

Music – Progression of Skills

Music Strand		3 & 4 Year Olds	Reception Age	Early Learning Goals
Class 1 EYFS	Ongoing throughout the year	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. Explore and engage in music making and dance, performing solo or in groups. Begin to experiment with and change sounds (voice, body percussion, instruments and sound makers). Experience using simple music technology (e.g. CD player). Make and listen to recordings of own voice and other classroom sounds, musical instruments etc. and comment upon/respond when listened back. 	<ul style="list-style-type: none"> 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 the music.
		Year 1	Year 2	Year 3
Class 2 Y1-Y3	Performing: controlling sounds through singing and playing	<p>I can choose a song I have learnt and perform it. I can clap back and tap simple rhythmic patterns. I take notice of others when I am performing.</p> <p><i>Singing</i> I can sing simple songs, chants and rhymes from memory, singing collectively at the same pitch. I can respond to simple visual directions and counting in. I can start and stop when following a leader. I can distinguish between and use talking, whispering, and singing voices. I can warm up my voice and use it safely. Begin to explore singing songs expressively and creatively.</p>	<p>I can add my own ideas to a performance.</p> <p><i>Singing</i> I can use my voice expressively and creatively by singing songs and speaking chants and rhymes from memory. I can use notes of different pitches with some awareness of how each feels different and pitch match with increasing accuracy. I can maintain a melodic line in simple part work.</p> <p><i>Playing</i> I can play tuned and un-tuned instruments musically. I can play a musical part in time with the steady pulse.</p>	<p>I can rehearse and perform my part confidently. I can choose what to perform and create a simple programme. I can talk about the best place to be when performing and how to stand or sit.</p> <p><i>Singing</i> I can sing a widening range of unison songs of varying styles and structures with a widening pitch range (do-so), tunefully and with expression. Begin to sing with awareness of being 'in tune'. I can use my voice in different ways with increasing control.</p>

		<p><i>Playing</i> I can use body percussion and classroom percussion, playing repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments to maintain a steady beat. I can treat instruments carefully and with respect. I can listen to and follow musical instructions from a leader.</p>	<p>I can play percussion instruments with improved control.</p>	<p>I begin to develop an understanding of singing with good posture, breath control, phrasing and clear diction.</p> <p><i>Playing</i> I can play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency and control. I can play a simple melody on a tuned instrument from memory or following staff notation using a small range (e.g. Middle C-E/<i>do-mi</i>). I can play a medium part of a melody on a tuned instrument from memory or using notation.</p>
	<p>Composing & Improvising: creating and developing musical ideas</p>	<p>I can improvise simple vocal chants using question and answer phrases. I can help in a group to create a simple melody using one, two or three notes. I can create music as a response to a stimulus (e.g. a rocket launching, a rainstorm etc.) choosing and using appropriate instruments to create an idea. Begin to experience how music technology can be used to capture, change and combine sounds.</p>	<p>I can experiment with, create, select and combine sounds using the known inter-related dimensions of music. I can use improvisation tracks to create my own improvisations. I can clap a simple rhythmic pattern for others to copy. I can write down notes of the composition using real or invented symbols and change them if necessary. Experience use of music technology to capture, change and combine sounds.</p>	<p>I can create my own simple rhythm patterns. I can structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end in response to a stimulus. I can lead the class improvising simple rhythms. I can plan and create a section of music that can be performed within the context of the Unit of study. I can talk about how I create music. I can record my composition in any way that recognises the connection between sound and symbol. I can compose, rehearse and perform with others and begin to improve my own work. Begin to reflect on developing compositions and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Explore and develop use of music technology to capture, change and combine sounds.</p>
	<p>Notation</p>	<p>I recognise how graphic notation can represent sounds. I can explore and invent my own symbols. I can respond to simple visual cues (e.g. stop, go, loud, quiet). I can follow pictures and symbols to support singing and playing.</p>	<p>I can use a simple graphic score for performing or as a stimulus for composition. Begin to recognise and musically demonstrate awareness of a link between shape and pitch using graphic notation. I can apply word chants to rhythms, understanding how to link each syllable to one musical note.</p>	<p>Begin to understand the staff, lines and spaces and clef. I can use dot notation to show higher or lower pitch. I understand the difference between crotchets and paired quavers.</p>

