



Music Skills Progression



EYFS Curriculum Links

Communication and Language

Listen carefully to rhymes and songs, paying attention to how they sound.
Learn rhymes, poems and songs.

Physical Development

Combine different movements with ease and fluency

Expressive art and design





















Explore, use and refine a variety of artistic effects to express their ideas and feelings.
Return to and build on their previous learning, refining ideas and developing their ability to represent them.
Create collaboratively, sharing ideas, resources and skills.
Listen attentively, move to and talk about music, expressing their feelings and responses.
Sing in a group or on their own, increasingly matching the pitch and following the melody.
Explore and engage in music making and dance, performing solo or in groups.
Sing a range of well-known nursery rhymes and songs.
Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Singing	<p>Explore using the voice to create different sounds.</p> <p>Sing simple unison songs from memory.</p> <p>Sing simple call and response songs.</p> <p>Begin to pitch-match.</p>	<p>Explore using the voice to create different sounds and experiment with ways of changing them.</p> <p>Sing songs with a wider pitch range.</p> <p>Pitch-match simple 2 and 3 note melodies accurately (lah-soh-me.)</p>	<p>Sing mostly in tune, showing greater awareness of pitch-matching.</p> <p>Sing a wider range of songs with expression and a sense of melodic shape.</p> <p>Show developing control of dynamics and tempo when singing.</p> <p>Demonstrate an awareness of correct posture for singing.</p>	<p>Sing in tune with expression and clear diction, maintaining a wider pitch range with a good sense of melodic shape.</p> <p>Show good control of dynamics and tempo when singing.</p> <p>Maintain correct posture for singing and begin to show appropriate breath control.</p> <p>Sing increasingly complex songs: rounds, partner songs, songs with verse/chorus.</p>	<p>Sing in tune with accuracy and confidence, maintaining a wider pitch range, correct posture and clear diction.</p> <p>Sing expressively, showing an awareness of style, demonstrating the ability to control tempo and dynamics appropriately.</p> <p>Sing a wide variety of songs: unison, partner, canon, songs with 2 or more parts.</p> <p>Maintain an independent part with increasing control (repeated pattern, melody, drone, echo, harmony).</p>	<p>Sing in tune with accuracy and confidence, maintaining a wider pitch range, correct posture, clear diction and breath control.</p> <p>Sing with confidence and expression, showing a clear sense of style, confidently controlling dynamics, tempo, and other expressive features of the music.</p> <p>Maintain an independent part with good control, accuracy and expression, showing awareness of how parts fit together.</p>



