## **Toft Hill Primary School**

**Music: Progression of Skills** 

		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Listening	Responding to music	Recognising and	Recognising timbre	Discussing the	Recognising the use	Recognising and	Identifying the
	to a range	through movement,	understanding the	changes in music	stylistic features	and development of	confidently	way that
	of high-	altering movement to	difference	they listen to	of different	motifs in music.	discussing the	features of a
	quality	reflect the tempo,	between pulse and		genres, styles and		stylistic features	song can
	live and	dynamics or pitch of	rhythm.	Recognising	traditions of	Identifying gradual	of different	complement one
	recorded music	the music.		structural features	music using	dynamic and tempo	genres, styles	another to
	Illusic		Understanding	in music they	musical	changes within a	and traditions of	create a
		Considering whether	that different	listen to.	vocabulary	piece of music	music using	coherent overall
		a piece of music has a	types of sounds		(Indian, classical,		musical	effect
		fast, moderate or	are called timbres.	Listening to and	Chinese, Battle	Recognising and	vocabulary, and	
		slow tempo.	Recognising basic	recognising	Songs, Ballads,	discussing the	explaining how	Use musical
			tempo, dynamic	instrumentation.	Jazz).	stylistic features of	these have	vocabulary
		Listening to sounds	and pitch changes			different genres,	developed over	correctly when
		and matching them to	(faster/slower,	Beginning to use	Understanding	styles and traditions	time (South	describing and
		the object or	louder/quieter &	musical vocabulary	that music from	of music using	African, West	evaluating the
		instrument.	higher/lower).	to describe music.	different parts of	musical vocabulary	African, Musical	features of a
				Identifying	the world, and	(Samba, Rock & Roll,	Theatre, Dance	piece of music
		Listening to sounds	Describing the	melodies that	different times,	Blues).	Remix, Classical).	
		and identifying high	character, mood,	move in steps	have different			Discussing
		and low pitch.	or 'story' of music		features.	Identifying common	Representing the	musical eras in
			they listen to, both			features between	features of a	context,
ing		Understanding that	verbally & through		Recognising and	different genres,	piece of music	identifying how
ouc		different instruments	movement.		explaining the	styles and traditions	using graphic	they have
spe		make different			changes within a	of music	notation, and	influenced each
e r		sounds and grouping	Describing the		piece of music		colours, justifying	other, and
anc		them accordingly	differences		using musical	Recognising, naming	their choices	discussing the
Bu			between two		vocabulary.	and explaining the	with reference to	impact of
isie			pieces of music.		Danasilaisa atlas	effect of the	musical	different
pre			F		Describing the	interrelated	vocabulary.	composers on
Listening, appraising and responding			Expressing a basic		timbre, dynamic,	dimensions of	Communica	the
ng			opinion about		and textural	music.	Comparing,	development of
eni			music (like/dislike)		details of a piece	Identifying scaled	discussing and	musical styles.
ist					of music, both	Identifying scaled	evaluating music	Fueluetie - h
					verbally, and	dynamics	using detailed	Evaluating how

				through movement. Beginning to show an awareness of metre.  Recognising and beginning to discuss changes within a piece of music	(crescendo/decresce ndo) within a piece of music.  Using musical vocabulary to discuss the purpose of a piece of music	musical vocabulary	the venue, occasion and purpose affects the way a piece of music sounds
Listening with	Listening to and	Listening to and	Listening to and	Beginning to use	Using musical	Developing	Confidently
attention	following a beat using body percussion and	repeating short, simple rhythmic	repeating a short, simple melody by	musical vocabulary	vocabulary (related to the inter-related	confidence in using detailed	using detailed musical
to detail	instruments.	patterns.	ear.	(related to the	dimensions of	musical	vocabulary
and recall	mistraments.	patterns.	Car.	interrelated	music) when	vocabulary	(related to the
sounds	Listening to and	Listening and	Suggesting	dimensions of	discussing	(related to the	inter-related
with	repeat lyrics.	responding to	improvements to	music) when	improvements to	inter-related	dimensions of
increasing aural		other performers	their own and	discussing	their own and	dimensions of	music) to discus
memory		by playing as part	others' work	improvements to	others' work	music) to discuss	and evaluate
		of a group		their own and		and evaluate	their own and
				others' work		their own and	others work
						others' work	

