

Music Skills Progression

	EYFS			Y1	Y2	Y3	Y4	Y5	Y6
Play & Perform	0-3 CL5 Enjoy singing, music and toys that make sounds. PD22 Develop manipulation and control. L1 Enjoy songs and rhymes, tuning in and paying attention. L2 Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. L3 Say some of the words in songs and rhymes. L4 Copy finger movements and other gestures. L5 Sing songs and say rhymes independently, for example, singing whilst playing. EAD6 Join in with songs and rhymes, making some sounds.	Nursery CL36 Sing a large repertoire of songs. CL37 Know many rhymes, be able to talk about familiar books, and be able to tell a long story. PD36 Use one-handed tools and equipment, EAD32 Remember and sing entire songs. EAD33 Sing the pitch of a tone sung by another person ('pitch match'). EAD34 Sing the melodic shape (moving melody, such as up and down, down and up) of a familiar song. EAD36 Play instruments with increasing control to express their feelings and ideas.	Reception CL56 Use new vocabulary in difference contexts. CL58 Learn rhymes, poems and songs. PD46 Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. PSED34 Show resilience and perseverance in the face of challenge. EAD42 Sing in a group or on their own, increasingly matching the pitch and following the melody. EAD44 Explore and engage in music making and dance, performing solo or in groups.	-Find their singing voice -Recall and remember short songs -Join in and stop as appropriate -Handle and play instruments with control and treat them with respect -Follow pitch movements with their hands -Recognise everyone needs to make a contribution -Show an awareness of audience when performing	-Find their singing voice and use their voices confidently. -Handle and play instruments with control and accuracy. -Follow pitch movements with their hands and use high, low and middle voices. -Demonstrate an awareness of self and others, recognise the importance of their own and others contributions to performances	-Sing and play with awareness of pulse and control of rhythm. -Understand how mouth shapes can affect voice sounds. -Be aware of the importance of posture when playing and singing -Explore and perform different types of accompaniment - drone and ostinato -Begin to understand the difference between performer and audience	-Sing with confidence using a wider vocal range. -Understand that posture effects a performance -Perform in different ways, exploring the way the performers are a musical resource. -Perform a repeated pattern to a steady pulse (ostinato, drone) -Recognise simple structures (phrase) -Demonstrate a growing understanding of the relationships between musicians and audiences	-Sing songs with increasing control of breathing, posture and sound projection. -Identify and control different ways percussion instruments make sounds. -Play and sing with a consistent and appropriate tone. -Play accompaniments with control -Present performances effectively with awareness of audience	-Sing with clear diction, expression, control of breathing and communicating and awareness of style. -Identify phrases through breathing in appropriate places. -Play accompaniments with control and accuracy. -Perform an independent part keeping to a steady beat. -Present performances effectively with awareness of audience, venue and occasion.
	-Sing a variety of songs -Contribute to performances of simple material and own music from memory, exploring a range of given and chosen instruments and vocally -Begin to show an awareness of audience when performing								
Create & Compose	0-3 PD23 Explore different materials and tools EAD4 Anticipate phrases and actions in rhymes and songs, like 'Peepo'. EAD5 Explore their voices and enjoy making sounds. EAD7 Make rhythmical and repetitive sounds. EAD8 Explore a range of sound-makers and instruments and play them in different ways.	Nursery EAD35 Create their own songs or improvise a song around one they know.	Reception M32 Count objects, actions and sounds. M42 Continue, copy and create repeating patterns EAD44 Explore and engage in music making and dance, performing solo or in groups.	-Provide musical responses to stimuli with creativity and intentionality -Creatively experiment with different ways to produce and change sounds	-Contribute to the creation of a class composition. -Make sounds and recognise how they can give a message or tell a story.	-Create descriptive music in pairs or small groups -Talk about ideas and justify creative decisions Create simple rhythmic patterns, melodies and accompaniments -Create short improvisations -Create sequences of movements in response to sounds	-Create music that describes contrasting moods/emotions. -Improvise simple tunes based on the pentatonic scale. -Co-ordinate words and actions when singing and moving to music	-Explore, select combine and exploit a range of different sounds (voice, instrument technology) to compose. -Develop musical imagination and be curious about making and adapting sounds -Explore musical ideas through improvisation -Offer ideas to create lyrics to a known melody.	-Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition. -Select, combine and refine material to explore different moods, structures and purposes -Improvise rhythm patterns to a range of stimuli -Use ICT to change and manipulate sounds. -Write lyrics for a known melody
	-Respond with simple musical suggestions to a range of given or chosen stimuli -Freely explore using own voice & a range of musical instruments to discover and enjoy playing with, manipulating and chosen instruments and vocally								

‘Potential is our Passion’

