

Skills Progression: Music

EYFS

Communication and Language, Expressive Arts and Design - Nursery (including...)

- Listen with increased attention to sounds.
- Respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person ('pitch match') and the melodic shape of familiar songs.
- Create their own songs, or improvise a song around one they know.
- Play instruments with increasing control to express their feelings and ideas.

Communication and Language, Expressive Arts and Design - Reception (including...)

- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs
- Create collaboratively sharing ideas, resources and skills.
- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Explore and engage in music making and dance, performing solo or in groups.

Listening, Attention and Understanding - Early Learning Goals

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- **Being Imaginative - Early Learning Goals**
- Sing a range of well-known nursery rhymes and song.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

YEAR 1

Singing, Vocal Work, Playing and Performing

- Take part in class singing.
- Make long and short sounds using the voice and copy changes in pitch and follow a melody.
- Copy sounds created by a leader and show an awareness of pulse.
- Start to develop an awareness of timbre, tempo and dynamics when playing.

Improvisation and Composition

- Start to improvise using very simple rhythmic patterns: one or two notes.
- Utilise body percussion, voices and instruments to create different effects.
- Create simple rhythmic patterns - incorporating copy back.
- Create and show sounds by using picture/graphic notation.

Listening and Appraising

- Listen to and appraise a range of music appropriate to age range and wider cross curricular learning to support contextual learning.

YEAR 2

Singing, Vocal Work, Playing and Performing

- Sing with accuracy with a limited range of pitch, following instructions for when and how to sing.
- Imitate changes of pitch accurately.
- Have a good understanding of timbre, dynamics and tempo when playing.
- Demonstrate pulse when following a leader; perform to others.

Improvisation and Composition

- Continue to improvise using very simple rhythmic patterns: one or two notes; simple call and response.
- Utilise body percussion, voices and instruments with confidence and awareness of pulse to create different effects.
- Build a basic knowledge of the interrelated dimensions of music (i.e. rhythm/tempo are part of the creation).
- Create a beginning, middle and end and use symbols to represent sounds created.

Listening and Appraising

- Listen to and appraise a range of music appropriate to age range and wider cross curricular learning to support contextual learning.

Skills Progression: Music

YEAR 3

Singing, Vocal Work, Playing and Performing

- Sing from memory with accurate pitch (in tune) and expanding range.
- Maintain a simple part within a group (e.g. in a two part round).
- Pronounce words clearly when singing.
- Perform rhythms with untuned percussion.
- Begin to play tuned instruments (glockenspiels/whole class instrument lessons).
- Begin to read formal and other notation.

Improvisation and Composition

- Continue to develop own rhythms that lead to melodies in a group or solo situation.
- Improvise with two notes using voice, sounds and instruments with confidence.
- Create basic rhythms using a rhythm grid.
- Begin to compose simple melodies using graphic or standard notation.
- Demonstrate selected musical elements (pulse, rhythm, pitch, texture, timbre, dynamics and tempo).

Listening and Appraising

- Listen to and appraise a range of music appropriate to age range and wider cross curricular learning to support contextual learning.



YEAR 4

Singing, Vocal Work, Playing and Performing

- Sing from memory with accurate pitch (in tune) and expanding range.
- Maintain a simple part within a group (e.g. in a four part round).
- Pronounce words clearly and show secure control of voice.
- Play with care notes on tuned instruments (whole class instrument lessons).
- Play a variety of rhythms on untuned instruments with control and a good sense of pulse.
- Read formal notation on a staff with an understanding of note length.
- Perform to others with an awareness of an audience's needs.

Improvisation and Composition

- Continue to develop own rhythms that lead to melodies in a group or solo situation.
- Begin to improvise with three notes with confidence, use voice, sounds and instruments.
- Take turns to call and respond; create rhythms using a rhythm grid.
- Integrate a basic knowledge of the interrelated dimensions of music (i.e. rhythm/tempo are part of the creation).
- Compose more complex melodies using graphic or standard notation.
- Demonstrate musical elements (pulse, rhythm, pitch, texture, timbre, dynamics, tempo).

Listening and Appraising

- Listen to and appraise a range of music appropriate to age range and wider cross curricular learning to support contextual learning.

Skills Progression: Music

YEAR 5

Singing, Vocal Work, Playing and Performing

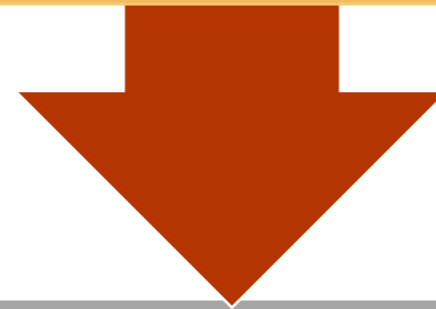
- Sing from memory with confidence.
- Sing a solo and as part of a group; sing a simple harmony.
- Sing with controlled breathing.
- Play tuned and untuned percussion with an appropriate pulse and a growing awareness of combining dynamics, duration, timbre, texture, structure and pitch.
- Understand the importance of starts and finishes when performing to an audience.
- Play simple ostinatos on tuned instruments.

Improvisation and Composition

- Continue to develop more complex rhythms that lead to melodies in a group or solo situation; use the term "riff".
- Improvise with three notes with confidence, use voice, sounds and instruments.
- Build a deeper knowledge of the interrelated dimensions of music (i.e. rhythm/tempo are part of the creation); take turns to question and answer.
- Compose music that follows simple structures; use graphic and standard notation to develop and record compositions.
- Combine selected musical elements (pulse, rhythm, pitch, texture, timbre, dynamics and tempo).

Listening and Appraising

- Listen to and appraise a range of music appropriate to age range and wider cross curricular learning to support contextual learning.



YEAR 6

Singing, Vocal Work, Playing and Performing

- SVP1 Sing from memory with confidence and accuracy.
- SVP2 Sing a solo and as part of a group; sing and hold a harmony part accurately.
- SVP3 Sing with controlled breathing and phrasing.
- SVP4 Play tuned and untuned percussion with confidence as part as an ensemble or solo.
- SVP5 Maintain an appropriate pulse with a comprehensive awareness of dynamics, duration, timbre, texture, structure and pitch.
- SVP6 Understand and use notation relevant to the instrument played.

Improvisation and Composition

- IC1 Continue to develop more complex rhythms that lead to melodies in a group or solo situation, use the terms "riff" and "head".
- IC2 Improvise with up to five notes with confidence, use voice, sounds and instruments.
- IC3 Integrate a deeper knowledge of the interrelated dimensions of music (i.e. rhythm/tempo are part of the creation); take turns to call and respond.
- IC4 Compose music that follows set structures; use graphic and standard notation to develop and record compositions.
- IC5 Combine selected musical elements (pulse, rhythm, pitch, texture, timbre, dynamics and tempo).

Listening and Appraising

- LA1 Listen to and appraise a range of music appropriate to age range and wider cross curricular learning to support contextual learning.