Composing	Playing untuned	Selecting and	Selecting and	Composing a	Composing a	Composing a	Composing an
	percussion 'in time'	creating short	creating longer	piece of music in	coherent piece of	detailed piece of	original song,
	with a piece of music.	sequences of	sequences of	a given style with	music in a given	music from a	incorporating
		sound with voices	appropriate	voices and	style with voices,	given stimulus	lyric writing,
	Selecting classroom	or instruments to	sounds with voices	instruments	bodies &	with voices,	melody writing
	objects to use as	represent a given	or instruments to	(Battle Song,	instruments.	bodies &	and the
	instruments.	idea or character.	represent a given	Indian Classical,		instruments	composition of
			idea or character.	Jazz, Swing).	Beginning to	(Remix, Colours,	accompanying
	Experimenting with	Combining			improvise musically	Stories, Drama).	features, within
	body percussion and	instrumental and	Successfully	Combining	within a given style		a given
	vocal sounds to	vocal sounds	combining and	melodies and	(Blues).	Improvising	structure.
	respond to music.	within a given	layering several	rhythms to		coherently within	
		structure.	instrumental and	compose a	Developing	a given style.	Recording own
	Selecting appropriate		vocal patterns	multilayered	melodies using		composition
	instruments to	Creating simple	within a given	composition in a	rhythmic variation,	Combing	using
	represent action and	melodies using a	structure.	given style	transposition,	rhythmic	appropriate
	mood.	few notes.		(pentatonic).	inversion, and	patterns	forms of
			Creating simple		looping.	(ostinato) into a	notation and/or
	Experimenting with	Choosing	melodies from 5 or	Using letter name		multi-layered	technology
	playing instruments in	dynamics, tempo	more notes.	and rhythmic	Creating a piece of	composition	
	different ways.	and timbre for a		notation (graphic	music with at least	using all the	
		piece of music.	Choosing	or staff), and key	four different layers	inter-related	
			appropriate	musical	and a clear	dimensions of	
		Creating a simple	dynamics, tempo	vocabulary to	structure.	music to add	
		graphic score to	and timbre for a	label and record		musical interest.	
		represent a	piece of music	their	Using letter name,		
		composition		compositions.	graphic and	Using staff	
			Using letter name		rhythmic notation	notation to	
		Beginning to make	and graphic	Suggesting and	and key musical	record rhythms	
		improvements to	notation to	implementing	vocabulary to label	and melodies.	
		their work as	represent the	improvements to	and record their	Calaatina	
		suggested by the	details of their	their own work,	compositions.	Selecting,	
		teacher.	composition.	using musical	Suggesting	discussing and refining musical	
			Beginning to	vocabulary	Suggesting improvements to	choices both	
					others work, using	alone and with	
			suggest improvements to		musical vocabulary	others, using	
			their own work		Thusical vocabulary	musical	
			CHCH OWII WOLK			vocabulary with	
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						confidence.	

Suggesting and

Performing	Using their voices to	Using their voices	Using their voices	Singing songs in a	Singing longer songs	Singing songs in	Singing songs in
	join in with well-	expressively to	expressively when	variety of musical	in a variety of	two or more	two or more
	known songs from	speak and chant.	singing, including	styles with	musical styles from	parts, in a variety	secure parts
	memory.		the use of basic	accuracy and	memory, with	of musical styles	from memory,
		Singing short	dynamics (loud	control,	accuracy, control,	from memory,	with accuracy,
	Remembering and	songs from	and quiet).	demonstrating	fluency and a	with accuracy,	fluency, control
	maintaining their role	memory,		developing vocal	developing sense of	fluency, control	and expression.
	within a group	maintaining the	Singing short	technique.	expression including	and expression.	
	performance.	overall shape of	songs from		control of subtle		Working as a
		the melody and	memory, with	Singing and	dynamic changes.	Working as a	group to
	Moving to music with	keeping in time.	melodic and	playing in time		group to perform	perform a piece
	instruction to		rhythmic accuracy.	with peers, with	Singing and playing	a piece of music,	of music,
	perform actions.	Maintaining the		some degree of	in time with peers,	adjusting	adjusting the
		pulse (play on the	Copying longer	accuracy and	with accuracy and	dynamics and	interrelated
	Participating in	beat) using hands	rhythmic patterns	awareness of	awareness of their	pitch according	dimensions of
	performances to a	and tuned and	on un-tuned	their part in the	part in the group	to a graphic	music as
	small audience.	untuned	percussion	group	performance.	score, keeping in	required,
		instruments.	instruments,	performance		time with others	keeping in time
	Stopping and starting		keeping a steady		Playing melody	and	with others and
	playing at the right	Copying back short	pulse.	Performing from	parts on tuned	communicating	communicating
	time.	rhythmic and		basic staff	instruments with	with the group.	with the group.
		melodic phrases	Performing	notation,	accuracy and control		
		on percussion	expressively using	incorporating	and developing	Performing with	Performing a
		instruments.	dynamics and	rhythm and pitch	instrumental	accuracy and	solo or taking a
			timbre to alter	and be able to	technique.	fluency from	leadership role
		Responding to	sounds as	identify these		graphic and	within a
		simple musical	appropriate.	symbols using	Playing syncopated	simple staff	performance
		instructions such		musical	rhythms with	notation.	
		as tempo and	Singing back short	terminology	accuracy, control		
		dynamic changes	melodic patterns		and fluency.	Playing a simple	
		as part of a class	by ear and playing		Die der der de de de	chord	
		performance.	short melodic		Playing simple chord	progression with	
		Danfannin a fuana	patterns from		sequences (12 bar	accuracy and	
		Performing from	letter notation.		blues).	fluency.	
		graphic notation			Dorforming from		
					Performing from		
					basic staff notation,		
					incorporating rhythm and pitch		
					and identifying		
					these symbols using		
					these symbols using		

musical terminology