

Music Progression of Skills

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Singing	<ul style="list-style-type: none"> • Sing a few familiar songs. • Begin to build a repertoire of songs and dances. 	<ul style="list-style-type: none"> • Begin to sing more in tune and with clear words • Join in with chants and rhymes 	<ul style="list-style-type: none"> • Follow a melody well, controlling dynamics and tempo • Begin to use expression 	<ul style="list-style-type: none"> • Increase dynamic control • Sing in an ensemble with increasing awareness of others 	<ul style="list-style-type: none"> • Maintain a part in a group • Perform longer parts from memory 	<ul style="list-style-type: none"> • Increase breath control • Sing in harmony • Understand use of rests 	<ul style="list-style-type: none"> • Convey lyrical meaning • Perform a complex song rhythm with confidence
Playing Instruments	<ul style="list-style-type: none"> • Tap out simple repeated rhythms • Explore the different sounds of instruments. Explore and learn how sounds can be changed 	<ul style="list-style-type: none"> • Keep a steady beat • Play untuned instruments with emerging attention to tempo and dynamics 	<ul style="list-style-type: none"> • Play the pitch line on tuned instruments • Use instruments to accompany a song with attention to tempo 	<ul style="list-style-type: none"> • Begin to read simple notation • Use ostinato to create rhythm patterns 	<ul style="list-style-type: none"> • Use a range of instruments to compose short pieces with attention to bass, chords and melody 	<ul style="list-style-type: none"> • Play a tuned instrument in an ensemble, maintaining a part 	<ul style="list-style-type: none"> • Play a tuned instrument with increasing control and confidence, coordination and rhythmicality
Composing	<ul style="list-style-type: none"> • Make up rhythms. • Make up simple songs. • Capture experiences and responses with music. • Represent own ideas, thoughts and feelings through music 	<ul style="list-style-type: none"> • Create a picture in sound • Explore different sounds instruments make 	<ul style="list-style-type: none"> • Invent rhythms to accompany a steady beat • Explore sounds and silence 	<ul style="list-style-type: none"> • Choose different timbres to make an accompaniment • Make choices about musical structure 	<ul style="list-style-type: none"> • Compose a rap or chant with rhythmic accompaniment • Record the composition 	<ul style="list-style-type: none"> • Compose a short operatic piece using contrasting pitch • Record the composition 	<ul style="list-style-type: none"> • Use a variety of devices (melody, rhythm, lyrics and chords) for a performance composition • Use 8-track digital technology to record the composition
Listening and Appraising	<ul style="list-style-type: none"> • Imitate movement in response to music. 	<ul style="list-style-type: none"> • Respond to different moods in music • Identify instruments within a piece 	<ul style="list-style-type: none"> • Use simple music vocabulary to describe a piece • Reflect using own opinions 	<ul style="list-style-type: none"> • Listen to an increasing range of genres and styles • Recognise rhythms patterns in staff notation 	<ul style="list-style-type: none"> • Begin to talk about the history and geography of music 	<ul style="list-style-type: none"> • Listen to a range of music and discuss cultural context 	<ul style="list-style-type: none"> • Compare and contrast the work of several writers and composers