

Listening, appraising  
& responding

Composing

Performing



# *Progression of Skills*


## Music


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		Key Stage 1		Key Stage 2			
EYFS		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening to a range of high-quality live and recorded music							
Listening, appraising & responding	➤ Children will respond to music through movement, altering the movement to reflect changes in tempo, dynamic and pitch.	➤ Children will recognise and understand the difference between pulse and rhythm.	➤ Children will begin to recognise timbre changes in the music they listen to.	➤ Children will begin discussing the stylistic features of different genres, styles and musical traditions of music using musical vocabulary.	➤ Children will identify gradual dynamic and tempo changes within a piece of music.	➤ Children will recognise and confidently discuss the stylistic features of different genres, styles and musical traditions of music using musical vocabulary.	➤ Children will discuss musical eras in content, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.
	➤ Children will express their responses to different music and lyrics.	➤ Children will understand that different types of sounds are called timbres.	➤ Children will begin to recognise structural features in the music they listen to.	➤ Children will understand that music from different parts of the world and from different points in history have different features.	➤ Children will identify common features between different genres, styles and musical traditions of music.	➤ Children will compare, discuss and evaluate music using detailed musical vocabulary.	➤ Children will recognise and confidently discuss the stylistic features of the music and relate it to other aspects of the Arts (e.g. film music, current era pop music, etc.)
	➤ Children will explore lyrics by suggesting appropriate actions.	➤ Children will recognise basic tempo, dynamic and pitch changes (faster/slower; louder/quieter; faster/slower).	➤ Children will listen to and recognise different instrumentation.	➤ Children will begin to identify different styles of music.	➤ Children will identify scaled dynamics (crescendo/diminuendo) within a piece of music.	➤ Children recognise simple structures in music that is being performed/listened to, e.g. binary, ternary, verse/chorus, etc.	➤ Children will identify the way features of a song can complement one another to create a coherent overall effect.
	➤ Children will explore the story behind the lyrics or music.	➤ Children will describe the 'character', mood, or 'story' of a piece of music they listen to, both verbally and through movement.		➤ Children will recognise and explain changes within a piece of music, both verbally and through movement.	➤ Children will use musical vocabulary to discuss a piece of music.		➤ Children will use musical
Composing	➤ Children will listen to and follow a beat using both body percussion and untuned percussion instruments.	➤ Children will describe the differences between two pieces of music.		➤ Children will describe timbre, dynamic and			
Performing	➤ Children will consider whether a piece	➤ Children will express a basic					



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		Key Stage 1		Key Stage 2			
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Listening to a range of high-quality live and recorded music, <i>cont.</i>						
Listening, appraising & responding	of music has a fast, moderate or slow tempo.	opinion about a piece of music (whether they like or dislike a piece of music). ➤ Children will begin to develop a basic understanding of how music is organised, e.g. beginning, middle and end; verse, chorus, verse, chorus, etc.	textual details of a piece of music, both verbally and through movement.	musical vocabulary correctly when describing and evaluating the features of a piece of music. ➤ Children will evaluate how the venue, occasion and purpose affects the way a piece of music sounds.			
Composing							
Performing							
							

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	Key Stage 1			Key Stage 2			
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening with attention to detail and recall sounds with increasing aural memory							
Listening, appraising & responding	<ul style="list-style-type: none"> <li>➤ Children will listen to sounds and identify high or low pitches.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Children will listen to sounds and match them to the correct object or instrument.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Children will begin to use appropriate musical vocabulary to describe music.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Children will begin to use musical vocabulary related to the area of study when discussing improvements to their own work and others'.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Children use musical vocabulary when discussing improvements to their own work and others'.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Children will develop confidence in using musical vocabulary to discuss and evaluate their own work and others'.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Children will confidently using musical vocabulary to discuss and evaluate their own work and others'.</li> </ul>
Composing	<ul style="list-style-type: none"> <li>➤ Children will listen to and repeat a simple rhythm, either as part of a song or with untuned percussion.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Children will listen to and repeat short, simple rhythmic patterns, either as part of a song or with untuned percussion.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Children will suggest improvements to their own and others' work.</li> </ul>				
Performing	<ul style="list-style-type: none"> <li>➤ Children learn a variety of different song using the call and response technique.</li> <li>➤ Children will listen to and repeat lyrics.</li> <li>➤ Children will understand that different instruments make different sounds and group them accordingly.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Children will listen to and respond to other performers by playing as part of a group.</li> <li>➤ Children will listen to sounds in the local environment and consider whether they are loud or quiet; high in pitch or low.</li> <li>➤ Children will understand the difference between creating a pulse pattern and a pitch pattern.</li> </ul>					





