## Music - progression of skills

Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
JKIII3	They can give an	They can identify	They can identify	They can identify a	They can identify a	They can identify a	They can identify a
	opinion on a piece of	some instruments in	some instruments in	range of instruments	range of instruments	range of instruments	range of instruments
	music, say if they like	a piece of music.	a piece of music and	in a piece of music	in a piece of music	in a piece of music	in a piece of music
	or dislike it or how it	a piece of masic.	say why they might	and say why they	and say why they	and say why they	and say why they
	makes them feel.	They can tell the	have been used.	have been used.	have been used.	have been used.	have been used and
	manee arem reen	difference between a			nave been deed.	They can say how	what sound they
	They can begin to	fast and slow tempo,	They can begin to	They can start to	They can identify	they sound.	have created.
	describe the sounds	loud and guiet, and	identify different	identify different	different instruments	1	
	that they can hear-	high and low sounds.	instruments by sight.	instruments by sight	by sight and what	They can name	They can name
	high, low, fast, slow,			and what they have	they have listened to.	instruments by sight	instruments by sight
	quiet or loud).	They can begin to	They can hear the	listened to.	,	and identify them in	and identify them in
		identify repeating	pulse in the music?			a piece of music.	a piece of music.
	They can begin to	patterns in music.	Can they recognise	They can hear the	They can start to		
	take note of others		changes in	pulse in the music.	recognise music	They can describe	They can use a
	performing and how	They can hear the	dynamics, pitch and	They can internalise	from different times	music using	range of words to
	it makes them feel.	pulse in the music?	timbre.	this instead of	and cultures and	appropriate	describe music (eg.
		Can they clap along.		clapping along.	explain their	vocabulary.	duration, timbre,
	They can listen to a		They can begin to		differences.		pitch, dynamics,
	piece of music and	They can begin to	explain what the	They can start to		They can start to	tempo, texture,
	say what it could be	explain what the	mood of a piece of	identify repeating	They can start to	compare different	structure, beat,
	used for.	mood of a piece of	music is and if they	patterns in music.	compare different	pieces of music.	rhythm, metre,
		music is.	like it.	Thou can start to	pieces of music.	Thou oon dooribo	silence, riff, ostinato,
			They can begin to	They can start to compare different		They can describe properties of music	melody, harmony, chord, flat, sharp,
E I (*			identify repeating	pieces of music.	They can identify	from different times	dotted rhythm.
<u>Evaluation</u>			patterns in music.	pieces of music.	repeating patterns in	and cultures and	staccato, legato,
			patterns in music.	They can start to	music.	explain their	crescendo.
			They can begin to	recognise music	music.	differences.	Cicoccido.
			evaluate their own	from different times	They can describe	differences.	They can describe
			pieces of work.	and cultures.	music using	They can confidently	music using
			process or mornin	and same so	appropriate	use a range of words	appropriate
				They can use	vocabulary.	to describe music	vocabulary.
				musical words (pitch,	,	(eg. duration, timbre,	,
				duration, dynamics,		pitch, dynamics,	They can start to
				tempo) to describe	They can start to	tempo, texture,	compare different
				and give their	understand the	structure, beat,	pieces of music.
				opinion on a piece of	relationship between	rhythm, metre,	
				music.	lyrics and melody.	silence, riff, ostinato,	They can describe
						melody, harmony,	properties of music
				They can start to	They can use more	chord, flat, sharp,	from different times
				evaluate their own	musical dimension	dotted rhythm,	and cultures and
				pieces of work using	vocabulary to	staccato, legato,	explain their
				a success criterion?	describe music	crescendo.	differences.

				They can start to describe music using appropriate vocabulary.	(duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony)  They can evaluate their own pieces of work using a success criterion.	They can create music with an understanding of how lyrics, melody, rhythms and accompaniments work together effectively (pitch/texture/structure.  They can evaluate their own pieces of work using a success criterion.	They can use knowledge of how lyrics reflect cultural context and have social meaning.  They can create music with an understanding of how lyrics, melody, rhythms and accompaniments work together effectively (pitch/texture/structure.  They can evaluate their own pieces of work using a
Composition	They can make short rhythmic patterns.  They can use their voices or bodies to make sounds.  They can make a range of sounds using untuned percussion.	They can begin to understand why musical instruments may be chosen for different musical pieces.  They can begin to look at notation when creating a piece of music.  They can begin to choose sounds to make music.  They can begin to make musical patterns by selecting a range of long and short sounds.	They can begin to understand why musical instruments may be chosen for different musical pieces and choose these to create an effect.  They can begin to choose sounds to make a piece of music that has a clear beginning, middle and end.  They can use two or three notes to create a simple melody.  They can create musical patterns by selecting a range of long and short sounds.	They can begin to choose musical instruments different musical pieces in order to create an effect.  They can create accompaniments for tunes (using riffs).  They can create extended musical patterns by selecting a range of long and short sounds.  They can begin to use notation correctly to show their piece of music.  They can use three or four notes to create a simple melody.	They can start to choose musical instruments for different musical pieces in order to create an effect.  They can start to use a variety of different musical devices including melody and rhythm.  They can create and repeat extended rhythmical patterns, using a range of percussion and tuned instruments.  They can start to use notation correctly to show their piece of music and track its' pitch.	They can choose musical instruments for different musical pieces in order to create an effect.  They can say why they have chosen these.  They can start to use a variety of different musical devices including melody and rhythm.  They can start to use technology to compose a piece of music.  They can choose a correct tempo for a piece of music.	success criterion.  They can choose musical instruments for different musical pieces in order to create an effect.  They can say why they have chosen these.  They can start to use technology to compose a piece of music.  They can start to use standard notation correctly to show their piece of music.  They can improvise using 5 or more notes to compose and perform melodies.

