

Fishponds C of E Academy Music Skills Progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Rhythm	<ul style="list-style-type: none"> clap along with a song or piece of music 	<ul style="list-style-type: none"> clap along to the melody of a song or piece of music 	<ul style="list-style-type: none"> clap along with the beat of a song or piece of music 	<ul style="list-style-type: none"> copy a rhythmic phrase clap the rhythm of a song whilst others tap the metre tap the metre of songs play on beat one in a given metre (1 2 3 4, 1 2 3 4) play the metre of song whilst other play the rhythm say and tap eight bar phrase rhythms 	<ul style="list-style-type: none"> improvise rhythmic phrases clap the rhythm of a song whilst others tap the metre tap the metre of songs play on beat one in a given metre (1 2 3 4, 1 2 3 4) play the metre of song whilst other play the rhythm say and tap eight bar phrase rhythms 	<ul style="list-style-type: none"> copy and improvise rhythmic phrases explore different metres 	<ul style="list-style-type: none"> copy and improvise 4 and 8 beat rhythmic phrases explore different metres
Vocal	<ul style="list-style-type: none"> language development sing songs speak chants and rhymes use the singing voice in different ways 	<ul style="list-style-type: none"> speak chants and rhymes sing questions (call and response songs) sing as part of a group 	<ul style="list-style-type: none"> speak chants and rhymes use singing voice for performing sing as part of a group 	<ul style="list-style-type: none"> sing and play in class play as part of an ensemble begin to use different tempos and dynamics choose the most appropriate way to perform a song begin to sing in parts 	<ul style="list-style-type: none"> play as part of an ensemble with an awareness of what is happening in the group begin to use different tempos and dynamics choose the most appropriate way to perform a song and choose appropriate instrumental sounds to accompany a song sing in parts 	<ul style="list-style-type: none"> develop increased leadership skills within an ensemble group choose appropriate dynamics, tempo and instrumental sounds sing in two parts 	<ul style="list-style-type: none"> develop increased leadership skills within an ensemble group choose appropriate dynamics, tempo, instrumental sounds and vocal quality for the performance of songs and compositions sing in two and three parts
Instrumental	<ul style="list-style-type: none"> use tuned and untuned percussion instruments introduce names of instruments 	<ul style="list-style-type: none"> use tuned and untuned percussion instruments develop use of naming instruments introduce how to play instruments musically 	<ul style="list-style-type: none"> use tuned and untuned percussion instruments develop use of naming instruments develop how to play instruments musically 	<ul style="list-style-type: none"> use tuned and untuned percussion instruments develop use of naming instruments begin to sing in parts 	<ul style="list-style-type: none"> choose the most appropriate way to perform a song and choose appropriate instrumental sounds to accompany a song sing in parts 	<ul style="list-style-type: none"> sing in two parts 	<ul style="list-style-type: none"> sing in two and three parts
Listening and Recall	<ul style="list-style-type: none"> move to music explore how music can evoke an emotion 	<ul style="list-style-type: none"> recognise percussion instruments being played in music listen to and identify male and female voices in music listen and respond to live music 	<ul style="list-style-type: none"> recognise percussion, brass and string instruments being played in music listen to and identify male and female voices in music listen and respond to live music recognise changes in dynamics and tempo 	<ul style="list-style-type: none"> recognise individual key instruments in a piece of music play simple melodies by ear sing songs from memory play the melody of a five note song play the melody of an eight note song by ear identify phrases of a song trace the shape of a melody and match it to non-standard notation 	<ul style="list-style-type: none"> pick out individual key instruments in a piece of music play simple melodies by ear sing songs from memory trace the shape of a melody and match it to standard notation analyse the phrase structure of a song 	<ul style="list-style-type: none"> listen to an individual part in three and four part music play simple melodies by ear identify repeated and contrasting sections in recorded music match the metre of recorded music copy melodic phrases trace the shape of a melody and match it to standard notation analyse the phrase structure of a song 	<ul style="list-style-type: none"> listen to an individual part in five part music play simple melodies by ear match the metre of recorded music analyse the phrase structure of a song or piece of music
Musical Elements	<ul style="list-style-type: none"> explore dynamics using 'loud' and 'quiet' explore tempo using 'fast' and 'slow' represent their thoughts, ideas and feelings through music create music in response to given stimulus 	<ul style="list-style-type: none"> develop dynamics using 'loud' and 'quiet' develop tempo using 'fast' and 'slow' develop pitch using 'high' and 'low' develop duration using 'long' and 'short' select own instruments to create short pieces of music that reflect certain moods, events or feelings 	<ul style="list-style-type: none"> explore binary form structure (AB) explore texture using 'thick' and 'thin' explore timbre to describe sounds introduce notation, including use of rhythm flashcards, graphic notation and picture scores 	<ul style="list-style-type: none"> create a rhythmic phrase in binary form (AB) create a simple melodic phrase improvise rhythmic phrases of equal length in pairs work in pairs to structure a piece using two simple musical ideas create a musical theme to reflect a mood suggested by an external stimuli and structure it in an appropriate manner 	<ul style="list-style-type: none"> organise musical phrases in ternary structure (ABA) create a melodic phrase create a simple up and down melody create and vary a musical theme to evoke more than one contrasting mood suggested by a stimulus, and use this to structure a piece 	<ul style="list-style-type: none"> organise rhythmic and melodic phrases in a simple structure create an up and down melody add a drone accompaniment to a tune play an accompaniment to a melody improvise melodic phrases create and play an instrumental accompaniment create melodies for word phrases 	<ul style="list-style-type: none"> organise rhythmic and melodic phrases in a simple structure create a melody using two or three phrases accompany a melody with a two note accompaniment create harmony by adding notes in parallel to a melody
Notation				<ul style="list-style-type: none"> read and play four and eight beat rhythm notations introduce crotchet, quaver and crotchet rest read and play pitch notation from middle C to middle G 	<ul style="list-style-type: none"> read and play four and eight beat notation develop understanding of crotchet, quaver and crotchet rest read and play pitch notation from middle C to high C 	<ul style="list-style-type: none"> read, play and write four and eight beat notation develop understanding of crotchet, quaver and crotchet rest introduce minim, dotted crotchet and semibreve play from pitch notation write simple melodic phrases match conventional 	<ul style="list-style-type: none"> notate compositions using the most appropriate method read a chord sequence from a chord chart notate simple melodic phrases from dictation read conventional notation from known phrases explore major and minor scales, chords and triads

