chords.</p> <p>Use knowledge of notation to depict, discuss and adapt rhythmic phrases and patterns.</p> <p>Use dynamic markings to create an expressive performance.</p> <p>Invent an increasing range of complex cyclical pattern using beats and patterns of different lengths.</p> <p>Use two or more melodies to create a complex structure.</p> <p>Identify the characteristics of a concerto, overture etc.</p>