

Music Learning and Skills Progression F2 to Y6

Key Area 1	F2	Y1	Y2	Y3	Y4	Y5	Y6
<p>PERFORMING</p> <p>Controlling sounds through singing and playing</p>	<p>Match the pitch of a given sound.</p> <p>Reproduce (with voice) the pitch of a tone made by another.</p> <p>Sing a melodic shape of familiar songs e.g. moving the melody up and down or down and up.</p> <p>Sing entire songs.</p> <p>Enjoy performing solo or in groups.</p> <p>Internalise music, e.g. sing or hum songs inside head.</p>	<p>Take part in singing with others.</p> <p>Follow instructions on how and when to sing and play an instrument.</p> <p>Take notice of others when performing.</p> <p>Manage and control long or short sounds (duration).</p> <p>Imitate changes in pitch using high, middle and low sounds.</p>	<p>Sing songs in ensemble following the tune (melody) well.</p> <p>Use voice to good effect (understanding the importance of warming up first).</p> <p>Perform on instruments in ensemble with instructions from the leader.</p> <p>Make and control long and short sounds (duration) using voices and instruments, playing by ear and including simple improvisation.</p>	<p>Sing songs from memory with accurate pitch and in tune.</p> <p>Show control in the voice and enunciate song lyrics clearly (diction).</p> <p>Maintain a simple part within an ensemble.</p> <p>Play notes on instruments clearly including steps and leaps in pitch.</p> <p>Improvise (including call and response) within a group using 1 or 2 notes.</p>	<p>Sing in tune, breathe well, enunciate words and change pitch and dynamic.</p> <p>Sustain a rhythmic or melodic ostinato or drone on an instrument to accompany singing (tempo, duration and texture).</p> <p>Perform with control and awareness of what others are singing or playing.</p> <p>Improvise within a group using more than 2 notes.</p>	<p>Show control, phrasing and expression in singing.</p> <p>Hold a part in a round (pitch and structure).</p> <p>Perform in solo and ensemble contexts using a variety of techniques confidently, expressively and in tune.</p> <p>Improvise on own with increasing aural memory.</p>	<p>Sing or play from memory with confidence.</p> <p>Take turns to lead a group.</p> <p>Maintain own part in a round, sing a harmony and play accurately with awareness of what others are playing.</p> <p>Play more complex instrumental parts.</p> <p>Improvise using the five notes of the pentatonic scale.</p>
Key Area 2	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<p>COMPOSING</p> <p>Creating and developing musical ideas</p>	<p>Find and record sounds using recording devices.</p> <p>Play instruments (including imaginary</p>	<p>Make a sequence of long and short sounds with help (duration).</p>	<p>Choose sounds carefully to achieve an effect, including use of ICT.</p> <p>Order sounds to</p>	<p>Compose and perform melodies using 2 or 3 notes.</p> <p>Use sound to create</p>	<p>Compose and perform melodies using 2 or 3 notes.</p> <p>Make creative use of the way sounds</p>	<p>Compose and perform melodies using 4 or 5 notes.</p> <p>Use a variety of different musical</p>	<p>Compose and perform melodies using 4 or 5 notes.</p> <p>Show confidence, thoughtfulness and</p>

	<p>ones such as air guitar) to match the structure of the music e.g. playing quietly to the quiet parts within music, stopping when the music stops.</p> <p>Keep a steady beat while playing instruments or a steady beat in own creative music making.</p> <p>Create rhythms using instruments and body percussion.</p> <p>Play along with the rhythm in music and with the lyrics in songs they sing or listen to.</p>	<p>Clap longer rhythms with help.</p> <p>Make different sounds when playing and singing:</p> <p>high, middle and low – pitch</p> <p>loud and soft – dynamics</p> <p>fast and slow - tempo</p> <p>smooth and crisp – quality of sounds</p> <p>scratch, rattle and tinkle etc – timbre.</p>	<p>create an effect (structure – beginning, middle and end).</p> <p>Create short, musical patterns.</p> <p>Create sequences of long and short sounds – rhythmic patterns (duration.)</p> <p>Control the playing of instruments so they sound as they should.</p> <p>Use pitch changes to communicate an idea.</p> <p>Start to compose with 2 or 3 notes.</p>	<p>abstract effects including ICT.</p> <p>Create and improvise repeated patterns (ostinato) with a range of instruments.</p> <p>Choose, order, combine and control sounds effectively (texture and structure).</p>	<p>can be changed, organised and controlled including ICT.</p> <p>Create accompaniments for tunes using drones or melodic ostinato.</p> <p>Create (dotted) rhythmic patterns with awareness of timbre and duration.</p>	<p>devices, including melody, rhythm and chords.</p> <p>Record own compositions.</p> <p>Create own songs.</p> <p>Identify where to place emphasis and accents in a song to create effect (duration).</p>	<p>imagination in selecting sounds and structures to convey an idea.</p> <p>Create music reflecting intentions and record using standard notation.</p> <p>Use ICT to organise musical ideas where appropriate.</p> <p>Combine all musical dimensions.</p>
Key Area 3	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
APPRAISING Responding and reviewing	<p>Think abstractly about music and express this physically or verbally e.g. This music sounds like floating on a boat, this music sounds like big dinosaurs.</p>	<p>Hear the pulse in music.</p> <p>Hear different moods in music.</p> <p>Identify texture – is there one sound or several sounds?</p>	<p>Identify the pulse in music.</p> <p>Recognise changes in timbre (sound quality – smooth, crisp, scratchy, rattling, tinkling etc.), dynamics</p>	<p>Internalise the pulse in music.</p> <p>Know the difference between pulse and rhythm.</p> <p>Start to use musical dimensions</p>	<p>Know how pulse stays the same but rhythm changes in a piece of music.</p> <p>Listen to several layers of sound (texture) and talk</p>	<p>Know how pulse, rhythm and pitch fit together.</p> <p>Use a range of words to describe music e.g. duration, timbre, pitch dynamics, tempo,</p>	<p>Know how the dimensions of music are sprinkled through songs and pieces of music.</p> <p>Use musical vocabulary</p>