	<p>Appraising: reviewing and evaluating music</p>	<p>I can show how I feel about music by swaying in time with the music, dancing, marching, being animals etc. I can move rhythmically to the pulse of music. I can watch my own performance and say how I felt about it.</p>	<p>I can show understanding of different musical styles. I can respond to different moods in music.</p>	<p>I can listen with increasing concentration and begin to talk about musical dimensions working together within familiar songs. I can watch my own performance and say what I was pleased with, what I would change and why. I can take it in turns to discuss how a song makes me feel. I can listen carefully and respectfully to other people's thoughts about music.</p>
	<p>Knowledge: listening and applying knowledge and understanding</p>	<p>I can feel and show the pulse in different ways using my voice, body and percussion.</p> <p><i>Inter-related dimensions of music:</i> <i>Pitch</i> I can follow change in pitch with my hands. I can describe simple changes in pitch using a simple story or image (e.g. climbing up the stairs). <i>Duration</i> I can aurally identify longer and shorter sounds. I can make and control long and short sounds using my voice and instruments. <i>Dynamics</i> I can recognise aurally simple changes in dynamics in a piece of music. <i>Tempo</i> I can recognise aurally changes in tempo. <i>Timbre</i> I can use percussion instruments and my voice in different ways and notice the effect it creates. <i>Texture</i> Begin to identify aurally obvious differences in texture (e.g. unison and 2-part). <i>Structure</i> Experience a range of structures through simple songs and musical activities.</p>	<p>I can maintain a pulse whilst someone else produces a rhythm and vice versa. I can aurally identify rests in the rhythm of familiar songs.</p> <p><i>Inter-related dimensions of music:</i> <i>Pitch</i> I can recognise differences in pitch (big/little jump) and pitch direction with growing accuracy. <i>Duration</i> I can recognise aurally and speak rhythmic syllables for 1 and ½ beat notes. <i>Dynamics</i> I can recognise crescendo, diminuendo, forte and piano when listening to music. <i>Tempo</i> I can set and maintain and new tempo in a piece of music by controlling the speed of the pulse. <i>Timbre</i> I can recognise and name different classroom percussion instruments. Begin to recognise and name different orchestral instrument families – brass, wind, strings and percussion. Begin to identify how a sound has been produced (e.g. tapping, plucking etc.) <i>Structure</i> I can identify simple structures like verse and chorus.</p>	<p>I can confidently identify and move to the pulse. Begin to show a developing sense of metre. Begin to feel and mark strong beats in different ways (e.g. tapping, clapping, using percussion).</p> <p><i>Inter-related dimensions of music:</i> <i>Pitch</i> Begin to recognise the relationship between pitch and SOLFA pitch names (Do, Re, Mi, Fa, So, La, Ti, Do). <i>Duration</i> I can recognise aurally and speak rhythmic syllables for 2, 1 and ½ beat notes and 1 and 2 beat rests. <i>Dynamics</i> I can recognise how and why a range of dynamic effects have been used in a piece of music. <i>Tempo</i> I can recognise how tempo has been used in a piece of music and its effect. <i>Timbre</i> I can select appropriate sounds to use in simple compositions to create a desired effect. I can recognise different instrumental families when listening to a piece of live or recorded music. <i>Texture</i> I can sing in unison and simple harmony. I can combine sounds in simple compositions. <i>Structure</i> Begin to analyse the melodic or rhythmic structure of a simple song, noting use of repetition and changes.</p>
		Year 4	Year 5	Year 6

