



Music Progression of Skills



<u>Topic</u>	<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>
Experiment with sounds using the inter-related dimensions of music	Create their own songs, or improvise a song around one they know.	I can improvise using one note. I can compose a simple melody using simple rhythms using up to two notes. I can copy back rhythms that I hear.	I can improvise using up to two notes. I can compose a simple melody using rhythms using up to two notes. I can copy and clap back rhythms that I hear.
Listen with concentration to a range of high-quality live and recorded music	Listen with increased attention to sounds. Listen attentively, move to and talk about music, expressing their feelings and responses.	I can find the pulse to the main Unit song. I know that instruments and voices can makes different sounds. I can name instruments. I can name some styles of music.	I can march to the pulse. I know that we can add high and low sounds when we sing and play our instruments. I can recognise and name two instruments that I can hear. I know the style of the main Unit song.
Play tuned and untuned instruments	Play instruments with increasing control to express their feelings and ideas.	I can play an instrument in time with the music using one note.	I can play an instrument in time with the music using up to three notes. I know that we can add high and low sounds when we sing and play our instruments.
Use their voices expressively by singing songs and speaking chants and rhymes	Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match').	I can rap and sing in time to the music.	I can rap and sing expressively and in time to the music.



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Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.

Sing in a group or on their own, increasingly matching the pitch and following the melody.

Explore and engage in music making and dance, performing solo or in groups.

Sing a range of well-known nursery rhymes and songs

Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.



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<u>Topic</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	I can understand how the words of a song tell a story.	I can explain how the words of a song tell a story.	I can identify the style indicators of a song (instruments used / type of sound etc.)	I can describe the style indicators of the song / music (instruments / structure etc.)
Develop an understanding of the history of music	I can identify a song's musical style.	I can identify the musical style of up to two songs.	I can identify the musical style of two or more songs. I can name composers or performers from a given style.	I can identify the musical style of all Unit songs. I can recognise and name composers or performers from a given style.
Improvise and compose music	I can improvise using two notes. I can compose a simple melody using simple rhythms and using up to three notes.	I can improvise using two notes as part of a performance. I can compose and rehearse a simple melody using simple rhythms and using up to three notes.	I can improvise using three notes and in more than one style as part of a performance. I can compose and rehearse a simple melody in more than one style using simple rhythms and using up to three notes.	I can improvise using five notes and in more than one style as part of a performance. I can compose and rehearse a simple melody in more than one style using simple rhythms and using up to five notes.



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Listen with attention to detail and recall sounds	<p>I know the difference between pulse and rhythm.</p> <p>I can copy back rhythms that I hear.</p> <p>I can identify some of the instruments in a song.</p>	<p>I can copy back rhythmic and melodic patterns that I hear.</p> <p>I can identify the structure of more than one song.</p> <p>I can identify some of the instruments and / or voices in a song.</p>	<p>I can copy back longer rhythmic and melodic patterns that I hear.</p> <p>I can identify the structure of songs in different styles.</p> <p>I can identify some of the instruments and / or voices in songs from different styles</p>	<p>I can copy back complex rhythmic and melodic patterns that I hear.</p> <p>I can identify changes in the structure of songs in different styles.</p> <p>I can identify a wide range of instruments and voices that I hear.</p>
Play an instrument in solo and ensemble contexts	<p>I can play a tuned instrument in time using up to three notes.</p>	<p>I can play a tuned instrument as part of a performance using up to three notes.</p>	<p>I can play a tuned instrument as part of a performance using up to three notes in 2 or more songs from the same style.</p>	<p>I can play a tuned instrument as part of a performance using up to five notes in 2 more or songs from the same style.</p>
Sing in solo and ensemble contexts	<p>I can sing in unison.</p>	<p>I can sing in unison with increasing confidence.</p>	<p>I can sing / rap in unison in more than one style.</p>	<p>I can confidently sing in unison in several different styles.</p>
Use a form of musical notation	<p>I can play a tuned instrument by ear.</p>	<p>I can play a tuned instrument by ear or using letter names.</p>	<p>I can play a tuned instrument in more than one style by ear or using letter names.</p>	<p>I can confidently play a tuned instrument in several different styles.</p>



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