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Listen. Understand and Appreciate a Range of Music	0-3	Nursery	Reception	-Identify the pulse by moving body parts to the beat -Identify and name untuned classroom instruments from their appearance & how they are played– (drum, tambourine, triangle, wood block, maraca,) -Identify different sound sources – fire engine, door-bell, familiar every day sounds. -Identify different groups of instruments – shake, strike, stroke etc.	Identify the pulse in different pieces of music by clapping to the music -Identify long and short sounds in music -Identify and name classroom instruments from their appearance & sound - (drum, tambourine, triangle, wood block, maraca, Indian bells, triangle, claves, guiro, chime bars, boom whackers,) -Identify how sounds can be changed – when instruments are played in a different way -Listen with concentration and understanding to a range of high quality live and recorded music and is able to offer interpretation through picture, drama or word about its origin or subject matter/theme. (it sounds like a dragon breathing fire and it is angry because the music is loud)	-Identify when pulse gets faster and slower. -Identify and name classroom instruments from their appearance and sound - (drum, tambourine, triangle wood block, maraca, Indian bells, claves, guiro, chime bars, boom whackers, glockenspiel, xylophone, tom-toms, cabasa, cymbals) -Recognise rhythmic patterns -State what they liked in a piece of live or recorded music, why they like/dislike it and how it makes them feel	-Identify different speeds of pulse (tempo) by clapping and moving -Identify and name classroom instruments from their appearance and sound -Choose instruments on the basis of internalised sounds. -Explore and select different melodic patterns -Recognise and repeat rhythmic patterns in music -Listen with concentration to live and recorded music, identify musical elements used and discuss their effects. (the flutes are a woodwind instrument and sound like the birds in the trees I like this as it makes the listener feel calm)	-Identify different moods, textures & tempo - Identify and name classroom instruments from their appearance and sound -Share opinions about music and justify them -Identify phrases that could be used as an introduction, interlude and ending.	-Identify different speeds of pulse (tempo) and relate to musical terms e.g. lento allegro, andante -Identify how a mood is created by music, instrument choice, dynamics and lyrics. -Listen to longer pieces of music and identify features (timbre, structure, dynamics, historical era, texture, rhythm)
	-Respond to music and sounds heard (miming the way musical instruments are played, move rhythmically, hand movements to represent words, use of drama to act out interpretation, imitates movement in response to music) -Handle percussion instruments with care -Recognise differences of sound, (drum, tambourine, triangle)			-Listen with concentration to a range of high quality live and recorded music and offer simple suggestions to explain what the music represents/is about. (it's about the rain, it sounds like a train)					
Music Over Time						-Identify the difference between classical and modern music (instrumentation, style, sound & texture)	-Place some of the great composers on a timeline (Mozart, John Lennon, Benjamin Britten, Bach, Stravinsky, Beethoven)	-Begin to relate music across time to other factors such as world events -Develop a basic idea of a musical 'timeline' from the music explored and chosen & identify developments from one period to the other	-Develop an understanding of the history of music and changes in instrumentation, -Place composers and different genres on a 'timeline' explaining choices made