	<p>Associate genres of music with characters and stories.</p> <p>Anticipates changes in music accurately e.g. when music is going to get faster, louder or slower.</p>	<p>Choose sounds to represent different things, ideas, thoughts, feelings and moods etc.</p>	<p>(loud or quiet), tempo (fast or slow) and pitch (high, middle and low).</p> <p>Start to recognise different instruments.</p>	<p>vocabulary to describe music: duration, timbre, pitch, dynamics, tempo, texture and structure.</p> <p>Use these words to identify where music works well or needs improving.</p>	<p>about the effects on mood and feelings.</p> <p>Use more musical dimensions vocabulary to describe music: duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, ostinato, melody and harmony.</p> <p>Identify orchestral family timbres.</p> <p>Identify cyclic patterns (melodic or rhythmic patterns that are repeated over and over again).</p>	<p>texture, structure, beat, rhythm, silence, ostinato, melody, harmony, chords, flat, sharp, dotted rhythm, staccato, legato, crescendo, diminuendo.</p> <p>Use these words to identify strengths and weaknesses in own and others' music.</p>	<p>confidently to describe music.</p> <p>Work out how harmonies are used and how drones and melodic ostinati are used to accompany singing.</p> <p>Use knowledge of how lyrics reflect cultural context and have social meaning to enhance own compositions.</p> <p>Refine and improve own and others' work.</p>
Key Area 4	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<p>APPLYING</p> <p>Listening and applying knowledge and understanding</p>	<p>Move to the sound of instruments e.g. walks, jumps, hops to the sound of a beating drum.</p> <p>Combine moving, singing and playing instruments e.g. marching and tapping a drum whilst singing.</p>	<p>Listen for different types of sounds.</p> <p>Know how sounds are made and changed.</p> <p>Make sounds with a slight difference (with help).</p> <p>Use voice in</p>	<p>Listen carefully and recall short rhythmic and melodic patterns.</p> <p>Use changes in dynamics, timbre and pitch to organise music.</p> <p>Change sounds to suit a situation.</p>	<p>Use musical dimensions together to compose music.</p> <p>Know the number of beats in a minim, crotchet, quaver and semibreve, and recognise symbols (duration).</p>	<p>Combine sounds expressively (all dimensions).</p> <p>Read notes and know how many beats they represent (minim, crotchet, quaver, semibreve, dotted crotchets and equivalent rests).</p>	<p>Create music with an understanding of how lyrics, melody, rhythm and accompaniments work together effectively (pitch, texture and structure).</p> <p>Read and work out the musical stave</p>	<p>Use increased aural memory to recall sounds accurately.</p> <p>Use knowledge of musical dimensions to know how best to combine them.</p> <p>Know and use standard musical notation to perform</p>

		<p>different ways to create different effects.</p>	<p>Make own sounds and symbols to make and record music.</p> <p>Start to look at basic formal notation – play by ear first.</p> <p>Know music can be played or listened to for a variety of purposes in history and other cultures.</p>	<p>Describe different purposes of music in history and other cultures.</p>	<p>Know that a sense of occasion affects a performance.</p> <p>Describe different purposes of music in history and other cultures.</p>	<p>using notes learnt in Year 4.</p> <p>Perform songs in a way that reflects the meaning of words, the venue and sense of occasion so that the audience appreciates it.</p> <p>Describe different purposes of music in history and other cultures.</p>	<p>and record own music (adding dotted quavers) including graphic notation.</p> <p>Use different venues and occasions to vary performances.</p> <p>Combine all musical dimensions in performance.</p> <p>Describe different purposes of music in history and other cultures.</p>
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