



Progression of Skills in Music

National Curriculum Aims:

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- 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
- 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.

Level Expected at the End of EYFS

We have selected the Early Learning Goals that link most closely to the Music National Curriculum.

- **Expressive Arts and Design (Exploring and Using Media and Materials)**

Children sing songs, make music and dance, and experiment with ways of changing them.

- **Expressive Arts and Design (Being Imaginative)**

They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Key Stage 1 National Curriculum Expectations:

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music



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- experiment with, create, select and combine sounds using the inter-related dimensions of music.

Key Stage 2 National Curriculum Expectations:

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

Listen & Appraise						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none">• Listens with increasing attention and recall.	<ul style="list-style-type: none">• Enjoy moving to music by dancing, marching, being animals or pop stars.	<ul style="list-style-type: none">• Enjoy moving to music by dancing, marching, being animals or pop stars.	<ul style="list-style-type: none">• Confidently identify and move to the pulse.• Think about what the words of a song mean.	<ul style="list-style-type: none">• Confidently identify and move to the pulse.• Talk about the musical dimensions working together in songs e.g. if the	<ul style="list-style-type: none">• Identify and move to the pulse with ease.• Think about the message of songs.	<ul style="list-style-type: none">• Identify and move to the pulse with ease.• Think about the message of songs.



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		<ul style="list-style-type: none"> To learn how songs can tell a story or describe an idea. 	<ul style="list-style-type: none"> Take it in turn to discuss how the song makes them feel. Listen carefully and respectfully to other people's thoughts about the music. 	<ul style="list-style-type: none"> song gets louder in the chorus (dynamics). Talk about the music and how it makes them feel. Listen carefully and respectfully to other people's thoughts about the music. Use musical words in discussions. 	<ul style="list-style-type: none"> Compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Listen carefully and respectfully to other people's thoughts about the music. Use musical words in discussions. Talk about the musical dimensions working together in the Unit songs. Talk about the music and how it makes you feel. 	<ul style="list-style-type: none"> Compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Listen carefully and respectfully to other people's thoughts about the music. Use musical words when talking about the songs. Talk about the musical dimensions working together in the Unit songs. Talk about the music and how it makes you feel, using musical language to describe the music.
Singing						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

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<ul style="list-style-type: none"> Begins to build a repertoire of songs and dances. 	<ul style="list-style-type: none"> Learn about voices, singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm. Learn to start and stop singing when following a leader. 	<ul style="list-style-type: none"> Learn about voices singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm). Learn to find a comfortable singing position. Learn to start and stop singing when following a leader. 	<ul style="list-style-type: none"> Sing in unison and in simple two-parts. Demonstrate a good singing posture. Follow a leader when singing. Enjoy exploring singing solo. Sing with awareness of being 'in tune'. Have an awareness of the pulse internally when singing. 	<ul style="list-style-type: none"> Sing in unison and in simple two-parts. Demonstrate a good singing posture. Follow a leader when singing. Enjoy exploring singing solo. Sing with awareness of being 'in tune'. Rejoin the song if lost. Listen to the group when singing. 	<ul style="list-style-type: none"> Sing in unison and to sing backing vocals. Enjoy exploring singing solo. Listen to the group when singing. Demonstrate a good singing posture. Follow a leader when singing. Experience rapping and solo singing. Listen to each other and be aware of how you fit into the group. Sing with awareness of being 'in tune'. 	<ul style="list-style-type: none"> Sing in unison and to sing backing vocals. Demonstrate a good singing posture. Follow a leader when singing. Experience rapping and solo singing. Listen to each other and be aware of how you fit into the group. Sing with awareness of being 'in tune'.
Playing Instruments						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Explores the different sounds of instruments. 	<ul style="list-style-type: none"> Treat instruments carefully and with respect. Play a tuned instrumental part 	<ul style="list-style-type: none"> Treat instruments carefully and with respect. Learn to play a tuned instrumental part that matches 	<ul style="list-style-type: none"> Treat instruments carefully and with respect. Play any one, or all of four, differentiated parts 	<ul style="list-style-type: none"> Treat instruments carefully and with respect. Play any one, or all four, differentiated parts on a tuned 	<ul style="list-style-type: none"> Play a musical instrument with the correct technique within the context of the Unit song. 	<ul style="list-style-type: none"> Play a musical instrument with the correct technique within the context of the Unit song.

