**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. |
| 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. |
| Reception | Communication and Language | | | * Listen carefully to rhymes and songs, paying attention to how they sound. * Learn rhymes, poems and songs. |
| Physical Development | | | * Combine different movements with ease and fluency. |
| 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. |
| ELG | | Expressive  Arts 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. |
| **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. |
| **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. |
| **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. |
| **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. |
| **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. |