	Key Stage 1			Key Stage 2			
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Create sounds and music using the interrelated dimensions of music							
Listening, appraising & responding	<ul style="list-style-type: none"> <li>➤ Children will experiment with body percussion and vocal sounds to respond to music.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Children will select and create short sequences of sound with voices or instruments to represent a given idea or character.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Children will select and create longer sequences of appropriate sounds to represent a given idea character.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Children will organise, order and structure musical ideas (i.e. beginning, middle and end).</li> </ul>	<ul style="list-style-type: none"> <li>➤ Children will compose a piece of music in a given style with voices, bodies or instruments.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Children will compose a detailed piece of music from a given stimulus with voices, bodies and instruments.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Children will create music with multiple sections that include repetition and contrast.</li> </ul>
Composing	<ul style="list-style-type: none"> <li>➤ Children will investigate different instruments and select the most appropriate for a specific purpose.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Children will combine instrumental and vocal sounds within a given structure.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Children will design comic strips to structure a composition of their own devising.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Children will create simple lyrics for a variety of songs.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Children will use planning sheets and words or symbols to compose a piece of music.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Children will use a mixture of staff notation and graphic scores to compose a piece of music in a given style.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Children will compose a multi-layered piece of music from a given stimulus with voices, bodies and percussion.</li> </ul>
Performing	<ul style="list-style-type: none"> <li>➤ Children will experiment with playing instruments in different ways.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Children will work together to choose dynamics and timbre for a piece of music.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Children will choose appropriate dynamics, tempo and timbre for a piece of work.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Children will write the lyrics and compose the music for a radio jingle.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Children will combine melodies and rhythms to create a multi-layered composition.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Children will begin to improvise musically within a given style.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Children will develop melodies using rhythmic variation and changes in dynamic, pitch and texture.</li> </ul>
		<ul style="list-style-type: none"> <li>➤ Children will begin to make improvements to their work as suggested by the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Children will choose appropriate dynamics, tempo and timbre for a piece of work.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Children will create accompaniments for songs using untuned percussion.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Children will create simple melodies from approximately five notes using steps and leaps.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Children will select, discuss and refine musical choices both alone and with others, using musical vocabulary with confidence.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Children will use a variety of textures and timbres when arranging a composition to show a specific mood, e.g. solos, small groups, whole class.</li> </ul>
			<ul style="list-style-type: none"> <li>➤ Children will begin to suggest improvements to their own work.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Children will suggest and implement improvements to their own work using musical vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Children will suggest improvements to other people's work using musical vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Children will suggest and demonstrate improvements to their own and others' work.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Children will constructively critique their</li> </ul>



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	Create sounds and music using the interrelated dimensions of music						
	Listening, appraising & responding						
Composing							
Performing							
							



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	Key Stage 1			Key Stage 2			
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Perform both individually and as part of a group in order to hone their musical abilities						
Listening, appraising & responding	<ul style="list-style-type: none"> <li>➤ Children will use their voices to join in well-known songs from memory.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Children will use their voice expressively to speak, sing or chant.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Children will use their voices expressively when singing, including through the use of dynamics (loud and quiet).</li> </ul>	<ul style="list-style-type: none"> <li>➤ Children will sing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Children will sing songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Children will work as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Children will sing songs in two or more secure parts from memory with accuracy, fluency, control and expression.</li> </ul>
Composing	<ul style="list-style-type: none"> <li>➤ Children will practise remembering and maintaining their role within a group performance.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Children will sing songs from memory, maintaining the overall shape of the melody and keeping in time.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Children will sing short songs from memory with melodic and rhythmic accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Children will sing with clear diction to communicate lyrics effectively.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Children will perform a series of playground songs and chants using actions and keeping a steady beat.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Children will perform with accuracy from graphic scores and rhythmic notation.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Children will work as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with a group.</li> </ul>
Performing	<ul style="list-style-type: none"> <li>➤ Children will move to music with instructions to perform actions.</li> <li>➤ Children will participate in performances to a small audience.</li> <li>➤ Children will practise stopping and starting playing at the right time.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Children will maintain the pulse by walking or playing on the beat using hands and untuned percussion.</li> <li>➤ Children will copy back short rhythmic and melodic phrases using their voices or untuned percussion instruments.</li> <li>➤ Children will respond to simple musical instructions such as tempo and dynamic changes as part of a class</li> </ul>	<ul style="list-style-type: none"> <li>➤ Children will perform expressively using dynamics and timbre to alter sounds as appropriate.</li> <li>➤ Children will sing back short melodic patterns by ear.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Children will sing and play in time with peers, with some degree of accuracy and awareness of their part in the group performance.</li> <li>➤ Children will have the opportunity perform as part of a mini concert or show to their peers.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Children will sing and play in time with peers, with accuracy and an awareness of their part in the group performance.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Children will play syncopated rhythms with accuracy, control and fluency.</li> <li>➤ Children will sing songs in two or more parts in a variety of different styles from memory, with accuracy, fluency, control and expression.</li> <li>➤ Children will play a simple chord</li> </ul>	<ul style="list-style-type: none"> <li>➤ Children will perform with accuracy from graphic notation and that of their own devising.</li> <li>➤ Children will perform by following a conductor's cues and directions.</li> </ul>





		Key Stage 1		Key Stage 2			
EYFS		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Perform both individually and as part of a group in order to hone their musical abilities, <i>cont.</i>							
Listening, appraising & responding	<ul style="list-style-type: none"><li>➤ performance.</li><li>➤ Children will understand that symbols and pictures can be used to represent and organise sound.</li><li>➤ Children will perform a simple accompaniment on a percussion instruments.</li><li>➤ Children will perform from graphic notation.</li></ul>					progression with accuracy.	
Composing							
Performing							
							

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