## Skills Progression

Music								
Key Concepts	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Listening	Responding to	Recognising and	Recognising timbre	Discussing the	Recognising the use and	Recognising and	Discussing musical	
	music through	understanding the	changes in music	stylistic features of	development of motifs in	confidently	eras in context,	
	movement,	difference between	they listen to.	different genres,	music.	discussing the	identifying how	
	altering	pulse and rhythm.		styles and		stylistic features of	they have	
	movement to		Recognising	traditions of music	Identifying gradual	different genres,	influenced each	
	reflect the	Understanding that	structural features	using musical	dynamic and tempo	styles and traditions	other, and	
	tempo, dynamics	different types of	in music they listen	vocabulary	changes within a piece of	of music using	discussing the	
	or pitch of the	sounds are called	to. Listening to and	(Indian, classical,	music.	musical vocabulary.	impact of different	
	music.	timbres.	recognising	Chinese, Battle		(South African, West	composers on the	
			instrumentation.	Songs, Ballads,	Recognising and	African, Musical,	development of	
	Exploring lyrics	Recognising basic		Jazz).	discussing the stylistic	Theatre, Blues,	musical styles.	
	by suggesting	tempo, dynamic and	Beginning to use		features of different	Dance Remix.).		
	appropriate	pitch changes	musical vocabulary	Understanding	genres, styles and		Recognising and	
	actions.	(faster/slower,	to describe music.	that music from	traditions of music using	Representing the	confidently	
		louder/quieter and	Identifying melodies	different parts of	musical vocabulary	features of a piece	discussing the	
	Exploring the	higher/lower).	that move in steps.	the world has	(Samba, Rock and Roll)	of music using	stylistic features of	
	story behind the			different features.		graphic notation,	music and relating it	
	lyrics or music.	Describing the	Listening to and		Identifying common	and colours,	to other aspects of	
		character, mood, or	repeating a short,	Recognising and	features between	justifying their	the Arts (Pop art,	
	Listening to and	'story' of music they	simple melody by	explaining the	different genres, styles	choices with	Film music).	
	following a beat	listen to, both	ear.	changes within a	and traditions of music.	reference to musical		
	using body	verbally and through		piece of music		vocabulary.	Representing	
	percussion and	movement.	Suggesting	using musical	Recognising, naming and		changes in pitch,	
	instruments.		improvements to	vocabulary.	explaining the effect of	Comparing,	dynamics and	
		Describing the	their own and		the interrelated	discussing and	texture using	
	Considering	differences between	others' work.	Describing the	dimensions of music.	evaluating music	graphic notation,	
	whether a piece	two pieces of music.		timbre, dynamic,		using detailed	justifying their	
	of music has a			and textural		musical vocabulary.	choices with	

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	fast, moderate or	Expressing a basic		details of a piece	Identifying scaled		reference to
	slow tempo.	opinion about music		of music, both	dynamics	Developing	musical vocabulary.
		(like/dislike).		verbally, and	(crescendo/decrescendo)	confidence in using	
	Listening to			through	within a piece of music.	detailed musical	Identifying the way
	sounds and	Listening to and		movement.		vocabulary (related	that features of a
	matching them	repeating short,			Using musical vocabulary	to the inter-related	song can
	to the object or	simple rhythmic		Beginning to show	to discuss the purpose of	dimensions of	complement one
	instrument.	patterns.		an awareness of	a piece of music.	music) to discuss	another to create a
				metre.		and evaluate their	coherent overall
	Listening to	Listening and			Using musical vocabulary	own and others'	effect.
	sounds and	responding to other		Beginning to use	(related to the inter-	work.	
	identifying high	performers by		musical	related dimensions of		Use musical
	and low pitch.	playing as part of a		vocabulary	music) when discussing		vocabulary correctly
		group.		(related to the	improvements to their		when describing
	Listening to and			inter-related	own and others' work.		and evaluating the
	repeating a			dimensions of			features of a piece
	simple rhythm.			music) when			of music.
				discussing			
	Listening to and			improvements to			Evaluating how the
	repeating simple			their own and			venue, occasion and
	lyrics.			others' work.			purpose affects the
							way a piece of
	Understanding						music sounds.
	that different						
	instruments						Confidently using
	make different						detailed musical
	sounds and						vocabulary (related
	grouping them						to the inter-related
	accordingly.						dimensions of
							music) to discuss
							and evaluate their
							own and others
							work.

