



Progression of Skills: Music



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Appraising	<ul style="list-style-type: none"> I can identify how music makes me feel. E.g I like this song. This song makes me feel happy/sad. 	<ul style="list-style-type: none"> I can recognise and explore how sounds can be organised. I can talk about how music makes me feel or want to move. e.g. it makes me want to dance, jump, sleep, shout etc. I can think about and make simple suggestions about what could make my own work better e.g. play faster or louder. 	<ul style="list-style-type: none"> I can respond to different moods in music and explain thinking about changes in sound. I can identify what improvements could be made to own work and make these changes, including altering use of voice, playing of and choice of instruments. 	<ul style="list-style-type: none"> I can explore and comment on the ways sounds can be used expressively. I can comment on the effectiveness of my own work, identifying and making improvements. 	<ul style="list-style-type: none"> I can recognise and explore the ways sounds can be combined and used expressively and comment on this effect. I can comment on the effectiveness of my own work, identifying and making improvements based on its intended outcome. 	<ul style="list-style-type: none"> I can describe, compare and evaluate different types of music. I am beginning to use musical vocabulary. I can comment on the success of my own and others work, suggesting improvements based on intended outcomes. 	<ul style="list-style-type: none"> I can describe, compare and evaluate different types of music using a range of musical vocabulary including the inter-related dimensions of music. I can evaluate the success of my own and others work, suggesting specific improvements based on intended outcomes and comment on how this could be achieved.
Composing	<ul style="list-style-type: none"> I can make up rhythms. I can sing to myself and make up simple songs. 	<ul style="list-style-type: none"> I can create musical patterns whilst identifying the tempo as fast or slow. I know about and can experiment with sounds. 	<ul style="list-style-type: none"> I can create musical patterns showing awareness of the main beat (1,2,3,4,1,2,3,4 etc). I can repeat short rhythmic and melodic patterns. I am beginning to explore, choose and order sounds 	<ul style="list-style-type: none"> I can create simple rhythmic patterns that use a small range of notes. I am beginning to join simple layers of sound, e.g. a background rhythm and a solo melody. 	<ul style="list-style-type: none"> I can create rhythmical and simple melodic patterns using an increased number of notes. I can join layers of sound, thinking about musical dynamics of each layer and understanding the effect. 	<ul style="list-style-type: none"> I can create increasingly complicated rhythmic and melodic phrases within given structures. 	<ul style="list-style-type: none"> I can create and improvise melodic and rhythmic phrases as part of a group performance. I can compose by developing ideas within a range of given musical structures.



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			<p>using the inter-related dimensions of music.</p>				
<p>Playing and performing</p>	<ul style="list-style-type: none"> I can sing and remember familiar songs. I can imitate movement in response to music. I can tap out simple repeated rhythms. I can sing to myself and make up simple songs. 	<ul style="list-style-type: none"> I can play tuned and un-tuned instruments. I can rehearse when directed and can perform with others. I can use voices in different ways such as speaking, singing and chanting. I can create and choose sounds to perform simple rhythmical patterns, beginning to show an awareness of pulse. I can think about others when performing. 	<ul style="list-style-type: none"> I can play tuned and un-tuned instruments whilst showing an awareness of pitch and rhythm. I can rehearse independently and in a group and perform with others. I can use voices expressively and creatively. I can sing with the sense of shape of the melody. I can create and choose sounds for a specific effect. I can perform rhythmical patterns and accompaniments, keeping a steady pulse. I can think about others while performing and explain the 	<ul style="list-style-type: none"> I can sing in unison, becoming aware of pitch. I can perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes. I can think about others while performing, along with describing why dynamics are used to enhance my performance. I can play tuned and un-tuned instruments with control and accuracy. 	<ul style="list-style-type: none"> I can sing in unison maintaining the correct pitch and using increasing expression. I can play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics. I can think about others while performing, along with describing why dynamics are used to enhance my performance and decide which dynamics I would like to use to make my performance individual to me. I can play tuned and un-tuned instruments with 	<ul style="list-style-type: none"> I can sing in unison with clear diction, controlled pitch and sense of phrase. I can play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression. I can maintain my own part and be aware how the different parts fit together. I can play tuned and un-tuned instruments with control and accuracy, along with identifying structure, dynamics and major or minor key signatures. 	<ul style="list-style-type: none"> I can sing in solo, unison and in parts with clear diction, controlled pitch and with sense of phrase. I can play and perform with accuracy, fluency, control and expression. I can think about the audience when performing and how to create a specific effect. I can play tuned and un-tuned instruments with control and accuracy, along with identifying structure, dynamics, major or minor key signatures and the genre of the music.



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			<p>purpose of my performance.</p>		<p>control and accuracy, along with recognising the structure and dynamics of a piece of music.</p>		
<p>Listening and applying knowledge and understanding</p>	<ul style="list-style-type: none"> I can explore the different sounds of instruments. I am able to describe sounds. 	<ul style="list-style-type: none"> I can identify and organise sounds using simple criteria e.g. loud, soft, high, low. I am beginning to identify simple repeated patterns and follow basic musical instructions. I am beginning to understand that musical elements can be used to create different moods and effects. I am beginning to represent sounds with simple symbols including shapes and marks. I can listen to short, simple pieces of music and talk about when and why I may hear it e.g. a 	<ul style="list-style-type: none"> I can identify and recognise repeated patterns and follow a wider range of musical instructions. I can understand how musical elements create different moods and effects. I can confidently represent sounds with a range of symbols, shapes or marks. I can listen to pieces of music and discuss where and when they may be heard explaining why using simple musical vocabulary. E.g. It's quiet and smooth so it would be good for a lullaby. 	<ul style="list-style-type: none"> I can listen with attention and begin to recall sounds. I am beginning to understand how different musical elements are combined and used to create an effect. I am beginning to recognise simple notations to represent music, including pitch and volume. I can listen to and begin to respond to music drawn from different traditions and great composers and musicians. 	<ul style="list-style-type: none"> I can listen to and recall patterns of sounds with increasing accuracy. I understand how different musical elements are combined and used expressively. I understand and am beginning to use established and invented musical notations to represent music. I can listen to, understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians. 	<ul style="list-style-type: none"> I can listen to and recall a range of sounds and patterns of sounds confidently. I am beginning to identify the relationship between sounds and how music can reflect different meanings. I can recognise and use a range of musical notations including staff notation. I can listen to a range of high quality, live and recorded music from different traditions, composers and musicians and begin to discuss their differences and how music may have 	<ul style="list-style-type: none"> I can listen to, internalise and recall sounds and patterns of sounds with accuracy and confidence. I can identify and explore the relationship between sounds and how music can reflect different meanings. I can use and apply a range of musical notations including staff notation, to plan, revise and refine musical material. I can develop an understanding of the history of music from different, cultures, traditions, composers and musicians evaluating how



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		lullaby or Wedding march.				changed over time.	venue, occasion and purpose effects the way that music is created and performed.
Key vocabulary	Song, rhyme, round, loud, soft, quick, slow	High, low, listen, music, pattern, fast, slow, loud, quiet, song.	Beat, chant, tempo, dynamics, pitch, repeat, rest, rhythm, sequence, tune/melody.	Ostinato rhythm, beat, duration structure, melody, perform, pitch, solo, tunefully.	Aural, compose, texture, dynamics, expression, improvise, musician, recall, tempo, timbre.	Chord, composer, ensemble, harmony, melody, notation, notes, percussion, posture, projection.	Accompaniment, audience, composition, expressively, notation, variation, phrases, soundscape, theme, venue.