Class 3 Y4-Y6	Performing: controlling sounds through singing and playing	<p>I can present a musical performance designed to capture the audience.</p> <p>I perform with control and awareness of what others in the group are singing and playing.</p> <p><i>Singing</i></p> <p>I can sing a broad range of unison songs with the range of an octave (<i>do-do</i>), pitching the voice accurately and following directions for getting louder (<i>crescendo</i>) and quieter (<i>decrescendo</i>).</p> <p>I can maintain a strong sense of pulse to recognise when I am going out of time and re-join a song if I get lost.</p> <p>I can use and control one breath per melodic phrase, showing control in my voice.</p> <p>Begin to explore different parts of the voice (head and chest) with growing control and awareness.</p> <p><i>Playing</i></p> <p>I can learn to play over a sustained learning period.</p> <p>I can play simple accompaniments to songs using devices like ostinato, keeping to the pulse.</p> <p>I can maintain an independent part when playing in two parts.</p>	<p>I can lead a rehearsal session.</p> <p>I can communicate the meaning of words and clearly articulate them.</p> <p>I can talk about performance venues and how to use them to their best effect.</p> <p><i>Singing</i></p> <p>I can sing a broad range of songs from an extended repertoire with a sense of ensemble, observing phrasing, accurate pitching, fluency and an awareness of style.</p> <p>I can sing in tune, in time, show control, breathe well and use clear diction.</p> <p>Begin to perform songs in a way that reflects their meaning.</p> <p>I can sing songs which use major, minor and pentatonic scales.</p> <p><i>Playing</i></p> <p>I can play and perform in solo and ensemble contexts, playing tuned musical instruments with accuracy, fluency and control.</p> <p>I can play a melody on a tuned instrument from memory or following staff notation written on one stave and using notes within the Middle C-C (<i>do-do</i>) range.</p> <p>I can play simple accompaniments to songs using devices like simple chords and arpeggio patterns.</p> <p>Begin to develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies.</p>	<p>I can play and perform in solo and ensemble contexts.</p> <p>I can conform to the etiquette of a performance situation as a musician and an audience member.</p> <p><i>Singing</i></p> <p>I can sing a broad range of songs, including those that involve syncopated rhythms, observing rhythm, phrasing, accurate pitching and communicating an appropriate style.</p> <p>I can sing parts of songs confidently from memory with a strong internal pulse.</p> <p>I can maintain a melodic line with confidence and control in 2 and 3 part harmonies.</p> <p>I can use the meaning of lyrics to enhance my performance.</p> <p><i>Playing</i></p> <p>I can play musical instruments with increasing accuracy, fluency and control.</p> <p>I can play a melody following staff notation written on one stave and using notes within an octave (<i>do-do</i>) range, making decisions about the dynamic range.</p>
	Composing & Improvising: creating and developing musical ideas	<p>I can improvise on a limited range of pitches making use of some musical features.</p> <p>I can arrange known note values to create sequences of beat phrases arranged into bars.</p> <p>I can reflect on developing compositions and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</p> <p>Begin to explore knowledge of musical components by composing music to create a specific mood, for example, creating music to accompany a short film clip.</p> <p>I can make improvements to my own compositions giving reasons for the changes.</p>	<p>I can improvise freely over a drone or simple groove, experimenting with a wider range of dynamics.</p> <p>I can use familiar riffs in my own improvisations.</p> <p>I can copy back using instruments using two notes.</p> <p>I can copy back rhythms that include syncopation.</p> <p>I can lead the class by inventing rhythms for others to copy back.</p> <p>I can question and answer using two different notes.</p> <p>I can question and answer using three different notes.</p>	<p>I can improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>I can use some of the riffs and licks learnt in the Unit Challenges in my own improvisations.</p> <p>I can copy back two-note riffs by ear and with notation.</p> <p>I can copy back three-note riffs by ear and with notation.</p> <p>I can question and answer using instruments, with three different notes starting on a G.</p>

