

## Music Skills Progression



## Performing - Singing

	Skills Progression	Vocabulary
EYFS	<p>Enjoy and take part in action songs, such as ‘Twinkle, Twinkle Little Star’</p> <p>Remember and sing entire songs. Sing the pitch of a tone sung by another person (‘pitch match’)</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs</p> <p>Create their own songs or improvise a song around one they know</p> <p><b>Sing a range of well-known nursery rhymes and songs. Perform songs with others, and when appropriate try to move in time with music</b></p>	<p><b>Pitch</b></p> <p><b>Melody</b></p> <p><b>Improvise</b></p>
Year 1	<p>Speak and chant together</p> <p>Sing songs showing increasing vocal control (singing more in tune, breathing deeply, singing words clearly)</p> <p>Sing songs in different styles conveying different moods (happy, sad, angry etc) and with sense of enjoyment</p> <p>Co-ordinate actions to go with a song</p> <p>Sing in time to a steady beat</p> <p>Perform an action or a sound (clapping, stamping, etc) on the steady beat whilst singing</p> <p>Sing a wide range of call and response songs</p>	<p>Continue with EYFS vocabulary</p> <p><b>Beat</b></p>
Year 2	<p>Sing songs with increasing vocal control and accuracy of pitch</p> <p>Sing words clearly and breathing at the end of phrases</p> <p>Convey the mood or meaning of the song</p> <p>Sing with a sense of control of dynamics (volume) and tempo (speed)</p> <p>Echo sing short melodic phrases</p> <p>Identify if the pitch is getting higher or lower, or is staying the same and copy with their voices</p> <p>Follow a leader (teacher) starting and stopping</p>	<p>Continue with Y1 vocabulary</p> <p><b>Dynamics</b></p> <p><b>Tempo</b></p>

Year 3	<p>Sing a range of unison songs of varying styles and structures</p> <p>Sing songs in a variety of styles with confidence, singing an increasing number from memory</p> <p>Show increasing accuracy of pitch and awareness of the shape of a melody</p> <p>Imitate increasingly longer phrases with accuracy with an awareness of the phrases in a song</p> <p>Understand that posture, breathing and diction are important</p> <p>Demonstrate an awareness of character or style in performance</p> <p>Chant or sing a round in two parts</p> <p>Sing songs with a recognised structure (verse and chorus)</p> <p>Perform actions confidently and in time to a range of actions</p>	<p>Continue with Y2 vocabulary</p> <p><b>Unison</b></p> <p><b>Round</b></p> <p><b>Structure</b></p> <p><b>Verse</b></p> <p><b>Chorus</b></p>
Year 4	<p>Sing a broad range of songs over an octave, pitching the voice accurately and following directions for crescendo and decrescendo</p> <p>Sing songs in a variety of styles with an increasing awareness of the tone of their voices and the shape of the melody</p> <p>Sing songs showing musical expression (phrasing, changes of tempo, dynamics; reflecting the mood and character of the song and its context)</p> <p>Sing confidently as part of a small group or solo being aware of posture and good diction</p> <p>Copy short phrases and be able to sing up and down in step independently</p>	<p>Continue with Y3 vocabulary</p> <p><b>Octave</b></p> <p><b>Crescendo</b></p> <p><b>Decrescendo</b></p>
Year 5	<p>Sing confidently in a wide variety of styles with expression</p> <p>Communicate the meaning and mood of the song</p> <p>Sing a simple second part of a two-part and three-part song with confidence</p> <p>Maintain own part in a round</p> <p>Perform a song from memory with attention to phrasing, dynamics and accuracy of pitch</p>	<p>Continue with Y4 vocabulary</p>
Year 6	<p>Sing confidently in a wide variety of styles with expression including songs that involve syncopated rhythms</p> <p>Communicate the meaning and mood of the song</p> <p>Sing a simple second part of a two-part and three-part song with confidence</p> <p>Maintain own part in a three or four-part round</p> <p>Perform a song from memory with attention to phrasing, dynamics and accuracy of pitch, for a special occasion</p>	<p>Continue with Y4 vocabulary</p> <p><b>Syncopated</b></p>



