

Music Progression

Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Perform	<p>Join in with singing familiar songs and nursery rhymes.</p> <p>Sing simple songs from memory with growing confidence and enjoyment.</p> <p>Explore using their voice in different ways (speaking, whispering, shouting, humming).</p> <p>Perform simple rhythmic patterns using untuned percussion instruments.</p> <p>Begin to perform as part of a group, listening and responding to others. Take turns in simple call-and-response songs or echo games.</p>	<p>With encouragement, a basic melody is followed.</p> <p>During structured activities, long and short, high and low sounds are created and combined using voice and instruments.</p> <p>There is some awareness of how to alter pitch. Understand that thinking about pulse, rhythm and pitch can improve my performance.</p> <p>Understand that we have to work as a team when we perform.</p> <p>Confidently perform in front of my friends.</p> <p>Understand that the audience needs to hear our performance.</p> <p>Pay attention when my friends are performing and show respect.</p> <p>Use voice and instruments to perform simple songs, chants and rhymes.</p>	<p>Basic melodies are followed accurately.</p> <p>Instructions of when to play an instrument are well understood and followed.</p> <p>Understand that thinking about pulse, pitch, rhythm and dynamics can improve my performance.</p> <p>Discuss what went well in my own performance and can suggest improvements for next time.</p> <p>Discuss what went well in a friend's performance and can suggest improvements for next time.</p> <p>Use voice and instruments to perform simple songs, chants and rhymes. Keeping a steady pulse when singing/playing.</p>	<p>Good examples of singing from memory with accurate pitch and tune.</p> <p>Able to hold a simple part within a group.</p> <p>Understand that thinking about pulse, pitch, rhythm, dynamics and tempo can improve my performance.</p> <p>Understand that when we perform as a group, we must listen to each other carefully and follow our leader.</p> <p>Feel confident and can confidently perform to an audience.</p> <p>Assess my own performance and discuss what we can do better.</p> <p>Assess a friend's performance and discuss what they could do better.</p> <p>Understand why we warm up our voices.</p>	<p>Generally singing from memory in familiar situations done with increasing accurate pitch and tune.</p> <p>Understand that everyone has a responsibility when performing to an audience.</p> <p>Take on a number of roles when performing a song (sing and play an instrument).</p> <p>Show the feeling and meaning of a song to the audience.</p> <p>Give feedback about performances using technical language.</p> <p>Understand how to breathe properly whilst singing.</p>	<p>Explain why we work together in an ensemble and what it means to do so.</p> <p>Be confident in my role within a performance and I feel secure in my class ensemble.</p> <p>Feedback to a peer's performance using technical language.</p> <p>Sing in tune pronouncing words correctly.</p>	<p>Use the interrelated dimensions of music to make my performance better.</p> <p>Explain why it is important to think about the audience when we are performing.</p> <p>Self-assess a recording of my own performance to make it better for next time.</p>

