



Music Skills Progression Map

Early Years (taken from the EYFS curriculum)

Expressive Arts and Design Being Imaginative and Expressive	3-4 Years Nursery Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas. Reception Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Explore and engage in music making and dance, performing solo or in groups.					
Early Learning Goal	Children at the expected level of development will: - 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.					
National Curriculum	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Composing	Generate simple rhythms in time and can demonstrate on un tuned percussion / batons. Use a variety of sounds sources to create simple soundscapes and sound effects. Understand simple musical elements such as	Generate more difficult rhythms in 4/4 time following and copying their peers in time to a given pulse. Begin writing rhythms in simple form using 4 beats per bar.	Generate and clarify ideas through discussion with peers and adults to develop musical thought processes when completing composition exercises. Learn to restructure and organise existing	Generate and clarify ideas through deeper discussions with peers and adults to develop musical thought processes when completing composition exercises. This should include learning to structure music into two traditional forms- Binary and Ternary.	Explore a range of musical structures and forms including Binary /ternary and rondo forms. Compose and notate rhythms with varying time signatures including syncopated and dotted rhythms / rests.	Use a variety of musical structures and forms to map out their composition work. Begin to combine and create new musical forms. Compose, notate and combine rhythms in varying time signatures creating rhythmic devices such

	<p>dynamics, pitch and tempo.</p> <p>Communicate these ideas through talk and group performances.</p>	<p>Arrange songs incorporating the musical elements including; dynamics, pitch, tempo, duration, and structure.</p> <p>Share ideas and communicate in pairs and groups to compose and rehearse effectively as a team.</p>	<p>songs and pieces for experimentation.</p> <p>Learn how to create more difficult rhythms using 3 and 4 beat bars. Be able to write rhythms using standard notation.</p> <p>Mix a variety of timbre and sound to create effective atmospheric music.</p> <p>(Being to incorporate and mix together musical elements learned in KS1)</p>	<p>Write more intricate rhythms and develop as Ostinato or rounds. Learn to understand and notate rhythms accurately in 3/4/5/7 beats per bar.</p> <p>Mix a variety of timbre and sound to create effective atmospheric music incorporating an effective structure to their work. Key elements of music should be incorporated and clearly demonstrated in performance.</p> <p>Develop ideas and communicate in pairs and groups to compose and rehearse effectively as a team</p>	<p>Compose songs combining rhythm a syllables together effectively.</p> <p>Create effective call and response in cultural drumming including vocal call and responses.</p> <p>Learn how to improvise and create melody and rhythms in different styles of music.</p> <p>Compose using minimalist techniques. Building texture and layers using simple sound patterns. Incorporate minimalist composition techniques into soundscapes.</p> <p>Incorporate graphic score</p>	<p>as hemiola and syncopation.</p> <p>Improvise using the blues and pentatonic scale in different styles. Improvisational skills in African drumming.</p> <p>Compose using a variety of rhythmic and sound organisation techniques. Building texture and layers using simple sound patterns. Compose using effective tempo, pitch, dynamics, structure, texture, duration and timbre.</p> <p>Create a more detailed graphic score.</p>
Performing	<p>Sing in time and in tune simple melodies with varied pitch (keys).</p> <p>Play on batons / un tuned percussion with control using varied tempo and dynamics.</p> <p>Perform in a variety of venues to parents including the school hall and church.</p> <p>Work together as a team in performance.</p>	<p>Singing a wider range of songs effectively using their voices with expression. Contrast dynamics and tempo in songs.</p> <p>Perform chants and rhythms in time incorporating accurate pitch, dynamics and timing.</p> <p>Show confidence and expression</p>	<p>Sing a range of songs from a repertoire.</p> <p>Sing in separate parts.</p> <p>Perform various group composition work regularly in class developing confidence and self-esteem.</p> <p>Use tempo, dynamics and pitch elements in performance.</p>	<p>Sing a range of songs from a repertoire. Sing accurately in a wider range of keys.</p> <p>Singing in groups and separate parts. Solo singing techniques</p> <p>Singing with varied dynamics, tempo and pitch changes,</p> <p>Presentation skills in performance learning how to present group</p>	<p>Singing with control and expression in performance.</p> <p>Voice projection and balance. Head voice and chest voice vocal technique.</p> <p>More intricate group singing including polyphonic and counter melody.</p>	<p>Singing with control and expression and accurate technique in performance.</p> <p>Develop harmony singing and backing vocal techniques.</p> <p>Continued intricate group singing including polyphonic and counter melody.</p> <p>Sing independently with confidence</p>