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	<p>with the song they perform.</p> <ul style="list-style-type: none"> Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part). Listen to and follow musical instructions from a leader. 	<p>their musical challenge, using one of the differentiated parts (a one-note, simple or medium part).</p> <ul style="list-style-type: none"> Play the part in time with the steady pulse. Listen to and follow musical instructions from a leader. 	<p>on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation.</p> <ul style="list-style-type: none"> Rehearse and perform their part within the context of the Unit song. Listen to and follow musical instructions from a leader. 	<p>instrument – a one-note, simple or medium part or the melody of the song from memory or using notation.</p> <ul style="list-style-type: none"> Rehearse and perform their part within the context of the Unit song. Listen to and follow musical instructions from a leader. Experience leading the playing by making sure everyone plays in the playing section of the song. 	<ul style="list-style-type: none"> Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. Rehearse and perform their part within the context of the Unit song. Listen to and follow musical instructions from a leader. Lead a rehearsal session. 	<ul style="list-style-type: none"> Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. Rehearse and perform their part within the context of the Unit song. Listen to and follow musical instructions from a leader. Lead a rehearsal session.
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Composition

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Children sing songs, make music and dance, and experiment with ways of changing them. 	<ul style="list-style-type: none"> Help to create a simple melody using one, two or three notes. Learn how the notes of the composition can be 	<ul style="list-style-type: none"> Help create three simple melodies using one, three or five different notes. Learn how the notes of the 	<ul style="list-style-type: none"> Help create at least one simple melody using one, three or five different notes. Plan and create a section of music 	<ul style="list-style-type: none"> Help create at least one simple melody using one, three or all five different notes. Plan and create a section of music 	<ul style="list-style-type: none"> Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the song. 	<ul style="list-style-type: none"> Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the song.

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	written down and changed if necessary.	composition can be written down and changed if necessary.	<p>that can be performed within the context of the song.</p> <ul style="list-style-type: none"> • Talk about how it was created. • Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. • Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). 	<p>that can be performed within the context of the song.</p> <ul style="list-style-type: none"> • Talk about how it was created. • Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. • Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). 	<ul style="list-style-type: none"> • Explain the keynote or home note and the structure of the melody. • Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. • Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). 	<ul style="list-style-type: none"> • Explain the keynote or home note and the structure of the melody. • Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. • Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).
Performance						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Children sing songs, make music and dance, and experiment with 	<ul style="list-style-type: none"> • Choose a song they have learnt from the Scheme and perform it. 	<ul style="list-style-type: none"> • Choose a song they have learnt from the Scheme and perform it. 	<ul style="list-style-type: none"> • Choose what to perform and create a programme. • Communicate the meaning of the 	<ul style="list-style-type: none"> • Choose what to perform and create a programme. • Present a musical performance 	<ul style="list-style-type: none"> • Choose what to perform and create a programme. • Communicate the meaning of the 	<ul style="list-style-type: none"> • Choose what to perform and create a programme. • Communicate the meaning of the

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ways of changing them.	<ul style="list-style-type: none"> • They can add their ideas to the performance. • Record the performance and say how they were feeling about it. 	<ul style="list-style-type: none"> • They can add their ideas to the performance. • Record the performance and say how they were feeling about it. 	<p>words and clearly articulate them.</p> <ul style="list-style-type: none"> • Talk about the best place to be when performing and how to stand or sit. • Record the performance and say how they were feeling, what they were pleased with what they would change and why. 	<p>designed to capture the audience.</p> <ul style="list-style-type: none"> • Communicate the meaning of the words and clearly articulate them. • Talk about the best place to be when performing and how to stand or sit. • Record the performance and say how they were feeling, what they were pleased with what they would change and why. 	<p>words and clearly articulate them.</p> <ul style="list-style-type: none"> • Talk about the venue and how to use it to best effect. • Record the performance and compare it to a previous performance. • Discuss and talk musically about it – “What went well?” and “It would have been even better if...?” 	<p>words and clearly articulate them.</p> <ul style="list-style-type: none"> • Talk about the venue and how to use it to best effect. • Record the performance and compare it to a previous performance. • Discuss and talk musically about it – “What went well?” and “It would have been even better if...?”
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