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Listening						
<p>Listening</p>	<p>Create movements in response to changes in a piece of music</p> <p>Express opinions about a range of music</p> <p>Identify sounds of common classroom percussion instruments.</p>	<p>Listen with concentration to a variety of live and recorded music from different cultures, traditions and historical periods and express an opinion about the music.</p> <p>Aurally identify simple rhythm patterns using</p> <p>tea </p> <p>coffee </p> <p>Identify and describe changes in tempo (fast/slow), pitch (high/low), dynamics (loud/quiet) and timbre (instrumental sounds).</p> <p>Identify timbres of classroom instruments</p>	<p>Listen with increasing concentration to a variety of live and recorded music from different cultures, traditions and historical periods music, recognising how changes in tempo, dynamics, pitch, and timbre create different moods and effects.</p> <p>Aurally identify simple rhythm patterns using</p> <p>tea </p> <p>coffee </p> <p>one-beat rests Z </p> <p>Begin to recognise different instrument families (percussion, woodwind, brass, string) from sight and/or sound.</p>	<p>Listen with concentration to a variety of live and recorded music from different cultures, traditions, and historical periods music, recognising how changes in the interrelated dimensions of music create different moods and effects.</p> <p>Aurally identify rhythm patterns using</p> <p>tea </p> <p>coffee </p> <p>ice-ss (2 beat) </p> <p>one-beat rests Z or </p> <p>Aurally recognise different instrument families (percussion, woodwind, brass, string.)</p>	<p>Listen with attention to detail to a wide range of music from different traditions, genres, styles and periods, recognising and describing how the interrelated dimensions of music are used for intended effects.</p> <p>Aurally identify rhythm patterns using</p> <p>tea </p> <p>coffee </p> <p>TBC (2 beats) </p> <p>one-beat rests Z or </p> <p>TBC (4 beats) </p> <p>Recognise the sounds of some individual instruments from different instrumental families.</p> <p>Begin to recognise the characteristics of different styles of music and place them within a historical timeline.</p> <p>Begin to recognise 2,3,4 metre.</p>	<p>Listen with attention to detail to a wide range of music from different traditions, genres, styles and periods, describing and evaluating musical features using appropriate musical vocabulary.</p> <p>Aurally identify rhythm patterns using</p> <p>tea </p> <p>coffee </p> <p>TBC (2 beats) </p> <p>one-beat rests Z or </p> <p>TBC (4 beats) </p> <p>Co-ca-Co-la </p> <p>Recognise the sounds of an increasing number of instruments from different instrumental families.</p> <p>Begin to recognise the characteristics of different styles of music and place them within a historical timeline.</p> <p>Begin to recognise 2,3,4 metre.</p>
<p>Playing</p>	<p>Begin to mark a pulse and move rhythmically.</p> <p>Copy a simple rhythm.</p> <p>Explore how sounds can be changed</p> <p>Join in and stop as appropriate.</p>	<p>Keep a steady pulse on an instrument or with movement.</p> <p>Copy a simple rhythm on a percussion instrument.</p> <p>Demonstrate an understanding of the difference between pulse and rhythm.</p> <p>Play fast/slow, loud/quiet, high/low and change the</p>	<p>Keep a steady pulse accurately on an instrument or with movement</p> <p>Demonstrate the difference between pulse and rhythm.</p> <p>Play simple repeating rhythms on percussion instruments.</p> <p>Play simple melodic patterns on tuned instruments</p> <p>Play fast/slow, loud/quiet, high/low and change the type</p>	<p>Keep a steady pulse independently and respond to changes in tempo, maintaining an appropriate pulse.</p> <p>Maintain a simple rhythm part independently, keeping in time to the pulse.</p> <p>Play a variety of rhythm patterns with accuracy.</p> <p>Maintain a simple melody part independently, keeping in time with the pulse</p>	<p>Play melodic and rhythmic parts as part of an ensemble, keeping in time with other players.</p> <p>Confidently control changes in dynamics and tempo when playing alone and with others</p> <p>Play in solo and ensemble contexts with fluency and expression.</p>	<p>Play melodic and rhythmic parts as part of an ensemble, keeping in time with other players.</p> <p>Maintain an independent part in an ensemble, showing awareness of how parts fit together.</p> <p>Play confidently with fluency and expression, demonstrating increased understanding of musical features when I play to achieve a musical outcome.</p>



