

Music

Skills Progression

Year Group	Performing	Composing	Listening	History of Music (KS2)
<p style="text-align: center;">EYFS</p> <p>Key Vocabulary – clap, sing, song, listen, perform, rest, silence, loud, quiet, fast, slow, rhythm, beat, count, instruments, instrument names, pattern, high, low</p>	<ul style="list-style-type: none"> - Using their voices to join in with well-known songs from memory. - Remembering and maintaining their role within a group performance. - Moving to music with instruction to perform actions. - Participating in performances to a small audience. - Stopping and starting playing at the right time. 	<ul style="list-style-type: none"> - Playing untuned percussion 'in time' with a piece of music. - Selecting classroom objects to use as instruments. - Experimenting with body percussion and vocal sounds to respond to music. - Selecting appropriate instruments to represent action and mood. - Experimenting with playing instruments in different ways. 	<ul style="list-style-type: none"> - Responding to music through movement, altering movement to reflect the tempo, dynamics or pitch of the music. - Exploring lyrics by suggesting appropriate actions. Exploring the story behind the lyrics or music. - Listening to and following a beat using body percussion and instruments. - Considering whether a piece of music has a fast, moderate or slow tempo. - Listening to sounds and matching them to the object or instrument. - Listening to sounds and identifying high and low pitch. - Listening to and repeating a simple rhythm. - Listening to and repeating simple lyrics. 	

			- Understanding that different instruments make different sounds and grouping them accordingly.	
<p>Year 1</p> <p>Key Vocabulary - clap, sing, song, listen, perform, rest, silence, loud, quiet, fast, slow, rhythm, beat, count, instruments, instrument names, high, low, tempo, dynamics/volume, pitch, pattern, call and response, make up, improvise, pulse</p>	<ul style="list-style-type: none"> - Using their voices expressively to speak and chant. - Singing short songs from memory, maintaining the overall shape of the melody and keeping in time. - Maintaining the pulse (play on the beat) using hands, and tuned and untuned instruments. - Copying back short rhythmic and melodic phrases on percussion instruments. - Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance. - Performing from graphic notation. 	<ul style="list-style-type: none"> - Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. - Combining instrumental and vocal sounds within a given structure. - Creating simple melodies using a few notes. - Choosing dynamics, tempo and timbre for a piece of music. - Creating a simple graphic score to represent a composition. - Beginning to make improvements to their work as suggested by the teacher. 	<ul style="list-style-type: none"> - Recognising and understanding the difference between pulse and rhythm. - Understanding that different types of sounds are called timbres. - Recognising basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower). - Describing the character, mood, or 'story' of music they listen to, both verbally and through movement. - Describing the differences between two pieces of music. - Expressing a basic opinion about music (like/dislike). - Listening to and repeating short, simple rhythmic patterns. - Listening and responding to other performers by playing as part of a group. 	

<p style="text-align: center;">Year 2</p> <p>Key Vocabulary - clap, sing, song, listen, perform, rest, silence, loud, quiet, fast, slow, rhythm, beat, count, instruments, instrument names, high, low. Tempo, dynamics/volume, pitch, pattern, call and response, composition, improvisation, pulse, rap, ensemble, melody, tune, copy, instrumental part, group/band/ensemble</p>	<ul style="list-style-type: none"> - Using their voices expressively when singing, including the use of basic dynamics (loud and quiet). - Singing short songs from memory, with melodic and rhythmic accuracy. - Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse. - Performing expressively using dynamics and timbre to alter sounds as appropriate. - Singing back short melodic patterns by ear and playing short melodic patterns from letter notation. 	<ul style="list-style-type: none"> - Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. - Successfully combining and layering several instrumental and vocal patterns within a given structure. - Creating simple melodies from five or more notes. - Choosing appropriate dynamics, tempo and timbre for a piece of music. - Using letter name and graphic notation to represent the details of their composition. - Beginning to suggest improvements to their own work. 	<ul style="list-style-type: none"> - Recognising timbre changes in music they listen to. - Recognising structural features in music they listen to. - Listening to and recognising instrumentation. - Beginning to use musical vocabulary to describe music. - Identifying melodies that move in steps. - Listening to and repeating a short, simple melody by ear. - Suggesting improvements to their own and others' work 	
<p style="text-align: center;">Year 3</p> <p>Key Vocabulary - rhythm, beat, count, instruments, instrument names, high, low. Tempo, dynamics/volume, pitch, pattern, call and response, composition, improvisation, pulse, rap, ensemble, melody, tune, copy,</p>	<ul style="list-style-type: none"> - Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. - Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. 	<ul style="list-style-type: none"> - Composing a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing). - Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). - Using letter name and 	<ul style="list-style-type: none"> - Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz). - Understanding that music from different parts of the world has different features. 	<ul style="list-style-type: none"> - Understanding that music from different times has different features

