

### Music Progression of Skills

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Singing</b>	<ul style="list-style-type: none"> <li>• Sing a few familiar songs.</li> <li>• Begin to build a repertoire of songs and dances.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to sing more in tune and with clear words</li> <li>• Join in with chants and rhymes</li> </ul>	<ul style="list-style-type: none"> <li>• Follow a melody well, controlling dynamics and tempo</li> <li>• Begin to use expression</li> </ul>	<ul style="list-style-type: none"> <li>• Increase dynamic control</li> <li>• Sing in an ensemble with increasing awareness of others</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain a part in a group</li> <li>• Perform longer parts from memory</li> </ul>	<ul style="list-style-type: none"> <li>• Increase breath control</li> <li>• Sing in harmony</li> <li>• Understand use of rests</li> </ul>	<ul style="list-style-type: none"> <li>• Convey lyrical meaning</li> <li>• Perform a complex song rhythm with confidence</li> </ul>
<b>Playing Instruments</b>	<ul style="list-style-type: none"> <li>• Tap out simple repeated rhythms</li> <li>• Explore the different sounds of instruments. Explore and learn how sounds can be changed</li> </ul>	<ul style="list-style-type: none"> <li>• Keep a steady beat</li> <li>• Play untuned instruments with emerging attention to tempo and dynamics</li> </ul>	<ul style="list-style-type: none"> <li>• Play the pitch line on tuned instruments</li> <li>• Use instruments to accompany a song with attention to tempo</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to read simple notation</li> <li>• Use ostinato to create rhythm patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Use a range of instruments to compose short pieces with attention to bass, chords and melody</li> </ul>	<ul style="list-style-type: none"> <li>• Play a tuned instrument in an ensemble, maintaining a part</li> </ul>	<ul style="list-style-type: none"> <li>• Play a tuned instrument with increasing control and confidence, coordination and rhythmicity</li> </ul>
<b>Composing</b>	<ul style="list-style-type: none"> <li>• Make up rhythms.</li> <li>• Make up simple songs.</li> <li>• Capture experiences and responses with music.</li> <li>• Represent own ideas, thoughts and feelings through music</li> </ul>	<ul style="list-style-type: none"> <li>• Create a picture in sound</li> <li>• Explore different sounds instruments make</li> </ul>	<ul style="list-style-type: none"> <li>• Invent rhythms to accompany a steady beat</li> <li>• Explore sounds and silence</li> </ul>	<ul style="list-style-type: none"> <li>• Choose different timbres to make an accompaniment</li> <li>• Make choices about musical structure</li> </ul>	<ul style="list-style-type: none"> <li>• Compose a rap or chant with rhythmic accompaniment</li> <li>• Record the composition</li> </ul>	<ul style="list-style-type: none"> <li>• Compose a short operatic piece using contrasting pitch</li> <li>• Record the composition</li> </ul>	<ul style="list-style-type: none"> <li>• Use a variety of devices (melody, rhythm, lyrics and chords) for a performance composition</li> <li>• Use 8-track digital technology to record the composition</li> </ul>
<b>Listening and Appraising</b>	<ul style="list-style-type: none"> <li>• Imitate movement in response to music.</li> </ul>	<ul style="list-style-type: none"> <li>• Respond to different moods in music</li> <li>• Identify instruments within a piece</li> </ul>	<ul style="list-style-type: none"> <li>• Use simple music vocabulary to describe a piece</li> <li>• Reflect using own opinions</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to an increasing range of genres and styles</li> <li>• Recognise rhythms patterns in staff notation</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to talk about the history and geography of music</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to a range of music and discuss cultural context</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast the work of several writers and composers</li> </ul>