

Progression of skills in Music

	EYFS Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understanding Music	<p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Use body percussion, instruments and voices.</p> <p>In the key centres of: C major and D major.</p> <p>Find and keep a steady beat together. Understand the difference between creating a rhythm pattern and a pitch pattern.</p> <p>Copy back simple rhythmic patterns using long and short.</p> <p>Copy back simple melodic patterns using high and low.</p> <p>Complete vocal warm-ups with a copy back option.</p>	<p>Use body percussion, instruments, and voices.</p> <p>In the key centres of: C major, G major and F minor.</p> <p>Find and keep a steady beat.</p> <p>Copy back simple rhythmic patterns using long and short.</p> <p>Copy back simple melodic patterns using high and low.</p> <p>Complete vocal warm-ups with a copy back option.</p> <p>Sing short phrases independently.</p>	<p>Use body percussion, instruments and voices.</p> <p>In the key centres of: C major and G major.</p> <p>In the time signatures of: 2/4, 3/4 and 4/4.</p> <p>Find and keep a steady beat.</p> <p>Copy back and improvise simple rhythmic patterns using minims, crotchets, quavers and their rests.</p> <p>Copy back and improvise simple melodic patterns using the notes: C, D, E G, A, B</p>	<p>Use body percussion, instruments and voices.</p> <p>In the key centres of: C major and G major.</p> <p>In the time signatures of: 2/4, 3/4 and 4/4. Find and keep a steady beat.</p> <p>Listen and copy rhythmic patterns made of semibreves, minims, dotted crotchets, crotchets, quavers, semiquavers and their rests, by ear or from notation.</p> <p>Copy back melodic patterns using the notes: C, D, E C, D, E, G, A G, A, B G, A, B, D, E</p>	<p>Use body percussion, instruments and voices.</p> <p>In the key centres of: C major, G major, F major and A minor.</p> <p>In the time signatures of: 2/4, 3/4, 4/4, 5/4 and 6/8.</p> <p>Find and keep a steady beat.</p> <p>Listen and copy rhythmic patterns made of minims, dotted crotchets, crotchets, quavers, semibreves and their rests, by ear or from notation.</p> <p>Copy back melodic patterns using the notes: D,E,F#,G,A,B, C D,E,F,G,A,B B,C,D,E,F,G C,D,E,F,G,A D,F,G,A</p>	<p>Use body percussion, instruments and voices.</p> <p>In the key centres of: C major, C Blues, G and c.</p> <p>In the time signatures of: 2/4, 3/4, 4/4, 5/4 and 6/8.</p> <p>Find and keep a steady beat.</p> <p>Listen and copy rhythmic patterns made of minims, dotted crotchets, crotchets, quavers, semibreves, dotted notes and their rests, by ear or from notation.</p> <p>Copy back melodic patterns using the notes: E,D,C,B,A,G,E C,D,E,F,G,A,B, C C,Bb,G,F,C C,D,E,F,G,A,B</p>
Listening	<p>Listen with increased attention to sounds.</p> <p>Listen attentively, move to, and talk about music, expressing their feelings and responses.</p>	<p>Move and dance with the music.</p> <p>Find the steady beat.</p> <p>Talk about feelings created by the music.</p> <p>Recognise some band and orchestral instruments.</p> <p>Describe tempo as fast or slow.</p> <p>Describe dynamics as loud and quiet.</p> <p>Join in sections of the song, eg chorus.</p> <p>Begin to understand where the music fits in the world.</p> <p>Begin to understand about different styles of music.</p>	<p>Mark the beat of a listening piece (eg Boléro by Ravel) by tapping or clapping and recognising tempo, as well as changes in tempo.</p> <p>Walk in time to the beat of a piece of music.</p> <p>Move and dance with the music confidently.</p> <p>Talk about how the music makes you feel.</p> <p>Find different steady beats.</p> <p>Describe tempo as fast or slow.</p> <p>Describe dynamics as loud or quiet.</p> <p>Join in sections of the song, eg call and response.</p> <p>Start to talk about the style of a piece of music.</p> <p>Recognise some band and orchestral instruments.</p> <p>Start to talk about where music might fit into the world.</p>	<p>Share your thoughts and feelings about the music together.</p> <p>Find the beat or pulse of the music.</p> <p>Walk, move, or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</p> <p>Invent different actions to move in time with the music.</p> <p>Talk about what the song or piece of music means.