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		type of sound when playing instruments.	of sound when I play instruments with increasing control and accuracy.	Demonstrate increasing control of tempo and dynamics when playing.		
Performing	<p>Play an instrument as part of a group.</p> <p>Play an instrument in front of others.</p>	<p>Play an instrument in a group, showing some awareness of other performers.</p> <p>Follow simple musical instructions and actions.</p>	<p>Maintain a part within a group, showing some awareness of other performers.</p> <p>Follow simple performance directions (e.g. starting/stopping, changes in tempo & dynamics)</p> <p>Show some awareness of the audience when performing</p>	<p>Maintain an independent part within a group, showing awareness of other performers.</p> <p>Follow simple performance directions (start/stop/loud/quiet/fast/slow) and respond with increasing fluency and control.</p> <p>Demonstrate awareness of the audience and perform with a sense of occasion.</p>	<p>Maintain an independent part in a group with fluency and expression, showing awareness of other performers.</p> <p>Perform expressively to an audience demonstrating an awareness of place and occasion.</p>	<p>Maintain an independent part in a group, or as a soloist, with control, fluency and expression, showing awareness of other performers.</p> <p>Communicate expressively to an audience, showing an awareness of place and occasion.</p>
Composing and Improvising	<p>Explore and create sounds using the voice, instruments or found sounds in response to a stimulus</p> <p>Improvise (make up) simple sounds with my voice and instruments.</p>	<p>Explore and create, sounds with the voice, found sounds, instruments and appropriate technology in response to a stimulus.</p> <p>Improvise (make up) simple rhythmic and vocal patterns.</p> <p>Order sounds within simple structures such as beginning/middle/end.</p> <p>Create sequences of sounds using the interrelated dimensions of music.</p>	<p>Improvise short rhythmic and melodic patterns using the voice and instruments.</p> <p>Create and develop musical ideas within given structures (e.g., ABA form) or in response to a stimulus.</p> <p>Sequence and combine sounds to create special effects, moods and atmospheres using the interrelated dimensions of music.</p> <p>Begin to improve own work.</p>	<p>Improvise rhythmic and melodic phrases using the voice and instruments.</p> <p>Create and develop musical ideas within given structures (e.g., ABA, Rondo, Call and Response) or in response to a stimulus.</p> <p>Compose music for a range of purposes using the interrelated dimensions to achieve intended effects.</p> <p>Make improvements to own work, explaining reasons for changes.</p>	<p>Improvise longer melodic and rhythmic phrases using the interrelated dimensions of music with developing control.</p> <p>Compose music using a range of devices (e.g., ostinato, chord patterns, call and response, drone, repetition).</p> <p>Compose music for a range of purposes using the interrelated dimensions with understanding and control to achieve intended effects.</p> <p>Make improvements to own work, explaining reasons for changes using musical vocabulary.</p>	<p>Improvise longer melodic and rhythmic phrases using the interrelated dimensions of music with confidence and control.</p> <p>Compose music using a range of devices and/or for different purposes demonstrating an increased understanding of how the interrelated dimensions of music have been used to achieve intended effects.</p> <p>Make improvements to my own work and suggest improvements to the work of others using appropriate musical vocabulary.</p>
Notation and Technology	Use simple music technology to explore sounds.	Use simple music technology to make and capture sounds.	Use music technology to explore, capture and combine sounds	Use music technology to explore, capture and combine sounds Recognise and understand symbols for	Combine, manipulate and refine musical sounds using appropriate technology.	Combine, manipulate and refine musical sounds using appropriate technology. Recognise and understand symbols for



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	<p>Recognise the link between sound and symbol.</p>	<p>Represent sounds with symbols (given and made up.)</p> <p>Know how to follow a simple graphic score.</p> <p>Recognise symbols for</p> <p>Crotchet </p> <p>Quavers </p>	<p>Recognise and understand symbols for</p> <p>Crotchet </p> <p>Quavers </p> <p>Crotchet rest Z or</p> <p>Minim </p> <p>Create own graphic notations to represent sounds.</p> <p>Experience simple one-line staff pitch notation.</p>	<p>Crotchet </p> <p>Quavers </p> <p>Crotchet rest Z or</p> <p>Minim </p> <p>Experience simple two-line staff pitch notation</p>	<p>Recognise and understand symbols for</p> <p>Crotchet </p> <p>Quavers </p> <p>Crotchet rest Z or </p> <p>Minim </p> <p>Semibreve (4 beats) </p> <p>Experience three-line staff pitch notation</p> <p>Recognise different metres 2,3,4</p>	<p>Crotchet </p> <p>Quavers </p> <p>Crotchet rest Z or </p> <p>Minim </p> <p>Semibreve (4 beats) </p> <p>Semiquavers </p> <p>Experience staff pitch notation</p> <p>Recognise different metres 2,3,4</p>
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