

Music Progression of skills

Expressive Arts and Design (Being Imaginative and Expressive)

Children sing a range of well-known nursery rhymes and songs.

Children perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Key Stage 1 National Curriculum Expectations

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes;
- play tuned and untuned instruments musically;
- listen with concentration and understanding to a range of high-quality live and recorded music;
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

Key Stage 2 National Curriculum Expectations

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression;
- improvise and compose music for a range of purposes using the inter-related dimensions of music;
- listen with attention to detail and recall sounds with increasing aural memory;
- use and understand staff and other musical notations;
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians;
- develop an understanding of the history of music.

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Year Group	Listen and Appraise	Singing	Playing Instruments	Musicianship	Improvisation and Composition	Performance
EYFS						
F2	Children can listen to a piece of music and give simple opinions or observations.	Children can sing along to a range of nursery rhymes. Children can take part in 'call and response' activities	Children will explore some untuned instruments.	Children will begin to move in time with music.	Children will explore a range of tuned and untuned instruments and improvise independently through continuous provision. Children will use carefully selected instruments when retelling the story of 'We're Going on a Bear Hunt'.	Children will be given opportunities to perform simple songs and nursey rhymes.
KS1						

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<p>Y1</p>	<p>Children can listen to a piece of music and give opinions of what they liked about what they have heard. Children can make simple observation about a piece of music.</p>	<p>Children can sing a range of nursery rhymes with confidence. Children can listen carefully and respond appropriately during 'call and response' activities. Children will begin to use their voices expressively and creatively when singing and chanting songs.</p>	<p>Children will explore a range of tuned and untuned instruments. Children will begin to play simple rhythms on untuned instruments. Children will begin to understand musical rests when playing tuned and untuned instruments. Children will be able to name some tuned and untuned instruments.</p>	<p>Children will be able to clap different rhythms during 'copy me' games with some accuracy. Children will begin to understand how we can include dynamics when playing music to create an impact. Children will begin to understand tempo when finding the beat/pulse of a piece of music.</p>	<p>Children will improvise with instruments to support them in selecting instruments for their composition. Children will create short, simple compositions that with the theme of 'Sounds like Spring'. Children will use physical object, such as coloured multi-link cubes as a form of notation to support their compositions.</p>	<p>Children will begin to perform with some confidence.</p>
<p>Y2</p>	<p>Children can listen to a piece of music and can give opinions of what they liked about the song and what the disliked. Children can make some</p>	<p>Children will be able to sing a range of nursery rhymes with accuracy and confidence.</p>	<p>Children will explore a range of instruments and be able to name some</p>	<p>Children will be able to clap different rhythms during 'copy me' games</p>	<p>Children will use improvisation to explore sounds and instruments with</p>	<p>Children will begin to perform with increasing</p>

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<p>observations about a piece of music and can make suggestions of what instruments they can hear.</p>	<p>Children can use voices expressively and creatively when singing and chanting with some confidence.</p>	<p>tuned and untuned instruments with some accuracy.</p> <p>Children will begin to play some basic rhythms using tuned and untuned instruments.</p> <p>Children will begin to play simple notes along to a piece of music.</p>	<p>with increasing accuracy.</p> <p>Children will understand how we can include dynamics when playing music to create an impact and begin to use this when performing.</p> <p>Children be able to change tempo when finding the beat/pulse of a piece of music.</p>	<p>some confidence.</p> <p>Children will create a short composition with the theme of 'Sounds of the Rainforest'.</p> <p>Children will carefully select suitable instruments.</p> <p>Children will create class notation using symbols and pictures.</p>	<p>confidence.</p>	
<h3 style="margin: 0;">KS2</h3>						
	<p>Listen and Appraise</p>	<p>Singing</p>	<p>Playing Instruments</p>	<p>Notation</p>	<p>Improvisation and Composition</p>	<p>Performance</p>

