

MUSIC PROGRESSION OF SKILLS

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
TO PERFORM	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Take part in singing/playing music • Can play instruments musically • Approximately move to the beat 	<ul style="list-style-type: none"> • Take part in singing/playing music, as a solo or part of an ensemble • Can play instruments with increasing musicality and control • Follow instructions/respond to musical cues on how and when to sing or play an instrument • Move in time to the beat 	<ul style="list-style-type: none"> • Sing/play in solo and ensemble contexts • Maintain a simple part within a group • Show control of voice • Be able to play an instrument with some care and clarity • Perform with some control and awareness of others 	<ul style="list-style-type: none"> • Sing/play with accurate pitch • Maintain a part within a group • Pronounce words with clear diction • Show control of voice • Play an instrument with care employing instrument specific techniques • Perform with control and awareness of others 	<ul style="list-style-type: none"> • Perform solos or as part of an ensemble • Sing or play expressively and in tune • Hold a simple part within a round • Sustain an ostinato as an accompaniment • Perform with controlled breathing (voice) and skilful playing (instrument) 	<ul style="list-style-type: none"> • Perform solos or as part of an ensemble with increasing confidence • Perform as part of an ensemble with an awareness of other musical parts • Sing or play expressively and in tune • Successfully hold a part within a round • Sustain an ostinato to accompany singing • Perform with controlled breathing (voice) and skilful playing (instrument)

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
TO COMPOSE	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Experiment with sounds • Select and order sounds to create a composition 	<ul style="list-style-type: none"> • Select and combine sounds for a desired effect • Sequence sounds to create a composition 	<ul style="list-style-type: none"> • Compose and perform melodic songs • Use sounds to create abstract effects • Choose, order and control sounds to create an effect • Use digital technologies to compose pieces of music 	<ul style="list-style-type: none"> • Compose and perform melodic songs • Use sounds to create abstract effects • Choose, order, combine and control sounds to create an effect • Use digital technologies to compose pieces of music 	<ul style="list-style-type: none"> • Create rhythmic patterns with an awareness of timbre and duration • Combine a variety of musical elements to create a desired effect • Use digital technologies to compose pieces of music 	<ul style="list-style-type: none"> • Create rhythmic patterns with an awareness of timbre and duration • Combine a variety of musical elements to create a desired effect • Create verses and chorus conveying the relationship between the lyrics and the melody • Use digital technologies to compose, edit and refine pieces of music

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
TO TRANSCRIBE	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Use simple symbols to represent a composition 	<ul style="list-style-type: none"> • Use symbols to represent a composition and use them to help with a performance • Recognise crotchet and quaver rhythmic symbols 	<ul style="list-style-type: none"> • Devise non-standard symbols to indicate when to play and rest • Begin to recognise the notes EGBDF and FACE on the musical stave (treble clef) • Recognise the symbols for a minim, crotchet and quavers and say how many beats they represent 	<ul style="list-style-type: none"> • Devise non-standard symbols to indicate when to play and rest • Recognise and recall the notes EGBDF and FACE on the musical stave (treble clef) • Recognise the symbols for a semibreve, minim, crotchet and quavers, rests (crotchet, minims and semibreves) and say how many beats they represent 	<ul style="list-style-type: none"> • Use the standard musical notation • Use and understand simple time signatures 	<ul style="list-style-type: none"> • Use the standard musical notation • Understand the purpose of the treble and bass clefs and use them in transcribing compositions • Understand the use of the sharp and flat symbols • Use and understand simple time signatures

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
TO DESCRIBE	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Listen with concentration to live and recorded music 	<ul style="list-style-type: none"> Listen with concentration to live and recorded music Describe the music to demonstrate their understanding of the elements of music 	<ul style="list-style-type: none"> Use the terms: dynamics, pitch, beat, tempo, texture and use of silence to describe music Evaluate music using musical vocabulary to identify areas of likes and dislikes 	<ul style="list-style-type: none"> Understand layers of sounds and discuss their effect on mood and feelings Use the terms: dynamics, pitch, beat, tempo, texture and use of silence to describe music Evaluate music using musical vocabulary to identify areas of likes and dislikes 	<ul style="list-style-type: none"> Choose from a wide range of musical vocabulary to accurately describe and appraise music Describe how lyrics often reflect the cultural context of music and have social meaning 	<ul style="list-style-type: none"> Choose from a wide range of musical vocabulary to accurately describe and appraise music Describe how lyrics often reflect the cultural context of music and have social meaning Developing an understanding of the history of music

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
VOCABULARY	To use the vocabulary: Listen (tempo) slow, fast (dynamics) loud, quiet (texture) singing, instrument, lots of instruments, few instruments (beat/duration) long piece, short piece, beat (timbre) sound, noisy, whispery, gentle, smooth, scratchy, spiky	To use vocabulary from previous year group(s), plus: describe (texture) vocal, lots of instruments, few instruments, group, solo (tempo) slow, fast (dynamics) loud, quiet (timbre) bright, dark, flowing, calm, harsh, smooth, happy, sad (beat/duration) length, rhythm, pattern, tune	To use vocabulary from previous year group(s), plus: perform (texture) ensemble, thick, thin (tempo) speed, lento, allegro (dynamics) forte, piano (timbre) description, brassy, reedy, breathy, solid, warm, woodwind, brass, string, percussion (notes/beat/duration) duration, notes, crotchet, quaver (pitch) high, low	To use vocabulary from previous year group(s), plus: compose (texture) texture (tempo) tempo (dynamics) volume (timbre) timbre, fluid, fleeting, weak, powerful, airy, delicate, chaotic, tense (notes/beat/duration) minim (pitch) pitch	To use vocabulary from previous year group(s), plus: stave (texture) structure (tempo) andante, adagio (dynamics) mezzopiano, mezzoforte (timbre) rich, metallic, mellow, deep, dim, piercing (notes/beat/duration) FACE, EGBDC, treble clef (pitch)	To use vocabulary from previous year group(s), plus: transcribe (texture) vivace (dynamics) dynamics, crescendo, diminuendo (timbre) resonant, strident, mournful (notes/beat/duration) rests, semibreve, semiquaver, dotted minim, bass clef (pitch)	To use vocabulary from previous year group(s), plus: (texture) (tempo) (dynamics) (timbre) (notes/beat/duration) time signatures, sharp symbol, flat symbol (pitch)

<u>Termly Composers</u>			
	Autumn	Spring	Summer
Cycle A/C	Handel	Bach	Beethoven
Cycle B/D	Stravinsky	Davis	Williams/ Zimmer
Extras:	Paccabel; Grieg; Camille Saint-Saens; Queen; Modern Day Artists		