## Performing – Instruments

	<b>Skills Progression</b>	<b>Vocabulary</b>
EYFS	<p>Explore a range of soundmakers and instruments and play them in different ways</p> <p>Play instruments with increasing control to express their feelings and ideas</p> <p>Explore and engage in music making performing solo or in groups</p> <p>Play and perform music with different: • dynamics (loud/quiet) • tempo (fast/slow) • pitch (high/low) • rhythms (pattern of sound)</p> <p><b>Perform songs with others, and when appropriate try to move in time with music</b></p>	<p><b>Dynamics</b></p> <p><b>Tempo</b></p> <p><b>Pitch</b></p> <p><b>Rhythms</b></p>
Year 1	<p>Play instruments by shaking, scraping, rattling, tapping etc</p> <p>Play in time to a steady beat, using instruments or body sounds</p> <p>Play loudly, quietly, fast, slow</p> <p>Perform short copycat rhythm pattern on an instrument</p> <p>Perform a short repeated rhythmic pattern (rhythmic ostinato) to accompany a song</p> <p>Play a single pitched note to accompany a song (drone)</p> <p>Play with help the rhythmic pattern of a spoken sentence, e.g. 'Hungry caterpillar'</p> <p>Follow simple hand signals indicating: loud/quiet and start/stop</p>	<p>Continue with EYFS vocabulary</p> <p><b>Ostinato</b></p> <p><b>Drone</b></p>
Year 2	<p>Play with control: maintaining steady beat, getting faster or slower (tempo), getting louder or quieter</p> <p>Perform a repeated two note melodic ostinato to accompany a song</p> <p>Perform a rhythm accompaniment to a song</p> <p>Perform a sequence of sounds using a graphic score – dot/stick notation including e.g. crotchets, quavers, crotchet rests</p> <p>Create &amp; perform their own chanted rhythm patterns with the same dot/stick notation</p> <p>Work and perform in smaller groups</p> <p>Follow a leader (teacher) starting and stopping together</p> <p>Demonstrate some confidence in performing as a group and as an individual</p>	<p>Continue with Y1 vocabulary</p> <p><b>Graphic score</b></p> <p><b>Notation</b></p> <p><b>Crotchets</b></p> <p><b>Quavers</b></p> <p><b>Crotchet rests</b></p>
Year 3	<p>Keep a steady beat on an instrument in a group or individually</p> <p>Maintain a rhythmic or melodic ostinato simultaneously with a different ostinato and/or steady beat</p> <p>Use tuned percussion with increasing confidence</p> <p>Copy a short melodic phrase by ear on a pitched instrument</p> <p>Play using symbols including graphic and / or simple traditional notation</p>	<p>Continue with Y2 vocabulary</p> <p><b>Stave</b></p> <p><b>Clef</b></p>

	<p>Introduce the stave, lines and spaces, and clef</p> <p>Follow simple hand directions from a leader</p> <p>Perform with an awareness of others</p> <p>Combine musical sounds with narrative and movement</p> <p>Perform a composed piece to an audience, as a member of a group or class</p>	
Year 4	<p>Maintain two or more different ostinato patterns in a small instrumental group against a steady beat</p> <p>Use tuned percussion instruments with increasing confidence to accompany songs and improvise</p> <p>Play by ear – find known phrases or short melodies using tuned instruments</p> <p>Play music in a metre of two or three time</p> <p>Play and perform melodies following staff notation</p> <p>Follow a leader, stopping / starting, playing faster/ slower and louder / quieter.</p> <p>Perform to an audience with increasing confidence</p>	Continue with Y3 vocabulary
Year 5	<p>Perform on a range of instruments in mixed groups to an audience, with confidence</p> <p>Read and play with confidence from conventional or graphic notation</p> <p>Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests</p> <p>Further develop the skills to read and perform pitch notation within an octave</p> <p>Continue to play by ear on pitched instruments, extending the length of phrases, melodies played</p> <p>Perform with sensitivity to different dynamics, tempi</p> <p>Lead/conduct a group of instrumental performers</p> <p>Maintain a rhythmic or melodic accompaniment to a song</p> <p>Maintain own part on a pitched instrument in a small ensemble</p> <p>Perform own compositions to an audience</p> <p>Use a digital recorder/video recorder to keep a record of work in progress and record performances</p> <p>Know what makes a good performance</p>	<p>Continue with Y4 vocabulary</p> <p><b>Semibreves</b></p> <p><b>Minims</b></p> <p><b>Crotchets</b></p> <p><b>Quavers</b></p> <p><b>Semiquavers</b></p>
Year 6	<p>Perform on a range of instruments in mixed groups to an audience, with confidence</p> <p>Read and play with confidence from conventional or graphic notation</p> <p>Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests</p> <p>Further develop the skills to read and perform pitch notation within an octave</p> <p>Continue to play by ear on pitched instruments, extending the length of phrases, melodies played.</p> <p>Perform with sensitivity to different dynamics, tempi</p> <p>Lead/conduct a group of instrumental performers</p> <p>Maintain a rhythmic or melodic accompaniment to a song</p> <p>Maintain own part on a pitched instrument in a small ensemble</p> <p>Perform own compositions to an audience</p>	Continue with Y5 vocabulary