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				notation to known phrases • explore scales, chords and chord sequences	• explore the pentatonic scale
Listen and Appreciate		<ul style="list-style-type: none"> • listen to a selection of music • listen to live music 	<ul style="list-style-type: none"> • talk about how a piece of music can evoke emotion • listen to live music • recognise how sounds are used to achieve an intended effect • recognise layers of sound in recorded music 	<ul style="list-style-type: none"> • listen to a variety of composers, artists and musicians • respond to live music • explore the use of sequencing in recorded music • identify the use of themes in recorded music, including film scores and soundtracks 	<ul style="list-style-type: none"> • make comparisons across different genres of music • evaluate live music
History of Music		<ul style="list-style-type: none"> • describe the different purposes of music through history and in other cultures • compare pieces of music from different historical periods 	<ul style="list-style-type: none"> • understand that different occasions affect the purpose of a piece of music • compare and contrast pieces of music from different historical periods 	<ul style="list-style-type: none"> • understand the different cultural meanings and purposes of music • understand how music has changed over the last 50 years 	<ul style="list-style-type: none"> • notice and explore how music reflects societal change • express opinions on the different cultural meanings and purposes of music • understand how music has changed over the last 100 years

National Curriculum Objectives

	Key Stage 1	Key Stage 2
Rhythm		
Vocal	Use their voices expressively and creatively by singing songs and speaking chants and rhymes	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
Instrumental	Play tuned and untuned instruments musically	
Listening and Recall	Listen with concentration and understanding to a range of high-quality live and recorded music	Listen with attention to detail and recall sounds with increasing aural memory
Musical Elements	Experiment with, create, select and combine sounds using the interrelated dimensions of music – pitch, tempo, dynamics, duration, texture and timbre	Improvise and compose music for a range of purposes using the interrelated dimensions of music – pitch, tempo, dynamics, duration, texture and timbre
Notation		Use and understand staff and other musical notations
Listen and Appreciate		Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
History of Music		Develop an understanding of the history of music

Glossary

dynamics	how loud or quiet something is
tempo	how fast or slow something is
binary form	music that has two sections, A and B
ternary form	music that has three sections, A, B and A, where A is a repeated section
tuned instruments	instruments that have a pitch, i.e. you could play a tune on them (piano, glockenspiel, recorder)
untuned instruments	instruments that have no variation in pitch, i.e. you cannot change the pitch of the instrument (drum, shaker)
ensemble	a group of singers or musicians
metre	the pulse of the music
melody	the tune of the song or piece of music
aural	pertaining to sound and the ears