</p> <p>Identify some instruments you can hear playing.</p> <p>Identify if it's a male or female voice singing the song.</p> <p>Talk about the style of the music.</p>	<p>Talk about the words of a song.</p> <p>Think about why the song or piece of music was written.</p> <p>Find and demonstrate the steady beat.</p> <p>Identify the tempo as fast, slow or steady.</p> <p>Recognise the style of music you are listening to.</p> <p>Discuss the structures of songs.</p> <p>Explain what a main theme is and identify when it is repeated.</p> <p>Know and understand what a musical introduction is and its purpose.</p> <p>Recall by ear memorable phrases heard in the music.</p> <p>Recognise the sound and notes of the pentatonic scale by ear and from notation. (pentatonic scale consists of five notes within one octave)</p> <p>Describe legato and staccato.</p> <p>Recognise the following styles and any important musical features that distinguish the style: 20th and 21st Century Orchestral, Reggae, Soul, R&B, Pop, Folk, Jazz, Disco, Musicals, Classical, Rock, Gospel, Romantic, Choral, Funk and Electronic Dance Music.</p>	<p>Talk about feelings created by the music.</p> <p>Justify a personal opinion with reference to Musical Elements.</p> <p>Find and demonstrate the steady beat.</p> <p>Identify the musical style of a song or piece of music.</p> <p>Identify instruments by ear and through a range of media.</p> <p>Discuss the structure of the music with reference to verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form.</p> <p>Explain a bridge passage (common in classical music) and its position in a song.</p> <p>Recall by ear memorable phrases heard in the music.</p> <p>Recognise the sound and notes of the pentatonic and Blues scales, by ear and from notation.</p> <p>Explain the role of a main theme in musical structure.</p> <p>Know and understand what a musical introduction is and its purpose.</p> <p>Explain rapping.</p> <p>Recognise the following styles and any key musical features that distinguish the style: 20th and 21st Century Orchestral, Gospel, Pop, Minimalism, Rock n' Roll, South African, Contemporary Jazz, Reggae, Film Music, Hip Hop, Funk, Romantic and Musicals</p>	<p>Talk about feelings created by the music.</p> <p>Justify a personal opinion with reference to Musical Elements.</p> <p>Identify the musical style of a song using some musical vocabulary to discuss its Musical Elements.</p> <p>Identify the following instruments by ear and through a range of media: bass guitar, electric guitar, percussion, sections of the orchestra such as brass, woodwind and strings, electric organ, congas, pianos and synthesizers, and vocal techniques such as scat singing.</p> <p>Discuss the structure of the music with reference to verse, chorus, bridge and an instrumental break.</p> <p>Explain a bridge passage and its position in a song.</p> <p>Recall by ear memorable phrases heard in the music.</p> <p>Explain the role of a main theme in musical structure.</p> <p>Know and understand what a musical introduction and outro is, and its purpose.</p> <p>Identify the sound of a Gospel choir and soloist, Rock band, symphony orchestra and A Cappella groups.</p> <p>Recognise the following styles and any key musical features that distinguish the style: 20th and 21st Century Orchestral, Soul, Pop, Hip Hop, Jazz: Swing, Rock, Disco, Romantic, Zimbabwean Pop, R&B, Folk, Gospel, Salsa, Reggae, Musicals and Film Music</p>

Progression of skills in Music

Singing	Remember and sing entire songs.	Sing, rap, rhyme, chant and use spoken word.	Sing as part of a choir.	Sing as part of a choir.	Rehearse and learn songs from memory and/or with notation.	Rehearse and learn songs from memory and/or with notation.	Rehearse and learn songs from memory and/or with notation.
	Sing the pitch of a tone sung by another person. (Pitch match)	Demonstrate good singing posture.	Demonstrate good singing posture.	Sing a widening range of unison songs, of varying styles and structures.	Sing in different time signatures: 2/4, 3/4 and 4/4.	Sing in 2/4, 3/4, 4/4 and 6/8 time.	Sing a broad range of songs as part of a choir, including those that involve syncopated rhythms, with a good sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style.
	Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.	Sing songs from memory.	Sing songs from memory	Demonstrate good singing posture.	Sing as part of a choir with awareness of size: the larger, the thicker and richer the musical texture.	Sing in unison and parts, and as part of a smaller group.	Continue to sing in parts where appropriate.
	Sing in a group or on their own, increasingly matching the pitch and following the melody.	Sing in unison.	Sing to communicate the meaning of the words.	Perform actions confidently and in time to a range of action songs.	Demonstrate good singing posture.	Sing 'on pitch' and 'in time'. Sing a second part in a song.	Sing in 2/4, 4/4, 3/4, 5/4 and 6/8.
			Sing in unison and sometimes in parts, and with more pitching accuracy.	Sing songs from memory and/or from notation.	Demonstrate vowel sounds, blended sounds and consonants.	Self-correct if lost or out of time.	Sing with and without an accompaniment.
			Understand and follow the leader or conductor.	Sing with awareness of following the beat.	Sing 'on pitch' and 'in time'.	Sing expressively, with attention to breathing and phrasing.	Sing syncopated melodic patterns.
			Add actions to a song.	Sing with attention to clear diction.	Sing expressively, with attention to breathing and phrasing.	Sing expressively, with attention to dynamics and articulation.	Demonstrate and maintain good posture and breath control whilst singing.
			Move confidently to a steady beat.	Sing expressively, with attention to the meaning of the words.	Sing in unison.	Develop confidence as a soloist.	Sing expressively, with attention to breathing and phrasing.
			Talk about feelings created by the music/song.	Understand and follow the leader or conductor.	Talk about the different styles of singing used for different styles of song.	Talk about the different styles of singing used for different styles of song.	Sing expressively, with attention to dynamics and articulation.
			Recognise some band and orchestral instruments.	Copy back simple melodic phrases using the voice.	Talk about how the songs and their styles connect to the world.	Talk confidently about how connected you feel to the music and how it connects in the world.	Lead a singing rehearsal.
		Describe tempo as fast or slow.			Respond to a leader or conductor.	Talk about the different styles of singing used for the different styles of songs sung in this year.	
		Join in sections of the song, eg chorus.				Discuss with others how connected you are to the music and songs, and how the songs and styles are connected to the world	
		Begin to understand where the music fits in the world.					
		Begin to talk about and understand the style of the music.					
		Know the meaning of dynamics (loud/quiet) and tempo (fast/slow), and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (eg crescendo, decrescendo, pause)					

Notation		Explore ways of representing high and low sounds, and long and short sounds, using letter names.	Explore ways of representing high and low sounds, and long and short sounds, using letter names A sound-before-symbol approach is to be used.	Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. Explore standard notation, using minims, semibreves, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of: C, D, E, and F Read and respond to simple rhythmic patterns using minims, crotchets, quavers and their rests. Identify: • Stave • Treble clef • Time signature • Lines and spaces on the stave Identify and understand the differences between crotchets and paired quavers. Apply spoken word to rhythms, understanding how to link each syllable to one musical note	Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. Read and respond to rhythmic patterns made of semibreves, minims, dotted crotchets, crotchets, quavers, semiquavers and their rests, by ear or from notation. Copy back melodic patterns using the notes: C, D, E C, D, E, G, A G, A, B G, A, B, D, E Identify: • Stave • Treble clef • Time signature Read and perform pitch notation within a range. Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble	Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. Read and respond to rhythmic patterns made of minims, dotted crotchets, crotchets, quavers, semibreves and their rests, by ear or from notation. Copy back melodic patterns using the notes: D, E, F#, G, A, B, C D, E, F, G, A, B B, C, D, E, F, G C, D, E, F, G, A D, F, G, A Identify: • Stave • Treble clef • Time signature Recognise how notes are grouped when notated. Identify the stave and symbols on the stave (such as the treble clef), the name of the notes on lines and in spaces, barlines, a flat sign and a sharp sign. Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers. Understand the differences between 2/4, 3/4 and 4/4 time signatures.	Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. Listen and copy rhythmic patterns made of minims, dotted crotchets, crotchets, quavers, semibreves, dotted notes and their rests, by ear or from notation. Copy back melodic patterns using the notes: E, D, C, B, A, G, E C, D, E, F, G, A, B, C C, Bb, G, F, C C, D, E, F, G, A, B Identify: • Stave • Treble clef • Time signature Recognise how notes are grouped when notated. Identify the stave and symbols on the stave (such as the treble clef), the name of the notes on lines and in spaces, barlines, a flat sign and a sharp sign.