	Use a digital recorder/video recorder to keep a record of work in progress and record performances. Know what makes a good performance	
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## Composing

	Skills Progression	Vocabulary
EYFS	Play and perform music with different: • dynamics (loud/quiet) • tempo (fast/slow) • pitch (high/low) • rhythms (pattern of sound) Create a sequence of different sounds in response to a given stimulus <b>Perform songs with others, and when appropriate try to move in time with music</b>	<b>Dynamics</b> <b>Tempo</b> <b>Pitch</b> <b>Rhythms</b>
Year 1	<i>Explore: Continue with EYFS</i> <i>Pitch shapes (moving up and down) and rhythmic patterns</i>  Improvise simple vocal chants, using question and answer phrases Add sound effects to a story Choose musical sound effects to follow a story line or match a picture Understand the difference between creating a rhythm pattern and a pitch pattern Explore and invent own symbols Use graphics/symbols to portray the sounds they have made Sequence these symbols to make a simple structure (score) Compose own sequence of sounds without help and perform <i>Use music technology to capture, change and combine sounds</i>	Continue with EYFS vocabulary
Year 2	<i>Explore: Ways in which sounds are made (tapped, blown, scraped, shaken), and can be changed</i> <i>Long and short sounds (rhythm – duration)</i> <i>The rhythm patterns of words and sentences</i> <i>Changes in pitch (higher and lower)</i> <i>Sequences of sound (structure)</i> <i>Sounds in response to a stimulus (visual or aural)</i> <i>How sounds can be manipulated to convey different effects and moods</i>  Compose short melodic phrases and short repeated rhythmic patterns (ostinati) Rhythm patterns from words	Continue with Y1 vocabulary  <b>Ostinato</b> <b>Structure</b> <b>Notation</b>

	<p>A piece of music that has a beginning, middle and end (structure)</p> <p>Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch)</p> <p>Music that has long and short sounds, and/or changes in tempo, timbre and dynamics, in small groups</p> <p>Music that conveys different moods</p> <p>Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces</p> <p>Use music technology to capture, change and combine sounds</p>	
<b>Year 3</b>	<p><i>Explore: Longer – shorter / faster - slower / higher - lower / louder - quieter sounds on tuned and untuned percussion and voices</i></p> <p><i>Pitch notes moving by step (notes adjacent to each other) and by leap (notes with gaps between them)</i></p> <p><i>Symbols to represent sound (graphic scores / traditional notation)</i></p> <p><i>The sounds of different instruments - TIMBRE and how they can represent pictures/ stories/ moods</i></p> <p><i>The different sounds (timbres) that one instrument can make</i></p> <p><i>How the Interrelated Dimensions of Music (Musical Elements) can be combined to compose descriptive music</i></p> <p>Compose words and actions to go with songs</p> <p>A simple rhythmic accompaniment to go with a song, using ostinato patterns</p> <p>Music that has a recognisable structure; Beginning, Middle and End or verse/chorus</p> <p>Music that tells a story, paints a picture or creates a mood</p> <p>Music that uses repetition / echo</p>	<p>Continue with Y2 vocabulary</p> <p><b>Repetition</b></p> <p><b>Echo</b></p> <p><b>Interrelated Dimensions of Music</b></p>
<b>Year 4</b>	<p><i>Explore: Sounds to create particular effects (timbre)</i></p> <p><i>Rhythm patterns in music from different times and places (duration)</i></p> <p><i>The pentatonic scale</i></p> <p><i>Pitched notes that move by steps and/ or leaps to make short phrases/melodies</i></p> <p><i>Music that describes feelings or moods using 'tense' or 'calm' sounds using dynamics, different tempi, different timbres etc</i></p> <p><i>Combining and controlling sounds to achieve a desired effect</i></p> <p><i>Music that incorporates effective silences (rests)</i></p> <p><i>Different groupings of beats (metre of 2/3)</i></p> <p>Compose a simple rhythmic accompaniment to a song using ostinato patterns and drones</p> <p>A simple melody from a selected group of notes (i.e. a pentatonic scale)</p> <p>Capture and record creative ideas using any of graphic symbols, rhythm notation and time signatures, staff notation</p>	<p>Continue with Y3 vocabulary</p> <p><b>Pentatonic scale</b></p> <p><b>Drone</b></p> <p><b>Staff notation</b></p> <p><b>Legato</b></p> <p><b>Staccato</b></p> <p><b>Tuned</b></p> <p><b>Untuned</b></p> <p>Note values: <b>minim, crotchet, crotchet rest, paired quavers</b></p>