<p>instrumental part, group/band/ensemble, notation, bar, rest, rhythm notation, score, graphic score, diction, genre.</p>	<ul style="list-style-type: none"> - Performing from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology 	<p>rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.</p> <ul style="list-style-type: none"> - Suggesting and implementing improvements to their own work, using musical vocabulary. 	<ul style="list-style-type: none"> - Recognising and explaining the changes within a piece of music using musical vocabulary. - Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. - Beginning to show an awareness of metre. - Beginning to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work. 	
<p>Year 4</p> <p>Key Vocabulary - rhythm, beat, count, instruments, instrument names, high, low. Tempo, dynamics/volume, pitch, pattern, call and response, composition, improvisation, pulse, rap, ensemble, melody, tune, copy, instrumental part, group/band/ensemble, notation, bar, rest, rhythm notation, score, graphic score, diction, genre.</p>	<ul style="list-style-type: none"> - 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. - Singing and playing in time with peers with accuracy and awareness of their part in the group performance. - Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique. 	<ul style="list-style-type: none"> - Composing a coherent piece of music in a given style with voices, bodies and instruments. - Beginning to improvise musically within a given style. - Developing melodies using rhythmic variation, transposition, inversion, and looping. - Creating a piece of music with at least four different layers and a clear structure. - Using letter name, graphic and rhythmic notation and 	<ul style="list-style-type: none"> - Recognising the use and development of motifs in music. - Identifying gradual dynamic and tempo changes within a piece of music. - Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Samba, Rock and Roll). - Identifying common features between different genres, styles and traditions of music. 	<ul style="list-style-type: none"> - Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.

	<ul style="list-style-type: none"> - Playing syncopated rhythms with accuracy, control and fluency. 	<p>key musical vocabulary to label and record their compositions.</p> <ul style="list-style-type: none"> - Suggesting improvements to others' work, using musical vocabulary. 	<ul style="list-style-type: none"> - Recognising, naming and explaining the effect of the interrelated dimensions of music. - Identifying scaled dynamics (crescendo/decrescendo) within a piece of music. - Using musical vocabulary to discuss the purpose of a piece of music. - Using musical vocabulary when discussing improvements to their own and others' work. 	
<p>Year 5</p> <p>Key Vocabulary - rhythm, beat, count, instruments, instrument names, high, low. Tempo, dynamics/volume, pitch, pattern, call and response, composition, improvisation, pulse, rap, ensemble, melody, tune, copy, instrumental part, group/band/ensemble, notation, bar, rest, rhythm notation, score, graphic score, diction, genre, texture, timbre.</p>	<ul style="list-style-type: none"> - Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. - 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. - Performing with accuracy and fluency from graphic and simple staff notation. 	<ul style="list-style-type: none"> - Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama). - 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. - Using staff notation to record rhythms and melodies. - Selecting, discussing and refining musical choices 	<ul style="list-style-type: none"> - Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. (South African, West African, Musical, Theatre, Blues, Dance Remix.). - Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. - Comparing, discussing and evaluating music using detailed musical vocabulary. 	<ul style="list-style-type: none"> - Confidently discussing the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time.

	<ul style="list-style-type: none"> - Playing a simple chord progression with accuracy and fluency. 	<ul style="list-style-type: none"> both alone and with others, using musical vocabulary with confidence. - Suggesting and demonstrating improvements to own and others' work 	<ul style="list-style-type: none"> - Developing confidence in using detailed musical vocabulary to discuss and evaluate their own and others' work 	
<p>Year 6</p> <p>Key Vocabulary - rhythm, beat, count, instruments, instrument names, high, low. Tempo, dynamics/volume, pitch, pattern, call and response, composition, improvisation, pulse, rap, ensemble, melody, tune, copy, instrumental part, group/band/ensemble, notation, bar, rest, rhythm notation, score, graphic score, diction, genre, texture, timbre, stave notation.</p>	<ul style="list-style-type: none"> - Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. - 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. - Performing a solo or taking a leadership role within a performance. - Performing with accuracy and fluency from graphic and staff notation and from their own notation. - Performing by following a conductor's cues and directions. 	<ul style="list-style-type: none"> - Improvising coherently and creatively within a given style, incorporating given features. - Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments. - Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure. - Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. - Recording own composition using appropriate forms of notation and/or technology and incorporating. - Constructively critique their own and others' work, using musical vocabulary. 	<ul style="list-style-type: none"> - 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. - Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts (Pop art, Film music). - Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. - Identifying the way that features of a song can complement one another to create a coherent overall effect. 	<ul style="list-style-type: none"> - 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.

			<ul style="list-style-type: none">- Use musical vocabulary correctly when describing and evaluating the features of a piece of music. Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.- Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.	
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