Composing	Playing untuned	Selecting and	Selecting and	Composing a piece	Composing a coherent	Composing a	Improvising
	percussion 'in	creating short	creating longer	of music in a given	piece of music in a given	detailed piece of	coherently and
	time' with a	sequences of sound	sequences of	style with voices	style with voices, bodies	music from a given	creatively within a
	piece of music.	with voices or	appropriate sounds	and instruments	and instruments.	stimulus with	given style,
		instruments to	with voices or	(Battle Song,		voices, bodies and	incorporating given
	Selecting	represent a given	instruments to	Indian Classical,	Beginning to improvise	instruments (Remix,	features.
	classroom	idea or character.	represent a given	Jazz, Swing).	musically within a given	Colours, Stories,	
	objects to use as		idea or character.		style.	Drama).	Composing a multi-
	instruments.	Combining		Combining			layered piece of
		instrumental and	Successfully	melodies and	Developing melodies	Improvising	music from a given
	Experimenting	vocal sounds within a	combining and	rhythms to	using rhythmic variation,	coherently within a	stimulus with
	with body	given structure.	layering several	compose a multi-	transposition, inversion,	given style.	voices, bodies and
	percussion and		instrumental and	layered	and looping.		Instruments.
	vocal sounds to	Creating simple	vocal patterns	composition in a		Combining rhythmic	
	respond to	melodies using a few	within a given	given style	Creating a piece of music	patterns (ostinato)	Composing an
	music.	notes.	structure.	(pentatonic).	with at least four	into a multi-layered	original song,
	Selecting				different layers and a	composition using	incorporating lyric
	appropriate	Choosing dynamics,	Creating simple	Using letter name	clear structure.	all the inter-related	writing, melody
	instruments to	tempo and timbre	melodies from five	and rhythmic		dimensions of music	writing and the
	represent action	for a piece of music.	or more notes.	notation (graphic	Using letter name,	to add musical	composition of
	and mood.			or staff), and key	graphic and rhythmic	interest.	accompanying
		Creating a simple	Choosing	musical	notation and key musical		features, within a
	Experimenting	graphic score to	appropriate	vocabulary to	vocabulary to label and	Using staff notation	given structure.
	with playing	represent a	dynamics, tempo	label and record	record their	to record rhythms	
	instruments in	composition.	and timbre for a	their	compositions.	and melodies.	Developing
	different ways.		piece of music.	compositions.			melodies using
		Beginning to make			Suggesting	Selecting, discussing	rhythmic variation,
		improvements to	Using letter name	Suggesting and	improvements to others'	and refining musical	transposition and
		their work as	and graphic	implementing	work, using musical	choices both alone	changes in
		suggested by the	notation to	improvements to	vocabulary.	and with others,	dynamics, pitch and
		teacher.	represent the	their own work,		using musical	texture.
			details of their	using musical		vocabulary with	
			composition.	vocabulary.		confidence.	

			Beginning to suggest improvements to their own work.			Suggesting and demonstrating improvements to own and others' work.	Recording own composition using appropriate forms of notation and/or technology and incorporating.
							Constructively critique their own
							and others' work,
							using musical
							vocabulary.
Performing	Using their	Using their voices	Using their voices	Singing songs in a	Singing longer songs in a	Singing songs in two	Singing songs in two
	voices to join in	expressively to speak	expressively when	variety of musical	variety of musical styles	or more parts, in a	or more secure
	with well-known	and chant.	singing, including	styles with	from memory, with	variety of musical	parts from memory,
	songs from		the use of basic	accuracy and	accuracy, control,	styles from memory,	with accuracy,
	memory.	Singing short songs	dynamics (loud and	control,	fluency and a developing	with accuracy,	fluency, control and
		from memory,	quiet).	demonstrating	sense of expression	fluency, control and	expression.
	Remembering	maintaining the		developing vocal	including control of	expression.	
	and maintaining	overall shape of the	Singing short songs	technique.	subtle dynamic changes.		Working as a group
	their role within	melody and keeping	from memory, with	Cin ain a and	Cincinn and aloring in	Working as a group	to perform a piece
	a group	in time.	melodic and	Singing and	Singing and playing in	to perform a piece	of music, adjusting
	performance.	Maintaining the	rhythmic accuracy.	playing in time	time with peers with	of music, adjusting dynamics and pitch	the interrelated dimensions of
	Moving to music	Maintaining the pulse (play on the	Copying longer	with peers, with some degree of	accuracy and awareness of their part in the group	according to a	music as required,
	with instruction	beat) using hands,	rhythmic patterns	accuracy and	performance.	graphic score,	keeping in time
	to perform	and tuned and	on untuned	awareness of their	performance.	keeping in time with	with others and
	actions.	untuned	percussion	part in the group	Playing melody parts on	others and	communicating
	detions.	instruments.	instruments,	performance.	tuned instruments with	communicating with	with the group.
	Participating in		keeping a steady	p c. rormanoc.	accuracy and control and	the group.	61.0 81.0 451
	performances to	Copying back short	pulse.	Performing from	developing instrumental	0	Performing a solo
	a small audience.	rhythmic and	'	basic staff	technique.	Performing with	or taking a
		melodic phrases on		notation,		accuracy and	leadership role

	Stopping and starting playing at the right time.	percussion instruments.  Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.  Performing from graphic notation.	Performing expressively using dynamics and timbre to alter sounds as appropriate.  Singing back short melodic patterns by ear and playing short melodic patterns from letter notation.	incorporating rhythm and pitch and being able to identify these symbols using musical terminology.	Playing syncopated rhythms with accuracy, control and fluency.	fluency from graphic and simple staff notation. Playing a simple chord progression with accuracy and fluency.	within a performance.  Performing with accuracy and fluency from graphic and staff notation and from their own notation.  Performing by following a conductor's cues and directions.
The history of music				Understanding that music from different times has different features.	Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.	Confidently discussing the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time.	Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.