	Be able to use a simple device to record a performance or composition.	<p>I can create simple melodies using up to five different notes and simple rhythms that work musically within the style of the Unit of Study.</p> <p>I can explain the keynote and the structure of the melody.</p> <p>I can reflect on developing compositions and make musical decisions about how the melody connects with the song.</p> <p>I can use musical components to evoke a specific atmosphere.</p> <p>I can make improvements to my own compositions, giving reasons using appropriate musical vocabulary.</p> <p>Be able to combine layers of sound using music technology software (e.g. Garageband).</p>	<p>I can improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A & B.</p> <p>I can compose and play a melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety.</p> <p>I can create music with multiple sections that include repetition and contrast.</p> <p>I can suggest specific improvements to my own and others' work using appropriate musical vocabulary based on intended outcomes.</p> <p>Be able to edit and manipulate sounds using music technology software.</p>
Notation	<p>I can read and perform pitch notation within a defined range (e.g. C-G/do-so).</p> <p>I understand how pitch is represented on a staff.</p> <p>I understand the difference between minims, crotchets, paired quavers and rests.</p> <p>I can capture and record creative ideas using graphic symbols, rhythm notation and time signatures and staff notation.</p>	<p>I can read and perform pitch notation within an octave.</p> <p>I can follow a notated melody line as an aid to a performance.</p> <p>I understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.</p> <p>I understand the difference between 2/4-, 3/4- and 4/4-time signatures.</p> <p>I can capture and record creative ideas using graphic symbols, rhythm notation and time signatures, staff notation and technology.</p>	<p>I can read and perform pitch notation within an octave.</p> <p>I can read and play from notation a four-bar phrase, confidently identifying note names and durations.</p>
Appraising: reviewing and evaluating music	<p>I can listen with increasing concentration and talk about musical dimensions working together within familiar songs.</p> <p>Begin to appreciate and understand a growing range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>	<p>I can listen with concentration and confidently talk about musical dimensions working together within familiar songs.</p> <p>I can think about the message of songs.</p> <p>I can show an understanding of how lyrics can reflect cultural and social meaning.</p> <p>Begin to discuss how music has been changed over time.</p> <p>I can compare two songs in the same style, talking about what stands out musically in each of them, their similarities and their differences.</p> <p>I can compare performances to each other and talk musically about them.</p>	<p>I can appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great composers and musicians.</p> <p>I can show a developing understanding of the history of music.</p> <p>I can relate music across time to other factors such as world events.</p>
Knowledge: listening and	I can feel and mark strong beats in songs that I know.	I can identify aurally how the pulse has been grouped	I can listen with attention to detail and recall sounds with increasing aural memory.

<p>applying knowledge and understanding</p>	<p>Begin to identify aurally how the pulse has been grouped (e.g. in 2s, 3s or 4s).</p> <p><i>Inter-related dimensions of music:</i> <i>Pitch</i> I can distinguish between small steps and leaps in pitch, both aurally and on a stave. <i>Duration</i> I can recognise aurally and speak rhythmic syllables for 2, 1, ½ and ¼ beat notes and 1 and 2 beat rests. <i>Dynamics</i> Begin to use the Italian symbols for dynamics in compositions. <i>Timbre</i> Begin to recognise individual instruments within a family.</p>	<p>I can identify aurally well-known musical styles (e.g. lullaby, waltz, march)</p> <p><i>Inter-related dimensions of music:</i> <i>Pitch</i> Begin to recognise aurally the use of scales – major, minor and pentatonic – and note their effect. <i>Duration</i> I can recognise aurally and speak rhythmic syllables for 4, 3, 2, 1, ½ and ¼ beat notes. <i>Dynamics</i> I can confidently and appropriately make use of dynamics when composing and performing. <i>Texture</i> Begin to show an understanding of how chords are constructed.</p>	<p>Begin to identify aurally examples of Compound Time (6/8)</p> <p><i>Inter-related dimensions of music:</i> <i>Texture</i> I can identify where chords change within a piece of music.</p>
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