

## Music Skills Progression Chart



### Skills Progression in EYFS and Key Stage 1

|   | EYFS  | Year 1   | Year 2  | By the end of KS1   |
|---|---|--|---|---|
| <p><b>Listening</b><br/>Listening to a range of high-quality live and recorded music continued.</p> <p><b>Composing</b><br/>Create sounds and music using the interrelated dimensions of music</p> <p><b>Performing</b></p> | <ul style="list-style-type: none"> <li>Responding to music through movement, altering movement to reflect the tempo, dynamics or pitch of the music</li> <li>Expressing their response to different music and lyrics</li> <li>Exploring lyrics by suggesting appropriate actions</li> <li>Listening to and following a beat using body percussion and instruments</li> <li>Considering whether a piece of music has a fast, moderate or slow tempo</li> <li>Listening to sounds and matching to the object or instrument</li> <li>Listening to sounds and identifying high and low pitch</li> <li>Listening to and repeating a simple rhythm</li> <li>Listening to and repeating simple lyrics</li> <li>Selecting classroom objects to use as instruments</li> <li>Experimenting with playing instruments in different ways</li> <li>Using their voices to join in with well-known songs from memory</li> <li>Remembering and maintaining their role within a group performance</li> <li>Participating in performances to a small audience</li> </ul> | <ul style="list-style-type: none"> <li>I can sing a melody accurately at my own pitch</li> <li>I can sing with a sense of awareness of pulse and control of rhythm</li> <li>I can follow pitch movements with my hands and use high, low and middle voices</li> <li>I can identify different sound sources</li> <li>I can identify and name classroom instruments</li> <li>I can identify how sounds can be changed</li> <li>I can identify the pulse and join in getting faster and slower together</li> <li>I can join in a chant or song by clapping or playing the pulse or rhythm</li> <li>I can handle and play instruments with control</li> <li>I can join in with others</li> <li>I can choose sounds and instruments carefully.</li> </ul> | <ul style="list-style-type: none"> <li>I can sing using my voice confidently</li> <li>I can sing songs expressively</li> <li>I am beginning to sing with control of pitch</li> <li>I can recall and remember short songs and sequences and patterns of sounds</li> <li>I can identify well-defined musical features</li> <li>I can identify the pulse in different pieces of music</li> <li>I can identify long and short sounds in music</li> <li>I am beginning to internalise and create rhythmic patterns</li> <li>I can play instruments in different ways and create sound effects</li> <li>I can identify different groups of instruments</li> <li>I can make my own symbols as part of a class score</li> <li>I can perform long and short sounds in response to symbols</li> </ul> | <p><u>KS1 Music National Curriculum</u></p> <p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> <li><i>use their voices expressively and creatively by singing songs and speaking chants and rhymes</i></li> <li><i>play tuned and untuned instruments musically</i></li> <li><i>listen with concentration and understanding to a range of high-quality live and recorded music</i></li> <li><i>experiment with, create, select and combine sounds using the inter-related dimensions of music.</i></li> </ul> |

## Skills Progression in Key Stage 2

|   | Year 3   | Year 4  | Year 5   | Year 6   | By the end of KS2   |
|---|--|---|--|--|---|
| <p><b>Listening</b></p> <p>Listening to a range of high-quality live and recorded music continued.</p> <p><b>Composing</b></p> <p>Create sounds and music using the interrelated dimensions of music</p> <p><b>Performing</b></p> | <ul style="list-style-type: none"> <li>I can sing in tune</li> <li>I can sing songs and create different vocal effects</li> <li>I can create sequences of movements in response to sounds</li> <li>I can demonstrate the ability to recognise the use of structure and expressive elements through dance</li> <li>I can recognise rhythmic patterns I can perform a repeated pattern to a steady pulse</li> <li>I can create textures by combining sounds in different ways</li> <li>I can create music that describes contrasting moods/emotions</li> <li>I can compose music in pairs and make improvements to my own work</li> <li>I can play and sing phrase from dot notation</li> <li>I can perform with awareness of different parts</li> <li>I am beginning to recognise how music can reflect different intentions</li> </ul> | <ul style="list-style-type: none"> <li>I can sing with awareness of pulse and control of rhythm</li> <li>I can sing expressively with awareness and control at the expressive elements e.g. timbre, tempo, dynamics</li> <li>I can identify melodic phrases and play them by ear</li> <li>I can identify phrases that could be used as an introduction, interlude and ending</li> <li>I can identify phrases that could be used as an introduction, interlude and ending</li> <li>I can identify and recall rhythmic and melodic patterns</li> <li>I can identify repeated patterns used in a variety of music (<i>Ostinato</i>)</li> <li>I can improvise simple tunes based on the pentatonic scale</li> <li>I can create descriptive music in with a partner or in a small group</li> <li>I can perform in different ways, exploring the way the performers are a musical resource</li> <li>I can recognise how music can reflect different intentions</li> </ul> | <ul style="list-style-type: none"> <li>I can sing songs in tune and with an awareness of other parts</li> <li>I can sing with expression and rehearse with others</li> <li>I can sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice</li> <li>I can identify how a mood is created by music and lyrics</li> <li>I can identify different speeds of pulse (tempo) by clapping and moving</li> <li>I can perform an independent part keeping to a steady beat</li> <li>I can identify the metre of different songs through recognising the pattern of strong and weak beats</li> <li>I can identify different starting points or composing music</li> <li>I can write lyrics to a known song</li> <li>I am beginning to perform a piece of music using notations</li> <li>I am beginning to present performances effectively with awareness of audience, venue and occasion</li> <li>I am beginning to improve my work through analysis, evaluation and comparison</li> </ul> | <ul style="list-style-type: none"> <li>I can sing songs with increasing control of breathing, posture and sound projection</li> <li>I can identify phrases through breathing in appropriate places</li> <li>I can sing a round in two parts and identify the melodic phrases and how they fit together</li> <li>I can internalise short melodies and play these on pitched percussion (play by ear)</li> <li>I can identify different moods and textures</li> <li>I can improvise different rhythm patterns</li> <li>I can subdivide the pulse while keeping to a steady beat</li> <li>I can explore, select combine and exploit a range of different sounds to compose a soundscape</li> <li>I can compose a short song to own lyrics based on everyday phrases</li> <li>I can compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition</li> <li>I can perform a piece of music using notations</li> <li>I can present performances effectively with awareness of audience, venue and occasion</li> <li>I can improve my work through analysis, evaluation and comparison</li> </ul> | <p><u>KS2 Music National Curriculum</u></p> <p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>listen with attention to detail and recall sounds with increasing aural memory</li> <li>use and understand staff and other musical notations</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>develop an understanding of the history of music.</li> </ul> |