Playing Instruments	Play instruments with increasing control to express their feelings and ideas.	Rehearse and learn to play a simple melodic instrumental part by ear or from simple notation (Letter names), in C major and D minor	Rehearse and learn to play a simple melodic instrumental part by ear or from notation (letter names), in C major, F major and G major.	Rehearse and learn to play a simple melodic instrumental part by ear or from notation (letter names and symbols), in C major, F major and G major	Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major and D major.	Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major, F sharp major and A minor	Rehearse and learn to play one of four differentiated instrumental parts by ear or from notation, in the tonal centres of C major, C major blues, Bb major, E major and G major
Improvising	Create their own songs or improvise a song around one they know.	Explore improvisation within a major and minor scale using the notes: C, D, E, A, F, G Improvise simple vocal patterns using 'Question and Answer' phrases. Understand the difference between creating a rhythm pattern and a pitch pattern.	Explore improvisation within a major scale using the notes: A, B, C, D, E, F, G Work with a partner and in the class to improvise simple 'Question and Answer' phrases, to be sung and played on untuned percussion, creating a musical conversation.	Explore improvisation within a major scale using the notes: A, B, C, D, E, F, G Become more skilled in improvising (using voices, tuned and untuned percussion, and instruments played in whole class/group/individual/instrumental teaching) Structure musical ideas (eg using echo or 'Question and Answer' phrases) to create music that has a beginning, middle and end.	Explore improvisation within a major scale using the notes: A, B, C, D, E, F, G Improvise over a groove.	Explore improvisation within a major scale using the notes: A, B, C, D, E, F, G Improvise using clapping riffs. Improvise over a simple groove, responding to the beat and creating a satisfying melodic shape. Experiment with using a wider range of dynamics. Structure musical ideas (eg using echo or 'Question and Answer' phrases) to create music that has a beginning, middle and end.	Explore improvisation within a major scale, using the notes: C, D, E, F, G, A, Bb, B Improvise using clapping riffs. Structure musical ideas (eg using echo or 'Question and Answer' phrases) to create music that has a beginning, middle and end.

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Composing		<p>Create musical sound effects and short sequences of sounds in response to music and video stimulus.</p> <p>Create a story, choosing and playing classroom instruments and/or sound makers.</p> <p>Use music technology, if available, to capture, change and combine sounds. (Charanga composition tool)</p> <p>Create a simple melody using: C C, D D, E</p>	<p>Create musical sound effects and short sequences of sounds in response to music and video stimulus.</p> <p>Create and perform your own rhythm patterns with notation (letter names)</p> <p>Use music technology, if available, to capture, change and combine sounds. (Charanga composition tool)</p> <p>Create a simple melody using: C, D F, G</p>	<p>Create music and/or sound effects in response to music and video stimulus.</p> <p>Use music technology, if available, to capture, change and combine sounds</p> <p>Compose song accompaniments on tuned and untuned percussion.</p> <p>Create a simple melody using: C, D, E, F G, A C, A</p>	<p>Create music and/or sound effects in response to music and video stimulus.</p> <p>Use music technology, if available, to capture, change and combine sounds</p> <p>Compose song accompaniments on tuned and untuned percussion.</p> <p>Create a simple melody using: C, D, E G, A C, D</p>	<p>Create music and/or sound effects in response to music and video stimulus.</p> <p>Use music technology, if available, to capture, change and combine sounds</p> <p>Compose song accompaniments on tuned and untuned percussion.</p> <p>Create a simple melody using: D, E or G, A G, A D, E F, G</p>	<p>Create music and/or sound effects in response to music and video stimulus.</p> <p>Use music technology, if available, to capture, change and combine sounds</p> <p>Compose song accompaniments on tuned and untuned percussion.</p> <p>Create a simple melody using: C, D, E, F G, A C, A</p>
Vocabulary	<p>sing song Instrument copy</p>	<p>Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination</p>	<p>Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel</p>	<p>Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco.</p>	<p>Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality</p>	<p>Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, groove, Motown, hook, riff, solo, Blues, Jazz, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody</p>	<p>style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo, Blues, Jazz, improvise/improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony</p>