



Music Progression of Skills

Cycle A

Cycle B



	EYFS	Year 1/2		Year 3/4		Year 5/6	
Knowledge	Pupils should be taught about: building a repertoire of songs and dances exploring the different sounds of instruments representing their own ideas, thoughts and feelings through art, music, dance, role play and stories.	Pupils should be taught about: - using their voices expressively and creatively by singing songs and speaking chants and rhymes - playing tuned and untuned instruments musically - listening with concentration and understanding to a range of high-quality live and recorded music - experimenting with, create, select and combine sounds using the inter-related dimensions of music.		Pupils should be taught about: Singing and playing musically with increasing confidence and control. Developing an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Playing and performing in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvising and composing music for a range of purposes using the inter-related dimensions of music Listening with attention to detail and recall sounds with increasing aural memory Using and understanding staff and other musical notations Appreciating and understanding a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Developing an understanding of the history of music.			
Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Controlling sounds through singing and performing –performing skills	<u>ELGs:</u> <u>Self Confidence and Self Awareness:</u> 1. Children are confident to try new activities. 2. They are confident to speak in a familiar group. 3. They will talk about their ideas. 4. They will choose the resources they need for their chosen activities. 5. They say when they do or don't need help.	Use their voice with increasing expression by singing simple songs and speaking chants and rhymes Play a selection of tuned and untuned instruments Begin to play and perform with others, with increasing awareness of starting and finishing, plus keeping a beat.	use their voices expressively by singing songs and speaking chants and rhymes play tuned and untuned instruments rehearse and perform with others [for example, starting and finishing together, keeping to a steady pulse].	Singing and playing musically with increasing confidence and control. Developing an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.	Singing in a group with increasingly musicality, hearing when notes change Playing and performing instruments with increasing control and accuracy	Singing a range of songs and chants with increasing enjoyment and expression with confidence in groups and as a solo Playing a range of instruments showing increasing accuracy and expression	Singing a range of songs with increasing enjoyment and expression with confidence and musical control, both in a group and as a solo Create compositions using notation and symbols to practise and perform in groups
Creating and developing musical ideas - composing skills	<u>Understanding the World:</u> 1. Children recognise that a range of technology is used in places such as homes	Begin to join in with and repeat simple musical patterns	create musical patterns explore, choose and organise sounds and musical ideas.	Copy, create and improvise musical patterns to compose new rhythms and melodies	With increasing confidence, practise and perform simple compositions using a range of instruments Copy, create and improvise musical patterns to compose new rhythms and melodies	Practising and performing group simple compositions with increasing accuracy Use rhythm and melody patterns to compose new music	

Hearing and listening	and schools. <u>Expressive Arts and Design:</u> Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.	Begin to express ideas about a range of types of music through movement, dance and express feelings in musical language Begin to improve their work, drawing on other's experiences Discuss their ideas in a variety of ways	explore and express their ideas and feelings about music using movement, dance and expressive and musical language make improvements to their own work. Generate ideas by drawing on their own and other people's experiences	Listen and respond to a range of music, using a range of media to express feelings Respond to a range of music throughout the ages eg. Ravel Bolero, Vivaldi Four seasons,	Listen and respond to a range of music, using a range of media to express feelings eg. dramatic TV/film music Respond to a range of music throughout the ages eg. Bach, Mozart, Debussy	Listen and respond to a range of music, using a range of media to express feelings eg. tv adverts – music used Respond to a range of music throughout the ages LINK WITH HISTORY(WWII)	Listen and respond to a range of music, using a range of media to express feelings focussing on John Williams – Star Wars, Jaws, Jurassic Park etc Respond to a range of music throughout the ages LINK WITH HISTORY (Egypt)
Responding and reviewing - appraising skills	Songs linked to Collective worship themes to inspire and encourage spiritual reflection	In discussion with others, suggest ways to change and improve their work	explore and express their ideas and feelings about music using movement, dance and expressive and musical language make improvements to their own work.	explore and express their ideas and feelings about music using movement, dance and expressive and musical language make improvements to their own work by suggesting ways to change the instrumentation or melody for example	explore and express their ideas and feelings about music through dance, art and musical language make improvements to their own work by suggesting ways to change the instrumentation, melody and/ or rhythm	Confidently express their ideas and feelings about music in a variety of ways make improvements to their own work by suggesting ways to change the instrumentation, melody and/ or rhythm	Confidently express their ideas and feelings about music in a variety of ways, asking questions to find out more make improvements to their own work by suggesting ways to change the instrumentation, melody and/ or rhythm
Listening, and applying knowledge and understanding		Begin to listen and recall sounds from memory Know how sounds change in terms of pitch, length, volume, speed and instruments playing Explore how sounds can be made in different ways including body percussion and tuned instruments Listen to a range of music used for specific purposes eg dance, film music to heighten tension, for helping to create calm, peaceful head space Songs linked to Collective worship themes to inspire and encourage spiritual reflection	to listen with concentration and to internalise and recall sounds with increasing aural memory how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures [for example, beginning, middle, end] how sounds can be made in different ways [for example, vocalising, clapping, by musical instruments, in the environment] and described using given and invented signs and symbols how music is used for particular purposes [for example, for dance, as a lullaby]. Songs linked to Collective worship themes to inspire and encourage spiritual reflection	Listen and recall simple melodies and rhythms and begin to notate them with symbols Begin to understand the history of music through periods of history Songs linked to Collective worship themes to inspire and encourage spiritual reflection	Listen and recall simple melodies and rhythms and begin to notate them with symbols and musical stave notes Begin to understand the history of music through periods of history (African chanting, Impressionism – Debussy) Songs linked to Collective worship themes to inspire and encourage spiritual reflection	Listen and recall simple melodies and rhythms and begin to notate them with symbols and musical notation using the treble clef Understand how music has changed through periods of history Songs linked to Collective worship themes to inspire and encourage spiritual reflection	Listen and recall simple melodies and rhythms and begin to notate them with symbols and musical notation using the treble clef Understand how music has changed through periods of history – World war 2 jazz, LINK WITH HISTORY Songs linked to Collective worship themes to inspire and encourage spiritual reflection

Technical Vocabulary knowledge	Pattern, rhythm, conductor, beat	Percussion, tuned percussion, untuned percussion, pitch, length, volume, speed and instruments, composition	pitch, duration, dynamics, tempo, timbre, texture, instruments, melody	Tonguing, slurring, finger holes, woodwind, brass, strings,	Treble clef, bass clef	Accent, staccato, notation	syncopation
IMPLEMENTATION and MUSICAL OPPPORTUNITIES							
	Nativity play	Availability of Rock Steady, individual instrumental lessons, performing to a wider audience, and singing at Wimpole stable block, Nativity play		Availability of Rock Steady, individual instrumental lessons, performing to a wider audience, performances at Wimpole stable block and O2 Young Voices singers, Summer production			
IMPACT							
Assessment opportunities	Can the child join in with singing in a group? Can the child keep a steady beat?	Can the child play an instrument with increasing musicality? Can the child sing a simple melody? Can the child listen to a range of music and respond expressively?					