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<p>Y3</p>	<p>Children can listen to a piece of music and give opinions about different sections of the piece. Children can identify some instruments that they can hear within the piece of music.</p>	<p>Children will begin to use their voices with some accuracy and fluency.</p>	<p>Children will be able confidently name a range of tuned and untuned instruments.</p> <p>Children will be able to play some notes along to a piece of music with some accuracy.</p> <p>Children will follow rhythms using clapping and tuned and untuned instruments with some accuracy.</p>	<p>Children will begin to use 'unofficial' notation through the use of pictures and symbols when creating a composition.</p> <p>Children will begin to understand simple stave notation during their BBC Ten Pieces unit.</p>	<p>Children will use improvisation to support them with exploring and selecting the correct instruments to for their composition.</p> <p>Children will create a composition for the theme of 'Superhero Fanfare'.</p> <p>Children will consider how including a crescendo or diminuendo will impact their composition.</p>	<p>Children will begin to perform with confidence and accuracy.</p>
<p>Y4</p>	<p>Children can listen to a piece of music and give opinions on different sections of the music using simple terminology. Children can identify a range of instruments with some accuracy.</p>	<p>Children will use their voices with increasing accuracy and fluency. Children will show some vocal control.</p>	<p>Children will be able to name a range of instruments with some accuracy.</p>	<p>Children will create 'unofficial' notation through the use of dots or dashes when creating a</p>	<p>Children will use improvisation to support their creativity and confidence.</p>	<p>Children will perform with increasing confidence and accuracy.</p>

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	Children will begin to identify some musical structures.		<p>Children will be able to play along using tuned and untuned instruments to a piece of music with increasing confidence.</p> <p>Children will be able to follow rhythms from different genres of music using clapping and musical instruments with increasing accuracy.</p>	<p>composition.</p> <p>Children will begin to understand simple staff notation with some confidence during their BBC Ten Pieces unit.</p>	<p>Children will create a composition based on 'Carnival of the Animals'.</p> <p>Children will include tuned and untuned instruments within their composition.</p> <p>Children will consider musical elements such as dynamics and tempo when creating their composition.</p>	
Y5	<p>Children can listen to a piece of music and give opinions using a range of musical vocabulary.</p> <p>Children can identify a range of instruments within a piece of music.</p>	<p>Children will use their voices with increasing accuracy, fluency and confidence.</p> <p>Children will show increasing vocal</p>	<p>Children will be able to confidently name a range of musical instruments and begin to suggest</p>	<p>Children will use and understand some staff notation when learning to play the Ukulele.</p>	<p>Children will be given opportunities to improvise using a number of different chords when</p>	<p>Children will begin to perform creatively with confidence, accuracy and</p>

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	Children will be able to identify the musical structure of a piece of music with some accuracy.	control. Children will begin to use expression in their voices when singing.	what family they belong to. Children will be able to play their instrument alongside a piece of music, changing chords with confidence. (Ukulele) Children will be able to identify and follow musical rhythms with increasing confidence.		playing the ukulele. Children will create short compositions on the ukulele and they will record the chords they will use.	expression.
Y6	Children can listen to a piece of music and give opinions using the correct musical terminology. Children can identify a range of instruments within a piece of music and listen for different orchestral families within a piece of classical	Children will use their voices with increasing accuracy, fluency and confidence. Children will show increasing vocal control and include expression when	Children will be able to name a range of musical instruments and their musical families (e.g. wind, percussion etc)	Children will understand and use staff notation with increasing accuracy and confidence within both their own compositions	Children will use a range of notes when improvising as well as exploring rhythms and tempo with untuned instruments.	Children will begin to perform creatively with increasing confidence, accuracy and expression.

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	<p>music. Children will be able to identify the musical structure of a piece of music with increasing accuracy.</p>	<p>singing.</p>	<p>with increasing accuracy.</p> <p>Children will be able to play alongside a piece of music with confidence and accuracy.</p> <p>Children will be able to identify and follow rhythms across different genres using clapping and instruments.</p>	<p>and their BBC ten pieces' unit.</p>	<p>Children will begin to consider time signatures when composing a piece of music.</p> <p>Children will create a composition based on the theme of 'Carnival music' and will record the notes they have used using staff and other forms of notation.</p>	
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