

## Music Skills Progression

	EYFS	KS1	Year 3 & 4	Year 5 & 6
<b>Perform</b> This concept involves understanding that music is created to be performed.	<b>3 and 4 year olds will:</b> <ul style="list-style-type: none"> <li>Remember and sing entire songs.</li> <li>Sing the pitch of a tone sung by another person</li> <li>(‘pitch match’).</li> <li>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>Create their own songs or improvise a song around one they know.</li> </ul> <b>Children in reception will:</b> <ul style="list-style-type: none"> <li>Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>Learn rhymes, poems and songs.</li> </ul> Sing in a group or on their own, increasingly matching the pitch and following the melody.	<ul style="list-style-type: none"> <li>Take part in singing, accurately following the melody</li> <li>Follow instructions on how and when to sing or play an instrument</li> <li>Make and control long and short sounds, using voice and instruments</li> <li>Imitate changes in pitch</li> </ul> <b>National Curriculum</b> <ul style="list-style-type: none"> <li>Use their voices expressively by singing songs and speaking chants and rhymes</li> <li>Play tuned and untuned instruments musically</li> </ul>	<ul style="list-style-type: none"> <li>Sing from memory with accurate pitch</li> <li>Sing in tune</li> <li>Maintain a simple part within a group</li> <li>Pronounce words within a song clearly</li> <li>Show control of voice</li> <li>Play notes on an instrument with care so that they are clear</li> <li>Perform with control and awareness of others</li> </ul>	<ul style="list-style-type: none"> <li>Sing or play from memory with confidence</li> <li>Perform solos or as part of an ensemble</li> <li>Sing or play expressively and in tune</li> <li>Hold a part within a round</li> <li>Sing a harmony part confidently and accurately</li> <li>Sustain a drone or a melodic ostinato to accompany singing</li> <li>Perform with controlled breathing (voice) and where possible skillfully playing an (instrument)</li> </ul>

<p><b>Compose</b></p> <p>This concept involves appreciating that music is created through a process which has a number of techniques</p>	<p><b>3 and 4 year olds will:</b> Play instruments with increasing control to express their feelings and ideas.</p> <p><b>Children in reception will:</b> Explore and engage in music making and dance, performing solo or in groups.</p>	<ul style="list-style-type: none"> <li>• Create a sequence of long and short sounds</li> <li>• Clap rhythms</li> <li>• Create a mixture of different sounds (long and short, loud and quiet, high and low)</li> <li>• Choose sounds to create an effect</li> <li>• Sequence sounds to create an overall effect</li> <li>• Create short, musical patterns</li> <li>• Create short, rhythmic phrases</li> </ul> <p><b>National Curriculum</b></p> <ul style="list-style-type: none"> <li>• Make and combine sounds using the inter-related dimensions of music</li> </ul>	<ul style="list-style-type: none"> <li>• Compose and perform melodic songs</li> <li>• Use sound to create abstract effects</li> <li>• Create repeated patterns with a range of instruments</li> <li>• Create accompaniments for tunes</li> <li>• Use drones as accompaniments</li> <li>• Choose, order, combine and control sounds to create an effect</li> <li>• Use digital technologies to compose pieces of music</li> </ul>	<ul style="list-style-type: none"> <li>• Create songs with verses and a chorus</li> <li>• Create rhythmic patterns with an awareness of timbre and duration</li> <li>• Combine a variety of musical devices, including melody, rhythm and chords</li> <li>• Thoughtfully select elements for a piece in order to gain a defined effect</li> <li>• Use drones and melodic ostinato (based on the pentatonic scale)</li> <li>• Convey the relationship between the lyrics and the melody</li> <li>• Use digital technologies to compose, edit and refine pieces of music</li> </ul>
<p><b>Transcribe</b></p> <p>This concept involves understanding that compositions need to be understood by others and</p>		<ul style="list-style-type: none"> <li>• Use symbols to represent a composition and use them to help with a performance</li> </ul>	<ul style="list-style-type: none"> <li>• Devise non-standard symbols to indicate when to play and rest</li> <li>• Recognise the notes EGBDF and FACE on the musical stave</li> <li>• Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent</li> </ul>	<ul style="list-style-type: none"> <li>• Use the standard musical notation of crochet, minim and semibreve to indicate how many beats to play</li> <li>• Read and create notes on the musical stave</li> <li>• Understand the purpose of the treble and bass clefs and use them in transcribing compositions</li> <li>• Use and understand simple time signatures</li> </ul>

that there are techniques and a language for communicating them				
<b>Describe music</b> This concept involves appreciating the features and effectiveness of musical elements	<p><b>3 and 4 year olds will:</b></p> <p>Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings.</p> <p><b>Children in reception will:</b></p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p>	<ul style="list-style-type: none"> <li>• Identify the beat of a tune</li> <li>• Recognise changes in timbre, dynamics and pitch</li> </ul> <p><b>National Curriculum</b></p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p>	<ul style="list-style-type: none"> <li>• Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music</li> <li>• Evaluate music using musical vocabulary to identify areas of likes and dislikes</li> <li>• Understand layers of sounds and discuss their effect on mood and feelings</li> </ul>	<ul style="list-style-type: none"> <li>• Choose from a wide range of musical vocabulary to accurately describe and appraise music including: <ul style="list-style-type: none"> <li>• pitch</li> <li>• dynamics</li> <li>• tempo</li> <li>• timbre</li> <li>• texture</li> <li>• lyrics and melody</li> <li>• sense of occasion</li> <li>• expressive</li> <li>• solo</li> <li>• rounds</li> <li>• harmonies</li> <li>• accompaniments</li> <li>• drones</li> <li>• combination of musical elements</li> <li>• cultural context</li> </ul> </li> <li>• Describe how lyrics often reflect the cultural context of music and have social meaning</li> </ul>