

# Music skills progression



## Singing



### EYFS Sept 2021

- Sing a range of well-known nursery rhymes and songs
- When appropriate – tries to move in time with music
- Perform songs, rhymes, poems and stories with others

### Reception Pre 2021

- Join in with some of the words and actions of songs
- Sing familiar songs with a sense of pitch
- Try to play and sing with an awareness of others
- Use my voice in a variety of ways such as speaking, singing and chanting

### Year 1

- Sing simple songs, chants and rhymes from memory
- Pitch match with the leader in call and response songs
- Respond to counting in and simple visual instructions (i.e. start/stop)

### Year 2

- Sing with an increasing sense of control, including short independent phrases in singing games
- Pitch songs with a small range (4 notes/ do- so) accurately
- Describe and demonstrate dynamics and tempo when singing

## Musicianship



### Year 1

- Keep a steady beat, including when the tempo (speed) changes
- Keep a steady beat when performing simple ostinato (repeated rhythms)
- Copy short rhythms accurately
- Identify high and low sounds and use low and high voices for familiar songs
- Follow pictures and symbols to guide singing and playing

### Year 2

- Begin to group/tap beats in twos and threes, identifying beat groupings in familiar music
- Read, respond, create and perform chanted rhythms using stick notation
- Play and invent copy-cat rhythms
- Independently respond with actions/ movements to pitch changes in short melodic phrases
- Recognise dot (pitch) notation and match it to 3-note tunes



## Listening



### Year 1

- Respond to different moods in music through movement and/or drawing
- Notice simple changes in sound and dynamics
- Talk about the music and instruments they listen to using simple vocabulary

### Year 2

- Respond to music in a variety of ways, using simple musical vocabulary (i.e. tempo, dynamics and timbre) to explain choices
- Describe how music can create different moods and effects using simple musical vocabulary
- Compare different types of music and express an opinion using appropriate vocabulary



## Composing



### Year 1

- Improvise simple vocal chants, using question and answer phrasing
- Know the difference between a rhythm pattern and a pitch pattern
- Create musical sound effects and short sequences in response to given starting points
- Recognise, explore and invent graphic (picture) score to represent sounds
- Use music technology to capture, record and combine sounds

### Year 2

- Improvise simple question and answer phrases with a partner, (sung and/or played on untuned percussion), creating a musical conversation
- Create music in response to a non-musical stimulus (i.e. a storm, the sea, a haunted house)
- Use graphic (picture), dot and stick (rhythm) notation, as appropriate, to keep a record of composed pieces
- Use music technology, if available, to capture, change and combine sounds



### Year 3

- Perform in a choir as part of assembly
- Sing a widening range (4 notes/ do-so) of unison songs tunefully, with dynamics and expression
- Walk, move, clap or use actions to show a steady beat, including tempo changes

### Year 4

- Perform a range of songs in school assemblies
- Continue to sing a broad range of unison songs with the range of an octave (8 notes/do-do) pitching the voice accurately and following directions for dynamics
- Sing rounds and partner songs (including simple second parts) in different time signatures, including small and large leaps

### Year 5

- Perform a range of songs in school assemblies and in school performance opportunities
- Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance, including observing phrasing, accurate pitching and appropriate style
- Sing three-part rounds, partner songs and songs with a verse and a chorus

### Year 6

- Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience
- Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance, including observing rhythm, phrasing, accurate pitching and appropriate style
- Continue to sing three- and four-part rounds or partner songs, positioning singers in order to develop greater listening skills, balance between parts and vocal independence



## Performing

### Year 3

- Use listening skills to correctly order dot notated phrases, showing different arrangements of notes C-D-E/do-re-mi
- Individually copy stepwise melodic phrases accurately at different tempos. Extend to question-and-answer phrases
- Begin to play and perform melodies written in staff notation over a small range (e.g. C-D-E)

### Year 4

- Develop facility in the basic skills of a selected musical instrument over a sustained learning period
- Copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A)
- Play and perform melodies from staff notation (including those in 2 or more parts) as a whole-class or small groups. Identify static and moving parts

### Year 5

- Perform a range of pieces and arrangements combining acoustic instruments to form mixed ensembles, (e.g. a school orchestra)
- Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies
- Play melodies on tuned percussion, melodic instruments or keyboards, following One stave of notation and using notes within the Middle C- C'/do-do range

### Year 6

- Play as part of an ensemble, with pupils taking on melody or accompaniment roles
- Accompany melodies with block chords or a bass line, using keyboards, tuned percussion, tablets or an online keyboard
- Play a melody following a one stave staff notation, using notes within an octave (8 notes), making decisions about dynamics



## Listening

### Year 3

- Identify instruments, dynamics and patterns from listening and identify their effects on the listener
- Describe the character of music and express an opinion about it using appropriate vocabulary and examples
- Show an awareness that there are different types and styles of music

### Year 4

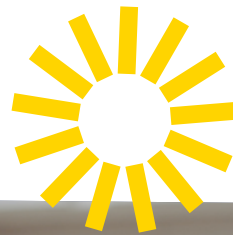
- Begin to identify simple structure within music, (i.e. verse/chorus, Ternary (ABA) form, AABA)
- Begin to listen for different elements and how they create mood
- Know that music is written in different times and places and begin to identify specific genres

### Year 5

- Identify simple structures within music, and comment on the effect this has on the listener using appropriate vocabulary
- Describe the character and mood of the music, giving examples of motifs and/or instrumentation as reasoning
- Compare music that spans genres using appropriate vocabulary to describe musical characteristics

### Year 6

- Compare and evaluate simple structures within music, commenting on the effect this has on the listener using appropriate vocabulary
- Evaluate the character and mood of the music, giving examples of motifs and/or scoring and comparing to the composer's intentions
- Compare and evaluate different genres and time periods of music using appropriate vocabulary to describe musical characteristics



## Composing



### Year 3

- Improvise short responses using voices and/or instruments in whole class, small group and paired work
- Structure musical ideas (e.g. using copycat or question and answer phrases) to create music that has a beginning, middle and end in response to different musical stimuli
- Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (C-D-E/do, re and mi)
- Use known rhythms and note values to compose simple song accompaniments on untuned percussion (e.g. ostinatos)

### Year 4

- Improvise using a limited range of pitches on the instrument they are now learning, using features including legato (smooth) and staccato (short) sounds
- Compose music to create a specific mood, including the introduction of major and minor chords/tonality
- Combine known rhythmic notation with letter names to create, sing and play short pentatonic phrases using a limited range of 5 pitches
- Capture and record creative ideas using graphic (picture) symbols, rhythm notation and time signatures, staff notation and/or technology

### Year 5

- Improvise freely over a drone or simple groove developing sense of shape and character, using a wider range of dynamics, e.g. fortissimo, pianissimo, mezzo forte and mezzo piano
- Use chords to compose music to evoke a specific atmosphere, mood or environment
- Compose melodies made from pairs of phrases in either C major or A minor and, in pairs, a piece in ternary form (ABA)
- Capture and record creative ideas using graphic symbols, rhythm notation and time signatures, staff notation and/or technology

### Year 6

- Improvised extended melodies (in groups) beyond 8 beats over a fixed groove, including the use of chord changes as part of an improvised sequence
- Plan, compose and notate an 8- or 16-beat melodic phrase using the pentatonic scale, incorporating a variety of rhythms to create interest
- Compose a ternary (ABA) piece, using available music software/apps to create and record it, using appropriate language to discuss how musical contrasts are achieved
- Compose melodies made from pairs of major or minor phrases, adding an accompaniment of rhythm or chords