	<p>Make of musical features including smooth (legato) and detached (staccato)</p> <p>Music that has a recognisable structure</p> <p>A piece of music that reflects images and atmosphere, that has a clearly defined plan, making subtle adjustments to achieve the intended effect</p> <p>Arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars</p> <p>Arrange a song using tuned and untuned accompaniments developed from the song and perform to a friendly audience</p>	
<b>Year 5</b>	<p><b>Explore:</b> Chords / harmony – concord and discord</p> <p>Scales, such as pentatonic, rag, blues</p> <p>Texture created by layering rhythmic and/or melodic ostinatos</p> <p>Developing ideas, using musical devices such as repetition, question and answer, ostinato.</p> <p>Characteristics of various styles, for example, Blues, Rap, Gospel, Folk, African etc</p> <p>Improvising in a variety of styles</p> <p>Always consider the Interrelated Dimensions of Music</p> <p>Create own simple songs reflecting the meaning of the words</p> <p>Compose music that reflects given intentions, e.g. descriptive music, a rap, a melody with an ostinato accompaniment</p> <p>Arrange a song for class performance with an appropriate pitched and unpitched accompaniment</p> <p>Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano)</p> <p>Refine own compositions after discussion</p> <p>Capture and record creative ideas using any of graphic symbols, rhythm notation and time signatures, staff notation</p> <p>Use ICT (computers/iPads/tablets/digital recorders etc) to record, sample, sequence, loop and manipulate sound to create pieces</p>	<p>Continue with Y4 vocabulary</p> <p><b>Chord</b></p> <p><b>Harmony</b></p> <p><b>Fortissimo</b></p> <p><b>Pianissimo</b></p> <p><b>Mezzo forte</b></p> <p><b>Mezzo piano</b></p>
<b>Year 6</b>	<p><b>Explore:</b> Chords / harmony – concord and discord</p> <p>Scales, such as pentatonic, rag, blues</p> <p>Texture created by layering rhythmic and/or melodic ostinatos</p> <p>Developing ideas, using musical devices such as repetition, question and answer, ostinato.</p> <p>Characteristics of various styles, for example, Blues, Rap, Gospel, Folk, African etc</p> <p>Improvising in a variety of styles</p>	<p>Continue with Y5 vocabulary</p>

	<p>Always consider the Interrelated Dimensions of Music</p> <p>Create own simple songs reflecting the meaning of the words</p> <p>Compose music that reflects given intentions, e.g. descriptive music, a rap, a melody with an ostinato accompaniment</p> <p>Arrange a song for class performance with an appropriate pitched and unpitched accompaniment</p> <p>Extend improvisation skills through working in small groups to create music with multiple sections that include repetition and contrast</p> <p>Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape</p> <p>Use chord changes as part of an improvised sequence</p> <p>Refine own compositions after discussion</p> <p>Capture and record creative ideas using any of graphic symbols, rhythm notation and time signatures, staff notation</p> <p>Use ICT (computers/iPads/tablets/digital recorders etc) to record, sample, sequence, loop and manipulate sound to create pieces</p>	
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## Listening & Appraising

