



Music Progression of Skills



	EYFS	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening and appraising	Responding to music through movement, altering movement to reflect the tempo, dynamics or pitch of the music.	Recognising and understanding the difference between pulse and rhythm.	Recognising timbre changes in music they listen to.	Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz).	Recognising the use and development of motifs in music.	Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.	Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.
	Exploring lyrics by suggesting appropriate actions.	Understanding that different types of sounds are called timbres.	Recognising structural features in music they listen to.		Identifying gradual dynamic and tempo changes within a piece of music.	Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.	Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts (Pop art, Film music).
	Exploring the story behind the lyrics or music.	Recognising basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower).	Listening to and recognising instrumentation.	Understanding that music from different parts of the world has different features.	Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Samba, Rock and Roll).	Comparing, discussing and evaluating music using detailed musical vocabulary.	Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.
	Listening to and following a beat using body percussion and instruments.	Describing the character, mood, or 'story' of music they listen to, both verbally and through movement.	Beginning to use musical vocabulary to describe music.	Recognising and explaining the changes within a piece of music using musical vocabulary.	Identifying common features between different genres, styles and traditions of music.	Developing confidence in using detailed musical vocabulary to discuss and evaluate their own and others' work	Identifying the way that features of a song can complement one another to create a coherent overall effect.
	Considering whether a piece of music has a fast, moderate or slow tempo.		Identifying melodies that move in steps.	Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.	Recognising, naming and explaining the effect of the interrelated dimensions of music.		
	Listening to sounds and matching them to the object or instrument.	Describing the differences between two pieces of music.	Listening to and repeating a short, simple melody by ear.	Beginning to show an awareness of metre.			
	Listening to sounds and identifying high and low pitch.	Expressing a basic opinion about	Suggesting improvements to their own and others' work.				

	<p>Listening to and repeating a simple rhythm. Listening to and repeating simple lyrics.</p> <p>Understanding that different instruments make different sounds and grouping them accordingly</p>	<p>music (like/dislike).</p> <p>Listening to and repeating short, simple rhythmic patterns.</p> <p>Listening and responding to other performers by playing as part of a group.</p>		<p>Beginning to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.</p>	<p>Identifying scaled dynamics (crescendo/decrecendo) within a piece of music.</p> <p>Using musical vocabulary to discuss the purpose of a piece of music.</p> <p>Using musical vocabulary when discussing improvements to their own and others' work.</p>		<p>Use musical vocabulary correctly when describing and evaluating the features of a piece of music.</p> <p>Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.</p> <p>Confidently using detailed musical vocabulary to discuss and evaluate their own and others work</p>
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Performing	<p>Using their voices to join in with well-known songs from memory.</p> <p>Remembering and maintaining their role within a group performance.</p> <p>Moving to music with instruction to perform actions. Participating in performances to a small audience.</p> <p>Stopping and starting playing at the right time</p>	<p>Using their voices expressively to speak and chant.</p> <p>Singing short songs from memory, maintaining the overall shape of the melody and keeping in time.</p> <p>Maintaining the pulse (play on the beat) using hands, and tuned and untuned instruments.</p> <p>Copying back short rhythmic and melodic phrases on percussion instruments.</p> <p>Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.</p> <p>Performing from graphic notation.</p>	<p>Using their voices expressively when singing, including the use of basic dynamics (loud and quiet).</p> <p>Singing short songs from memory, with melodic and rhythmic accuracy.</p> <p>Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse.</p> <p>Performing expressively using dynamics and timbre to alter sounds as appropriate.</p> <p>Singing back short melodic patterns by ear and playing short melodic patterns from letter notation.</p>	<p>Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.</p> <p>Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.</p> <p>Performing from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology.</p>	<p>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.</p> <p>Singing and playing in time with peers with accuracy and awareness of their part in the group performance.</p> <p>Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.</p> <p>Playing syncopated rhythms with accuracy, control and fluency.</p>	<p>Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.</p> <p>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.</p> <p>Performing with accuracy and fluency from graphic and simple staff notation. Playing a simple chord progression with accuracy and fluency.</p>	<p>Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.</p> <p>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.</p> <p>Performing a solo or taking a leadership role within a performance.</p> <p>Performing with accuracy and fluency from graphic and staff notation and from their own notation.</p> <p>Performing by following a conductor's cues and directions.</p>
	<p>Playing untuned percussion 'in time' with a piece of music.</p>	<p>Selecting and creating short sequences of sound with voices or instruments to</p>	<p>Selecting and creating longer sequences of appropriate sounds with voices or instruments to</p>	<p>Composing a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing).</p>	<p>Composing a coherent piece of music in a given style with voices, bodies and instruments.</p>	<p>Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix,</p>	<p>Improvising coherently and creatively within a given style, incorporating given features.</p>