			Thou can begin to	1	They can use for	They can compare	Thou can aboon a
			They can begin to use notation or	They can combine	They can use four or five notes to create a	They can compose a melody using five or	They can choose a correct tempo for a
			pictorial	different inter-related	simple melody.	more notes.	piece of music.
			representations to	dimensions of music	They can combine	more notes.	piece of masie.
			show their piece of	(e.g. fast/slow,	different inter-related	They can start to use	They can create
			music.	high/low, loud/soft) in	dimensions of music	standard notation	simple rhythmic
				their composition.	(e.g. fast/slow,	correctly to show	patterns with an
				'	high/low, loud/soft) in	their piece of music.	awareness of timbre
					their composition.	•	(quality of sound)
						They can combine all	and duration (length
						musical dimensions	of notes and
						in their composition.	intervals.
						They can create	They can compose a
						simple rhythmic	melody using five or
						patterns with an	more notes.
						awareness of timbre	Th
						(quality of sound) and duration (length	They can use a variety of different
						of notes and	musical devices in
						intervals.	their composition?
							(e.g. melody,
							rhythms and chords).
							They can combine all
							musical dimensions
							in their composition.
	They can clap short	They can use	They can use	They can choose	They can choose	They can choose	They can identify
	rhythmic patterns.	instruments to	instruments to	instruments that fit	instruments that fit	instruments that fit	how sounds can be
	Th	perform a simple	perform a simple	with the mood of the	with the mood of the	with the mood of the	combined and used
	They can experiment with creating sounds	piece of music.	piece of music and follow the direction of	music and explain	music and explain	music and explain	expressively,
	with different	They can make long	a leader.	why they have chosen these.	why they have chosen these.	why they have chosen these.	layering sounds and singing in tune with
	instruments.	and short sounds	a ieduei.	GIOSEII IIIESE.	CHOSEII MESE.	CHOSEII MESE.	other performances.
		using their voices	They can choose	They can use	They can use	They can perform a	
	They can use their	and instruments.	instruments that fit	instruments to	instruments to	song/ a piece of	They can perform a
	voice to		with the mood of the	perform a simple	perform a piece of	music from memory	song/ a piece of
	speak/sing/chant or	They can confidently	music.	piece of music within	music within in a	with the correct pitch,	music from memory
	make different noises.	use their voices in different ways such	They can follow	in a group?	group.	tempo and	with the correct pitch, tempo and
<u>4</u>	noises.	as speaking, singing	along to a piece of	They can keep	They can perform a	dynamics.	dynamics.
<u>Performance</u>	They can follow	and chanting.	music using their	control when playing	song/ a piece of	They can perform	ayriailii68.
	instructions to know	and originary.	voices or an	an instrument or	music from memory	with control and	They can perform
	when to join in.	They can sing/play	instrument.	singing.	with the correct pitch,	expression to their	with control and
	,	with a beginning			tempo and	voice.	expression to their
		awareness of pulse		They can perform a	dynamics.		voice.
		and rhythm.		song/ a piece of			

Thou can sing/play a	music from moment	Thou can norform	Thou can improving	Thou can start to
They can sing/play a	music from memory	They can perform	They can improvise	They can start to
pulse that changes in	with the correct pitch,	with control and	within a group using	sing/play a harmony
tempo.	tempo and	awareness of what	melodic and rhythmic	part.
-	dynamics.	others are singing/	phrases.	
They can keep		playing.	They can perform in	They can perform in
control when playing	They can improvise	' ' ' '	solo and ensemble	solo and ensemble
an instrument or	using their voices as	They can improvise	contexts using a	contexts using a
singing.	part of a group.	using their voices as	variety of techniques,	variety of techniques,
99-	pant of a group	part of a group using	confidently and	confidently and
		2 notes.	expression.	expression.
		2 110103.	CAPICSSION.	expression.
		They can sing songs	They can maintain	They can maintain
		, ,	,	,
		from memory with	their own part and be	their own part and be
		increasing	aware how the	aware how the
		expression, accuracy	different parts fit	different parts fit
		and fluency.	together.	together.
				They can take the
				lead in a group
				performance.