

## PROGRESSION OF SKILLS IN MUSIC

	EYFS—Early Learning Goals	YEAR 1 and 2	YEAR 3 and 4	YEAR 5 and 6
Singing songs with control and using the voice expressively.	<p>Early Learning Goal Children sing songs, make music and dance, and experiment with ways of changing them.</p> <ul style="list-style-type: none"> <li>*Enjoys joining in with dancing and ring games.</li> <li>*Sings a few familiar songs.</li> <li>* Begins to build a repertoire of songs and dances.</li> <li>•Sings to self and makes up simple songs.</li> <li>•Makes up rhythms.</li> </ul>	<ul style="list-style-type: none"> <li>* To find their singing voices confidently.</li> <li>* To sing a melody accurately at their own pitch.</li> <li>* To sing with a sense of awareness of pulse and control of rhythm,</li> <li>* Recognise phrase lengths and know when to breathe.</li> <li>* Sing songs expressively.</li> <li>* Follow pitch movements with their hands and use high, low and middle voices.</li> <li>* Begin to sing with control of pitch (e.g. following the shape of the melody).</li> <li>* Sing with an awareness of other performers.</li> </ul>	<ul style="list-style-type: none"> <li>* Sing with confidence using a wider vocal range.</li> <li>* Sing in tune.</li> <li>* Sing with awareness of pulse and control of rhythm.</li> <li>* Recognise simple structures. (Phrases).</li> <li>* Sing expressively with awareness and control at the expressive elements. E.g. timbre, tempo, dynamics.</li> <li>* Sing songs and create different vocal effects.</li> <li>* Understand how mouth shapes can affect voice sounds.</li> <li>* Internalise sounds by singing parts of a song 'in their heads.'</li> </ul>	<ul style="list-style-type: none"> <li>* Sing songs with increasing control of breathing, posture and sound projection.</li> <li>* Sing songs in tune and with an awareness of other parts.</li> <li>* Identify phrases through breathing in appropriate places.</li> <li>* Sing with expression and rehearse with others.</li> <li>* Sing a round in two parts and identify the melodic phrases and how they fit together.</li> <li>* Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice.</li> </ul>
Listening, Memory and Movement.	<ul style="list-style-type: none"> <li>* Beginning to move rhythmically.</li> <li>* Imitates movement in response to music</li> </ul>	<ul style="list-style-type: none"> <li>* Recall and remember short songs and sequences and patterns of sounds.</li> <li>* Respond physically when performing, composing and appraising music.</li> <li>* Identify different sound sources.</li> <li>* Identify well-defined musical features.</li> </ul>	<ul style="list-style-type: none"> <li>* Identify melodic phrases and play them by ear.</li> <li>* Create sequences of movements in response to sounds.</li> <li>* Explore and chose different movements to describe animals.</li> <li>* Demonstrate the ability to recognise the use of structure and expressive elements through dance.</li> <li>* Identify phrases that could be used as an introduction, interlude and ending.</li> </ul>	<ul style="list-style-type: none"> <li>* Internalise short melodies and play these on pitched percussion (play by ear)</li> <li>* Create dances that reflect musical features.</li> <li>* Identify different moods and textures.</li> <li>* Identify how a mood is created by music and lyrics.</li> <li>* Listen to longer pieces of music and identify features.</li> </ul>
Controlling pulse and rhythm	<ul style="list-style-type: none"> <li>*Taps out simple repeated rhythms/syllables</li> <li>* Follow me activities, children then to create their own rhythm for others to follow.</li> </ul>	<ul style="list-style-type: none"> <li>* Identify the pulse in different pieces of music.</li> <li>* Identify the pulse and join in getting faster and slower together.</li> <li>* Identify long and short sounds in music.</li> <li>* Perform a rhythm to a given pulse.</li> <li>* Begin to internalise and create rhythmic patterns.</li> <li>* Accompany a chant or song by clapping or playing the pulse or rhythm.</li> </ul>	<ul style="list-style-type: none"> <li>* Recognise rhythmic patterns.</li> <li>* Perform a repeated pattern to a steady pulse.</li> <li>* Identify and recall rhythmic and melodic patterns.</li> <li>* Identify repeated patterns used in a variety of music. (Ostinato)</li> </ul>	<ul style="list-style-type: none"> <li>* Identify different speeds of pulse (tempo) by clapping and moving.</li> <li>* Improvise rhythm patterns.</li> <li>* Perform an independent part keeping to a steady beat.</li> <li>* Identify the metre of different songs through recognising the pattern of strong and weak beats.</li> <li>* Subdivide the pulse while keeping to a steady beat.</li> </ul>
