

## Progression in Music



Music Skills Overview	EYFS Nursery/Reception <i>Recognise and respond</i>	KS1 Year One → Year Two <i>Building understanding</i>		Lower KS2 Year Three → Year Four <i>Expand understanding</i>		Upper KS2 Year Five → Year Six <i>Refine and manipulate</i>	
	<b>Singing</b>	Pitch matching; mostly familiar songs, chants and rhymes; Moving to music by using actions to some songs (including solfa hand signs in certain songs)	Developing the singing voice (e.g. the difference between singing, talking and shouting); Solo options in singing games; Use of simple actions to accompany songs; Generally able to sing a melody accurately at <i>their own</i> pitch; Start to sing with an awareness of other performers using simple rounds and call and response songs performed in groups		Further development of the singing voice; Addition of simple accompaniments; use of call and response songs; Start to sing with some awareness of other parts <i>and</i> performers	Exploration of rounds and partner songs; Begin to internalise songs by singing parts of them 'in their heads'; Use of more complex movements to accompany singing	Development of rounds, partner songs, exploration and development of simple harmonies and part songs; Sing with an awareness of other parts and performers; Exercise breath control by breathing in the correct places as indicated by the phrases they recognise (not necessarily consciously by this point but can justify their choices musically if questioned)
<b>Performing</b>	Are aware of the pulse in music they hear and perform; Use of body percussion and exploration with percussion instruments; Simple unison and C+R songs; Ability to start and stop together	Able to tap a pulse mostly in time; Some control and accuracy when using percussion instruments; Unison/C+R songs; Able to suggest improvements to own/others work; Perform with some awareness of other parts		Increased control when using instruments in a class ensemble; Use of more advanced combinations of body percussion movements both independently and with others		Increased control of the pulse and able to increase/decrease tempo (speed) intentionally; Able to maintain a simple part with awareness of pitch, metre and balance	Able to maintain a part independently with <i>accurate</i> awareness of pitch, metre and balance; Able to perform with awareness of audience, venue and occasion
<b>Composing (Improvising)</b>	Creating sounds and patterns within instrumental games	Create simple patterns with given instruments or sounds	Create simple patterns with given pitches and rhythms	Able to use musical elements with detailed instructions and boundaries/'rules' to create new ideas; Create descriptive music in pairs or small groups; Choose appropriate sounds for their choices from internalised awareness of instruments and body percussion		Able to create original ideas with more freedom; Able to develop and/or extend ideas in a simple way; Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition	
<b>Listening and Analysis/Appreciation</b>	Respond to sung instructions; able to identify simple, well-defined musical features (i.e. loud, low etc)	Identifying simple features (fast, slow, loud, soft); Suggest symbols to represent sounds (graphic scores)	Recognising changes and contrasts in mood and character; rhythm notation and the concept of pitch notation	As vocabulary increases the ability to describe, compare and contrast music heard and performed, including self/peer appraisal; growing awareness of the context, purpose and intent of music; able to use symbols as well as simple pitch and rhythm notations to perform and to support composition work where applicable; Listen to longer pieces of music and identify musical features			

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<b>Pitch</b>	High/Low (pitch matching)	High/Low		Steps and leaps	Pentatonic patterns		Basic understanding of major and minor
<b>Duration</b>	Long/short sounds	Long and short Steady beat	Rhythmic patterns	Strong beats Weak beats Bars	Metre Crotchets & quavers Using bars	Using basic time signatures (2, 3, 4)	Dotted, swung and syncopated rhythms
<b>Dynamics</b>	Loud/Soft Silence		Graduation		Strong contrasts		Accents and articulation
<b>Tempo</b>	Fast/Slow	Fast/Slow Pulse	Fast/Slow Graduation		Comparing/ contrasting tempi		Tempo for mood effects
<b>Timbre</b>	Exploring		Wood, metal, strings (blowing)		Orchestral family timbres		Electronic sounds
<b>Texture</b>	One sound Several sounds	One sound Several sounds	Layers	Melody Accompaniment		Weaving parts	Chords
<b>Structure</b>	Beginnings and endings Call and response		Simple repeated patterns	Question and answer	Ostinato	Rounds	Ternary form Simple rondo form (whole class work)