Compose	<p>Explore making sounds using voices, body percussion, and instruments.</p> <p>Experiment with combining different sounds (e.g., loud/soft, fast/slow).</p> <p>Create short, simple rhythmic patterns using claps or instruments.</p> <p>Choose and organise sounds to represent an idea, feeling, or event.</p>	<p>During structured activities, short musical patterns are created.</p> <p>Make up simple rhythms.</p> <p>Feel confident in playing my improvisations to the class.</p>	<p>Well-thought out short musical patterns are created.</p> <p>Enjoy creating and exploring sounds that my instrument makes.</p> <p>Make up simple improvisations on my own.</p> <p>Make up a rhythm with my group and then add notes to it.</p> <p>Feel confident using up to 3 notes when improvising.</p>	<p>Create simple improvisations with my voice and instrument.</p> <p>Understand that when I improvise, I make up my own tune and rhythm with notes that are given to me.</p> <p>Make up simple rhythmic patterns that are performed well.</p>	<p>Understand that if we write down our improvisations, they become composition.</p> <p>Improvise confidently.</p> <p>Make up more complex rhythms thinking about the pulse.</p>	<p>Feel confident creating improvised melodies with my voice and instrument.</p> <p>Feel confident improvising on my own and in a group.</p> <p>Use a range of 5 notes to improvise with.</p>	<p>Explain clearly what improvisation is.</p> <p>Use a wide range of notes to improvise with, choosing ones that will sound right.</p> <p>Feel confident using harder rhythms which lead to harder melodies.</p>
Transcribe	<p>Use simple marks, symbols, or pictures to represent sounds they have made.</p> <p>Begin to follow simple visual patterns or teacher gestures to play or clap in time.</p>	<p>With support, symbols are used to represent a composition and aid its performance.</p> <p>Write my own rhythms and tunes.</p> <p>Write down my composition by drawing pictures or shapes.</p>	<p>Symbols are chosen from suggestions to represent a composition and aid its performance.</p> <p>Compose tunes in a group.</p> <p>Use 3 or more notes to compose a piece of music.</p> <p>Write my music down using notation, pictures or diagrams.</p>	<p>Starting to learn about and try to use some standard notation.</p> <p>Compose my own simple tunes as part of the song we are learning.</p> <p>Use dynamics to make my composition more interesting to listen to.</p> <p>Draw pictures to represent my composition.</p>	<p>Growing knowledge and recognition of standard notation.</p> <p>Explain how pulse, rhythm and pitch fit together to make a song.</p> <p>Symbols are devised that indicate when to play and when to rest.</p> <p>Compose using more than 3 notes.</p> <p>Write down my composition in a variety of ways.</p>	<p>Standard notation is used with increasing confidence.</p> <p>Be confident creating my own tunes within the song we are learning as part of a group and on my own.</p> <p>Record my music in different ways (notation, graphic/pictorial notation, ICT).</p>	<p>Simple pieces are played from and transcribed by standard notation with some fluency.</p> <p>Be confident in using a wide range of notes when I am composing.</p> <p>Record my music in different ways (notation, graphic/pictorial notation, ICT).</p> <p>Experiment with ways of making my composition sound more interesting (interrelated dimensions of music).</p>

Describe Music	<p>Listen and respond physically to different styles of music. Talk about how music makes them feel (“happy”, “sleepy”, “excited”). Begin to experience sounds which model simple vocabulary (loud, quiet, fast, slow, high, low).</p> <p>Listen carefully and respond to musical cues (stop/start, loud/quiet).</p>	<p>Enjoy listening to music from other parts of the world.</p> <p>Start to use musical words when talking about music.</p> <p>Understand what pulse, rhythm and pitch mean.</p> <p>Find the pulse of a song.</p> <p>Pay attention when my friends talk about the music we have listened to and show respect.</p>	<p>Discuss the music I listen to by using the words: pulse, pitch, rhythm and dynamics.</p> <p>Sometimes recognise where in the world music comes from.</p> <p>Sometimes identify the style of music.</p> <p>Discuss what musical instruments I can hear in a piece of music.</p>	<p>Discuss the music I listen to by using the words: pulse, pitch, rhythm, dynamics and tempo.</p> <p>Enjoy listening to a variety of music from all over the world, different times and traditions.</p> <p>Understand that every piece of music has a pulse, but it can be different.</p> <p>Pay attention and show respect when my friends talk about the music we have listened to.</p>	<p>Discuss the music I listen to by using the words: pulse, pitch, rhythm, dynamics, tempo and timbre.</p> <p>Sometimes place songs in their historical context.</p> <p>Recognise a wider variety of musical instruments.</p> <p>Discuss how a piece of music makes me feel.</p>	<p>Discuss the music I listen to by using the words: pulse, pitch, rhythm, dynamics, tempo, timbre and structure.</p> <p>Enjoy listening to a variety of music from all over the world, different times and traditions.</p> <p>Easily find the pulse on my own when I am listening to a piece of music.</p> <p>Starting to think about the significance of lyrics.</p>	<p>Well chosen musical language is used to describe pieces from a wide range of contexts.</p> <p>Discuss the music I listen to by using the words: pulse, pitch, rhythm, dynamics, tempo, timbre, structure and texture. (interrelated dimensions of music)</p> <p>Place pieces of music in their historical context.</p> <p>Confidently recognise/identify different style indicators and different instruments.</p> <p>An increasing understanding and well-reasoned suggestions as to the significance of lyrics.</p>
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