		<p>when regularly performing group activities in lessons.</p> <p>Play un tuned percussion with control and sensitivity in group performance.</p>	<p>Perform on a variety of percussion instruments in small groups and pairs.</p> <p>Perform on recorders in time with control.</p> <p>Solo showcase performance (solo performance)</p>	<p>composition work in performance.</p> <p>Performing with increased control and accuracy on various instruments. This should include solo paired and group performance.</p> <p>Solo showcase performance (solo performance skills developed)</p>	<p>Sing independently demonstrating; timing, dynamics and clarity in the voice.</p> <p>Performing with accuracy and control using various instruments and sounds. This should include solo paired and group performance.</p> <p>Solo showcase performance (solo performance skills developed)</p>	<p>developing accuracy in pitch and tuning.</p> <p>Change key</p> <p>Performing with accuracy and control and fluency on a variety of percussion instruments.</p> <p>Demonstrate all elements of music within all performance</p> <p>Introduce and presentation skills in musical performance.</p> <p>Solo showcase performance (solo performance skills developed)</p>
Appraising	<p>Move and dance in time to music with different tempi.</p> <p>Match movement with pitch changes in music.</p> <p>Name accompaniment instruments for singing such as piano and guitars.</p> <p>Hear music changing dynamics and respond with voices and instruments.</p> <p>Hear and repeat basic rhythms using batons / un tuned percussion.</p> <p>Hear and describe environmental sounds and are able to make a link between sounds and pictures / places.</p>	<p>Listen to and react to classical music describing / drawing the sounds and effects heard. Match basic orchestral instruments with descriptive sound.</p> <p>Listen critically and play in time on batons and un tuned percussion.</p> <p>Listen critically to changing dynamics with music and analyse using correct terminology.</p> <p>Match pitch accurately with movement and</p>	<p>Listen actively to a range of classical music describing the sounds and effects heard using elements pitch, dynamics and tempo.</p> <p>Match basic orchestral instruments with sounds forming opinions based on the mood of the music heard.</p> <p>Describe orchestral music using pitch, dynamics and tempo.</p> <p>Pupils should be able to recognise repeats in music.</p>	<p>Listen critically and analyse a range of music including, western classical (classical / romantic periods) and world music.</p> <p>Able to describe the timbre of a range of orchestral instruments analysing why composers choose the instruments in different works.</p> <p>Describe and respond to orchestral music using pitch, tempo, dynamics, structure and duration.</p> <p>Listen to rhythms in 4 time and write down</p>	<p>Listen more critically and develop an understanding of form in orchestral music.</p> <p>Listen critically to minimalist musical compositions and be able to highlight the focussed idea in the music. Pupils should begin to form sentences to build an analytical description of the music</p> <p>Listen and respond musically to a range of western classical periods including Baroque, Classical, Romantic and 20th Century works.</p>	<p>Form detailed analytical paragraphs responding to a wide range of western classical music, artistic impressionist music, plus film and theatre works. They should describe music more precisely using all seven elements and descriptive language skills.</p> <p>Share and compare each-others work in musical analysis exercises.</p> <p>Make suggestions to improve composition and performance in rehearsal lessons using keen analytical skills.</p>

		<p>describe pitch using correct terminology</p> <p>Listen to and assess each-others group performance giving feedback in lessons.</p>	<p>Form critical opinions and analyse their own and their peers work.</p> <p>Make suggestions to improve their own and each-others work</p>	<p>simple bars in standard notation form.</p> <p>Listen critically to their own compositions and suggest improvements using the elements of music as a guide.</p> <p>Listen critically to their peers offering positive suggestions for improvement utilising the main musical elements.</p>	<p>Respond to artistic and film compositions using the minimalist form.</p> <p>Listen to rhythms in 3 and 4 time and write these in standard notation form.</p> <p>Listen critically to their own and other pupils compositions suggesting improvements using the elements of music as a guide.</p>	<p>Listen critically to their own compositions and suggest improvements using the elements of music as a guide.</p> <p>Listen critically to their peers offering positive suggestions for improvement utilising the main musical elements. These could be demonstrated by the pupils with less guidance from the teacher.</p>
Singing	<p>Explore how voices can be used in different ways.</p> <p>Use the voice to sing using repetitive songs, nursery rhythms and basic vocal exercises.</p> <p>Sing together focussing on timing and balancing voices together in unison.</p> <p>Spot pitch changes and match their voices singing simple melodies.</p> <p>Know the difference between steps and leaps in pitch.</p>	<p>Know the key differences when using the voice in varying ways. (singing, shouting, whispering, talking etc)</p> <p>Sing songs with new structures including songs with verses, bridges and choruses.</p> <p>Be able to sing in tune and in the correct key together and independently.</p> <p>Begin to add dynamics and control into singing</p>	<p>Explore the voice for sound effects and voice sounds to be incorporated into soundscape exercises. (creative vocals)</p> <p>Control the pitch of their voices to sing more accurately. Singing in tune and in various keys as a group and individually.</p> <p>Know how to sing in separate parts as an ensemble including call and response and round singing. (timing, pitching and polyphonic singing)</p>	<p>Know how the voice can be used creatively to enhance composition.</p> <p>Sing confidently more difficult melodies together in unison.</p> <p>Know how to change key by listening accurately to accompaniments in performance.</p> <p>Change key when singing in unison or individually</p> <p>Sing more difficult rounds and songs with multiple parts.</p>	<p>Use multiple vocal techniques when composing minimalist patterns incorporating musical elements into composition.</p> <p>Know how to sing more difficult songs in various keys.</p> <p>Be able to sing individually more confidently.</p> <p>Singing in two-part harmony and counterpoint. (polyphonic)</p>	<p>Know how to sing and perform with accuracy in a variety of keys.</p> <p>Change key when singing (ascending or descending)</p> <p>Know how to sing in smaller groups arranging own vocal compositions.</p> <p>Sing in harmony accurately. (2 / 3 parts)</p> <p>Polyphonic singing with countermelodies and key changes.</p> <p>Sing with expression independently and in</p>

		<p>beginning to adopt expression in the voice.</p> <p>.</p>	<p>Further improve expression in vocal performance exercising dynamic changes in the voice.</p>	<p>Add expression into their voices learning to change dynamics and tempo with control and understanding.</p>	<p>Sing with expression using key musical elements to enhance performance.</p> <p>Explore how to begin using vibrato and rubato. (<i>flexible singing around the beat</i>)</p> <p>.</p>	<p>ensemble work incorporating vocal techniques such as vibrato, rubato, and dynamic changes.</p> <p>Learn how to change from head voice to chest voice to improve vocal range and flexibility.</p>
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