Composing	Selecting classroom objects to use as instruments.	represent a given idea or character.	represent a given idea or character.	Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).	Beginning to improvise musically within a given style.	Colours, Stories, Drama).	Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments.
	Experimenting with body percussion and vocal sounds to respond to music.	Combining instrumental and vocal sounds within a given structure.	Successfully combining and layering several instrumental and vocal patterns within a given structure.		Developing melodies using rhythmic variation, transposition, inversion, and looping.	Improvising coherently within a given style. Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.	Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure.
	Selecting appropriate instruments to represent action and mood.	Creating simple melodies using a few notes.	Creating simple melodies from five or more notes.	Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.	Creating a piece of music with at least four different layers and a clear structure.		
	Experimenting with playing instruments in different ways.	Choosing dynamics, tempo and timbre for a piece of music.	Choosing appropriate dynamics, tempo and timbre for a piece of music.	Suggesting and implementing improvements to their own work, using musical vocabulary.	Using letter name, graphic and rhythmic notation and key musical vocabulary to label and record their compositions.	Using staff notation to record rhythms and melodies.	Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.
		Creating a simple graphic score to represent a composition.	Using letter name and graphic notation to represent the details of their composition.			Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.	Recording own composition using appropriate forms of notation and/or technology and incorporating.
		Beginning to make improvements to their work as suggested by the teacher.	Beginning to suggest improvements to their own work.		Suggesting improvements to others’ work, using musical vocabulary.	Suggesting and demonstrating improvements to own and others’ work.	Constructively critique their own and others’ work, using musical vocabulary
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Key vocabulary	High and low notes, pulse, rhythm, chorus, crescendo, call, response, beat, dynamic,	Pulse, performance, dynamics, timbre, pitch, rhythm, structure, syllables	Tuned, rhythm, pulse, mood, verse, loud and soft, texture, tempo, notation	Composition, melody, crotchet, minim, quaver, crescendo, duration, pentatonic, sitar, tabla	Contrast, body percussion, composer, higher and lower, inspiration, loop, acapella,	Minor key, unison, features, compose, ensemble, 12-bar blues, descending/ascending	Octave, rhythmic elements, music critic, rests, depicting, conductor, quaver/beat/half

					harmony, layer, ostinato, riff, Samba, metronome, influenced	scale, improvising, bar, chord, Poly- rhythm, chord, loop, bar, staff, break	beat, counter-melody, progression, theme, phrasing
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*Inter-related dimensions of music (dynamics): PULSE: the steady beat of a piece of a piece of music PITCH: the melody and the way the notes change from low to high and vice versa. RHYTHM: or duration is the pattern of long and short sounds in a piece of music DYNAMICS: Loud and soft TEMPO: Fast and slow TIMBRE: The type of sound – whisper/hum/sing/talk (examples with the voice) or twinkly/hard/soft (examples with instruments) TEXTURE: Layers of sound (number of instruments or voices playing together) STRUCTURE: The way the music is laid out –e.g. Verse, chorus, verse.