Exploring sounds, melody and accompaniment.	<ul style="list-style-type: none"> <li>*Explores the different sounds of instruments</li> <li>* Explores and learns how sounds can be changed.</li> <li>* Explore change in pitch from a variety of instruments.</li> <li>* Go on a listening walk.</li> <li>* Identifying direction of sound and instrument used.</li> </ul>	<ul style="list-style-type: none"> <li>* To explore different sound sources.</li> <li>* Make sounds and recognise how they can give a message.</li> <li>* Identify and name classroom instruments.</li> <li>* Create and chose sounds in response to a given stimulus.</li> <li>* Identify how sounds can be changed.</li> <li>* Change sounds to reflect different stimuli.</li> </ul>	<ul style="list-style-type: none"> <li>* Identify ways sounds are used to accompany a song.</li> <li>* Analyse and comment on how sounds are used to create different moods.</li> <li>* Explore and perform different types of accompaniment.</li> <li>* Explore and select different melodic patterns.</li> <li>* Recognise and explore different combinations of pitch sounds.</li> </ul>	<ul style="list-style-type: none"> <li>* Skills for this element are to be found within 'Control of Instruments' and 'Composition.'</li> </ul>
Control of instruments	<p>Play instruments in different ways and create sound effects.</p> <p>Explore handling of instruments through independent play.</p>	<ul style="list-style-type: none"> <li>* Play instruments in different ways and create sound effects.</li> <li>* Handle and play instruments with control.</li> <li>* Identify different groups of instruments.</li> </ul>	<ul style="list-style-type: none"> <li>* Identify melodic phrases and play them by ear.</li> <li>* Select instruments to describe visual images.</li> <li>* Choose instruments on the basis of internalised sounds.</li> </ul>	<ul style="list-style-type: none"> <li>* Identify and control different ways percussion instruments make sounds.</li> <li>* Play accompaniments with control and accuracy.</li> <li>* Create different effects using combinations of pitched sounds.</li> <li>* Use ICT to change and manipulate sounds.</li> </ul>
Composition	<p>Make up their own songs and rhythms in independent play.</p>	<ul style="list-style-type: none"> <li>* Contribute to the creation of a class composition.</li> <li>* Basic skills developments for composition in KS1 are to be found within 'Exploring sounds'.</li> </ul>	<ul style="list-style-type: none"> <li>* Create textures by combining sounds in different ways.</li> <li>* Create music that describes contrasting moods/emotions.</li> <li>* Improvise simple tunes based on the pentatonic scale.</li> <li>* Compose music in pairs and make improvements to their own work.</li> <li>* Create an accompaniment to a known song.</li> <li>* Create descriptive music in pairs or small groups.</li> </ul>	<ul style="list-style-type: none"> <li>* Identify different starting points or composing music.</li> <li>* Explore, select combine and exploit a range of different sounds to compose a soundscape.</li> <li>* Write lyrics to a known song.</li> <li>* Compose a short song to own lyrics based on everyday phrases.</li> <li>* Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition.</li> </ul>
Reading and writing notation		<ul style="list-style-type: none"> <li>* Perform long and short sounds in response to symbols.</li> <li>* Create long and short sounds on instruments.</li> <li>* Play and sing phrase from dot notation.</li> <li>* Record their own ideas.</li> <li>* Make their own symbols as part of a class score.</li> </ul>	<ul style="list-style-type: none"> <li>* Perform long and short sounds in response to symbols.</li> <li>* Create long and short sounds on instruments.</li> <li>* Play and sing phrase from dot notation.</li> <li>* Record their own ideas.</li> <li>* Make their own symbols as part of a class score.</li> </ul>	<ul style="list-style-type: none"> <li>* Perform using notation as a support.</li> <li>* Sing songs with staff notation as support.</li> </ul>
Performance skill		<ul style="list-style-type: none"> <li>* Perform together and follow instructions that combine the musical elements.</li> </ul>	<ul style="list-style-type: none"> <li>* Perform in different ways, exploring the way the performers are a musical resource.</li> <li>* Perform with awareness of different parts.</li> </ul>	<ul style="list-style-type: none"> <li>* Present performances effectively with awareness of audience, venue and occasion.</li> </ul>
Evaluating and appraising		<ul style="list-style-type: none"> <li>* Choose sounds and instruments carefully and make improvements to their own and others' work.</li> </ul>	<ul style="list-style-type: none"> <li>* Recognise how music can reflect different intentions.</li> </ul>	<ul style="list-style-type: none"> <li>* Improve their work through analysis, evaluation and comparison.</li> </ul>