	<b>Skills Progression</b>	<b>Vocabulary</b>
<b>EYFS</b>	<p>Listen with increased attention to sounds</p> <p>Respond to what they have heard, expressing their thoughts and feelings</p> <p>Begin to use musical terms (louder/quieter, faster/slower)</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses</p> <p><b>Perform songs with others, and when appropriate try to move in time with music</b></p>	<p><b>Louder</b></p> <p><b>Quieter</b></p> <p><b>Faster</b></p> <p><b>Slower</b></p>
<b>Year 1</b>	<p>Listen to a piece of music &amp; move in time to its steady beats</p> <p>Recognise &amp; respond through movement/dance to different musical characteristics &amp; moods of music</p> <p>Recognise the sounds of the percussion instruments used in the classroom &amp; identify &amp; name them</p> <p>Begin to use musical terms ((louder/quieter, faster/slower)</p> <p>Begin to articulate how changes in speed, pitch &amp; dynamics effect the mood</p>	<p>Continue with EYFS vocabulary</p> <p><b>Speed</b></p> <p><b>Pitch</b></p> <p><b>Dynamics</b></p>
<b>Year 2</b>	<p>Listen with increased concentration</p> <p>Recognise the sounds of the percussion instruments used, their names, how they are played and which ones can make high and low sounds</p> <p>Recognise how sounds are made – tapping, rattling, scraping, blowing etc</p> <p>Identify different qualities of sound such as smooth, scratchy, clicking, ringing (timbre)</p> <p>Recognise and respond to different changes of speed (tempo)/volume (dynamics) and pitch</p> <p>Respond through movement/dance to different musical characteristics and moods (angrily, sadly, cheerfully, daintily etc)</p> <p>Recognise and respond to the mood of a piece of music. Begin to use music terminology when describing how the mood is created (i.e. the mood is sad because the music is played very slowly and quietly)</p>	<p>Continue with Y1 vocabulary</p> <p><b>Timbre</b></p> <p><b>Tempo</b></p>
<b>Year 3</b>	<p>Listen with concentration to longer pieces / extracts of music</p> <p>Listen to live/recorded extracts of different kinds of music and identify where appropriate</p> <ul style="list-style-type: none"> <li>- a steady beat / no steady beat</li> <li>- a specific rhythm pattern or event</li> <li>- the speed (tempo) of the music</li> <li>- the volume (dynamics)</li> </ul>	<p>Continue with Y2 vocabulary</p> <p><b>Melody</b></p>

	<ul style="list-style-type: none"> <li>- the melody</li> </ul> <p>using appropriate musical terms/language</p> <p>Identify common characteristics</p> <p>Recognise some familiar instrumental sounds in recorded music (piano, violin, guitar drums etc)</p> <p>Identify repetition in music i.e. a song with a chorus</p> <p>Recognise aurally wooden, metal, skin percussion instruments and begin to know their names</p> <p>Listen to their own compositions and use musical language to describe what happens in them</p>	
<b>Year 4</b>	<p>Recognise aurally the range of percussion (tuned and untuned) used in school and some individual orchestral instruments taught in school</p> <p>Recognise and talk about some contrasting styles of music in broad terms, using appropriate musical language (the tempo, dynamics, metre, texture, timbre)</p> <p>Recognise music from different times and countries identifying key elements that give it its unique sound</p> <p>Identify repeated rhythmic or melodic phrases in live or recorded music</p> <p>Identify whether a song has a verse/chorus or call and response structure</p> <p>Identify the use of metre in 2 or 3 in a piece of recorded or live music</p> <p>Recognise the combined effect of layers of sound by listening to their own arrangements, compositions and recordings</p>	<p>Continue with Y3 vocabulary</p> <p><b>Tuned</b> <b>Untuned</b> <b>Metre</b> <b>Verse</b> <b>Chorus</b> <b>Structure</b></p>
<b>Year 5</b>	<p>Distinguish differences in timbre and texture between a wide variety of instruments and instrumentation</p> <p>Identify and discuss 'what happens when' within simple musical structures</p> <p>Recognise and identify features of expression (phrasing, melody, harmony, different dynamics, metre and tempi) in an extract of live or recorded music</p> <p>Compare two pieces of instrumental music from different countries/ times and discuss the similarities and differences</p> <p>Use musical vocabulary and knowledge to talk about and discuss music from a variety of sources, traditions and cultures, including performances of their own and others' compositions</p> <p>Use musical vocabulary and knowledge to help identify areas for development or refinement when composing</p>	<p>Continue with Y4 vocabulary</p> <p><b>Phrasing</b> <b>Harmony</b></p>
<b>Year 6</b>	<p>Distinguish differences in timbre and texture between a wide variety of instruments and instrumentation</p> <p>Identify and discuss 'what happens when' within simple musical structures</p> <p>Recognise and identify features of expression (phrasing, melody, harmony, different dynamics, metre and tempi) in an extract of live or recorded music</p> <p>Compare two pieces of instrumental music from different countries/ times and discuss the similarities and differences</p> <p>Use musical vocabulary and knowledge to talk about and discuss music from a variety of sources, traditions and cultures, including performances of their own and others' compositions</p> <p>Use musical vocabulary and knowledge to help identify areas for development or refinement when composing</p>	<p>Continue with Y5 vocabulary</p>

