**Music skills progression 2021/22**

**EYFS**

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| **Music** |
| Three and Four-Year-Olds | Communication and Language | * Sing a large repertoire of songs.
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| Physical Development | * Use large-muscle movements to wave flags and streamers,

paint and make marks. |
| Expressive Arts and Design | * Listen with increased attention to sounds.
* Respond to what they have heard, expressing their thoughts and feelings.
* Remember and sing entire songs.
* Sing the pitch of a tone sung by another person (‘pitch match’).
* Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
* Create their own songs, or improvise a song around one they know.
* Play instruments with increasing control to express their feelings and ideas.
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| Reception | Communication and Language | * Listen carefully to rhymes and songs, paying attention to how they sound.
* Learn rhymes, poems and songs.
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| Physical Development | * Combine different movements with ease and fluency.
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| Expressive Arts and Design | * Explore, use and refine a variety of artistic effects to express

their ideas and feelings.* Return to and build on their previous learning, refining ideas

and developing their ability to represent them.* Create collaboratively sharing ideas, resources and skills.
* Listen attentively, move to and talk about music, expressing their feelings and responses.
* 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.
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| ELG | ExpressiveArts and Design | Being Imaginative and Expressive | * 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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|  | **Performing - singing** | **Performing - instruments** | **Composing** | **Notation** | **Appraising** | **Listening** |
| **Year 1** | * To join in with speaking, sing and chanting activities.
 | * To copy sounds and clap short rhythmic patterns.
 | * To experience making sound with and listening to a variety of different instruments
 | * To use simple pictures to record their composition.
 | * To respond in words and actions to the moods of different pieces of music.
 | * To say what they like and do not like about a piece of music.
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| **Year 2** | * To sing accurately at a given pitch and follow the melody.
 | * To use instruments to perform and clap short rhythmic patterns.
 | * To consider the pitch and dynamics of a sound when creating a soundscape (beginning, middle, end).
 | * To recognise and make connections between notations and musical sounds.
 | * To listen out for particular things and change their work accordingly.
 | * To identify particular instruments that help to tell what it is about.
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| **Year 3** | * To sing songs from memory with accurate pitch
* To control voices when singing.
 | * To perform in a group and improvise using repeated patterns, keeping to the pulse.
 | * To use sounds to create specific moods considering the pitch and dynamics.
 | * To use notations to record and perform compositions.
 | * To begin to use musical words to discuss their work.
 | * To begin to use musical words to discuss a piece of music – when it was written.
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| **Year 4** | * To perform ‘by ear’ and from simple notations.
* To maintain their own part when others are singing.
 | * To perform ‘by ear’ and from simple notations.
 | * To compose melodies, songs and accompaniments
 | * To compose their own short piece and record it using notations in order to perform it again.
 | * To use musical words to discuss their work: duration, pulse, tempo, pitch, dynamic
 | * To use musical words to discuss a piece of music – when it was written/where it is from.
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| **Year 5** | * To perform from memory and using notations, they can take the lead or solo.
 | * To perform from different types of notations (including staff)
 | * To change sounds or organise them differently to change the effect.
 | * To compose their own short piece and record it using notations in order to perform it again.
* To recognise what the note represents and the length of the note.
 | * To use musical words to discuss their work: duration, pulse, tempo, pitch, dynamic, texture, structure, timbre.
 | * To identify where the piece of music is from/ when it was written/ who by.
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| **Year 6** | * To perform from memory.
* To use notations to maintain a harmony whilst others are singing.
 | * To perform from notations (including staff).
* To improvise rhythmic parts within a given structure.
 | * To include and use different melodies, rhythms and chords
 | * To use different forms of notation and recognise that they serve different purposes.
 | * To perform with a sense of purpose and evaluate their performance according to this.
 | * To identify where the piece of music is from/ when it was written/ who by – recognising key elements.
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