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VOCABULARY - Musical Elements	EYFS	Y1 & Y2 KS1	Y3 & Y4 Lower KS2	Y5 & Y6 Upper KS2
Pitch – how high or low a note sounds	high, up, low, down	high, getting higher, going up low, getting lower, going down middle jump, slide, step, melody & tune	high, getting higher, rise low, getting lower, fall jump, slide, step, staying the same, melody & tune, melodic ostinato, drone, melodic phrase, melodic pattern, pentatonic scale (Y4), Note names A B, C, D, E, F, G	high, getting higher, rise low, getting lower, fall jump, slide, step, staying the same, melody & tune, melodic ostinato, drone, melodic phrase, melodic pattern, pentatonic scale, note names A B, C, D, E, F, G interval, unison, harmony, chord
Tempo – the speed of the pulse/beat	fast like a cheater, slow like a tortoise, walking like a soldier	fast, slow, faster, slower, walking pace, running pace	Fast, slow, faster, slower, walking pace, running pace Rallentando – slowing down Accelerando – speeding up	Rallentando – slowing down Accelerando – speeding up Lento - slowly Andante – moderately slow Moderato – moderate tempo Allegretto – fairly quickly Allegro – quickly, lively Presto – very fast
Duration – the length of the note.	short, long, start, stop,	pulse, beat, start stop short, shorter, long, longer	pulse, beat, short, shorter, staccato long, longer, held, sustained	pulse, beat, short, shorter, staccato long, longer, held, sustained
Rhythm – length of a sound or silence – the mix of long and short sounds put together	Clapping back words – cat, donkey, lollipop man, fire fighter,	Use words to recognise the different rhythms chip crotchet - one beat cher-ry quaver – half-beat cheese – minim – two beats	rhythmic patterns, word rhythms & syllables, rhythmic ostinato, Use words to recognise the different rhythms & their symbols chip crotchet - one beat  cher-ry quaver – half-beat.  cheese – minim – two beats 	rhythmic patterns, word rhythms & syllables, rhythmic ostinato, Use words to recognise the different rhythms & their symbols crotchet - one beat  quaver – half-beat.  Semi-quaver - quarter- beat minim – two beats  semibreve – four beats  crotchet rest – one beat silence 
Dynamics – how loud or quiet the music is	loud quiet soft	loud getting louder quiet soft getting quieter	Loud – forte (f) Quiet – piano (p) getting louder - crescendo getting quieter – diminuendo	Loud – forte (f) Very loud – fortissimo (ff) Quiet – piano (p) Very quiet – pianissimo (pp) getting louder - crescendo getting quieter – diminuendo mezzo – moderately mf – mezzo forte – moderately loud mp – mezzo piano – moderately quiet accent
Timbre – the different types of sounds made (different instruments and the way they are played)	A great way to introduce adjectives -smooth, spikey, jumpy, scary, shaking, scraping, tapping	A great way to introduce adjectives - light, heavy, bright, dull, warm, smooth, chiming, clicking	Descriptive words to describe qualities of the sounds & production refer in particular to the type of instrumentation – reedy, brassy, vocal, metallic, distorted,	Descriptive words to describe qualities of the sounds & production refer in particular to the type of instrumentation – reedy, brassy, vocal, metallic, distorted, deafening, Then think about the texture of the sound made - bright piercing light clean thin smooth course sharp hollow oily
Texture – the layers of sound solo	one sound – on your own many sounds – all together	solo duet ensemble few & many	solo duet trio quartet ensemble few & many	Solo duet. trio. quartet ensemble few & many Monophonic – one layer Homophonic – melody with accompaniment

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VOCABULARY - Musical Elements	EYFS	Y1 & Y2 KS1	Y3 & Y4 Lower KS2	Y5 & Y6 Upper KS2
Structure – the way in which a piece of music is arranged, (sections)	beginning end	beginning, middle, end, verse, chorus, phrase,	beginning, middle, end, verse, chorus, phrase, drone, repetition, round, introduction, melodic ostinato,	beginning, middle, end, verse, chorus, phrase, drone, repetition, round - canon, introduction, melodic ostinato, call and response, binary form
History		nocturn, waltz, virtuoso, concert, symphony, orchestra, sonata Chopin, Beethoven, Britten, Romantic Period, Classical Period, Modern Period	nocturn, waltz, virtuoso, concert, symphony, orchestra, sonata, choral, cantata, toccata, Baroque period, Chopin, Beethoven, Britten, Bach, Adams, Mozart, Ravel, The Beatles, Baroque Period, Romantic Period, Classical Period, Modern Period, 20 th Century, harpsichord,	nocturn, waltz, virtuoso, concert, symphony, orchestra, sonata, choral, cantata, toccata, Baroque period, Classical period, harpsichord, Chopin, Beethoven Britten, Bach, Adams, Mozart, Ravel, The Beatles, Gershwin, Muzzorsky, Bernstein, Stravinsky, Queen, Michael Jackson, Baroque Period, Romantic Period, Classical Period, Modern Period, 20 th Century, opera, operetta
Musical language & techniques	listening, posture singing, humming, song, nursery rhyme, clap instruments, drum, triangle, tambourine, symbol	listening, posture singing, humming, song, nursery rhyme, clap instruments, drum, triangle, tambourine, wood block, maraca, Indian bells, claves, guiro, chime bars, boom-whackers, piano, organ, symbol, rehearse, perform	listening, singing, lyrics posture, diction, improvisation, rehearse, evaluate, accompaniment, performer, audience, colour notation, stave, treble clef, bar, instruments, drum, triangle, tambourine, wood block, maraca, Indian bells, claves, guiro, chime bars, boom-whackers, piano, organ, organ, symbol, rehearse, perform glockenspiel, xylophone, tom tom, cabasa, cymbal	listening, singing, lyrics posture, diction, breathing, projection improvisation, rehearse, musical quality, evaluate, opinion, mood, accompaniment, performer, audience, venue, occasion, colour notation, stave, treble clef, bar, chord notation instruments, drum, triangle, tambourine, wood block, maraca, Indian bells, claves, guiro, chime bars, boom-whackers, glockenspiel, xylophone, tom tom, cabasa, cymbal, instrumentation
	EYFS – Key Communication and language CL Physical development PD Personal, social and emotional development PSED Literacy L Mathematics M Understanding the world UW Expressive arts and design EAD			