

Curricular Component	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Singing	Sing short motives (so mi la) and known songs with accuracy of pitch independently.	Sing short motives (do re mi so la) and known songs with accuracy of pitch independently.	Sing songs on do and la pentatonic scale with accurate pitch and expression.	Sing with accurate tuning, control of breathing and with clear diction.	Sing with accurate pitch matching and breath control with changes in timbre/dynamics.	Sing in unison and in 2 or 3 parts with subtle control of dynamics and tone.
	Sing known songs in tune with others.					

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Performing	Move and play instruments in time with the pulse.	Perform with a good sense of pulse and rhythm.	Demonstrate musical quality - starts, ends, technical accuracy.	Develop musical quality - starts, ends, technical accuracy keeping an appropriate tempo.	Maintain their part whilst others are performing a different part whilst singing/playing instruments eg. rhythm, ostinato, drone, part singing.	Maintain an independent part when playing instruments.
	Play rhythms as repeated patterns.					
	Play rhythms from stick notation -	Play rhythms from stick notation	Play rhythms from stick notation	Play the following rhythms from stick notation	Play the following rhythms from stick notation	Confidently play the following rhythms from stick notation

			dh. e q e	dh. e q e rdg dgy q. e + e q.	dh. e q e rdg dgy q. e + e q. rTy r.g dy.	dh. e q e rdg dgy q. e + e q. rTy r.g dy.
	Play solfa notation for so, mi and la.	Read and write staff-notation for above rhythms and do, ray, mi and soh,mi,la pitches.	Read and write staff-notation for above rhythms and using the pentatonic scale.	Read and write staff-notation for above rhythms and using the pentatonic scale including high do and low so.	Read and write staff-notation for above rhythms using the major scale (absolute pitch).	Read and write staff-notation for above rhythms using the major scale (absolute pitch). Including F and G major.
						Demonstrate increasing confidence through taking different roles in performance and rehearsal.

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Improvising and Composing	Improvise and compose short rhythmic patterns using known rhythmic elements.	Improvise and compose short rhythmic patterns using known rhythmic elements.	Improvise and compose short rhythmic patterns using known rhythmic elements.	Improvise and compose short rhythmic patterns using known rhythmic elements.	Improvise and compose short rhythmic patterns using known rhythmic elements.	Confidently improvise and compose short rhythmic patterns using known rhythmic elements.

			♪ h. e q e	♪ h. e q e rdg dgy q. e + e q.	♪ h. e q e rdg dgy q. e + e q. rTy r.g dy.	♪ h. e q e rdg dgy q. e + e q. rTy r.g dy.
						Read and write known melodic and rhythmic elements using hand-signs, stick/solfa and staff notation.
	Improvise and compose short melodic motives using known melodic elements So, mi, la	Improvise short melodic motives using known melodic elements. do/ray/mi and soh/mi/la.	Improvise short melodic motives using the pentatonic scale.	Improvise short melodic motives using the pentatonic scale, high do and low so.	Improvise short melodic motives using the major scale.	Improvise short melodic motives using the C/G/F major scale.
	Read and write known melodic and rhythmic elements using hand-signs, stick/solfa and staff notation.	Read and write known melodic and rhythmic elements using hand-signs, stick/solfa and staff notation.	Read and write known melodic and rhythmic elements using hand-signs, stick/solfa and staff notation.	Read and write known melodic and rhythmic elements using hand-signs, stick/solfa and staff notation.	Read and write known melodic and rhythmic elements using hand-signs, stick/solfa and staff notation.	Read and write known melodic and rhythmic elements using hand-signs, stick/solfa and staff notation.

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Listening	Talk about the music they hear beginning to use musical vocabulary. (pitch, dynamics)	Begin to use musical vocabulary to describe what they hear. (Pulse, rhythm, pitch, dynamics, tempo, timbre)	Extend their use of musical vocabulary to describe what they hear, like and dislike in a piece of music. (Pulse,	Extend use of musical vocabulary to describe what they hear. (Pulse, rhythm, pitch, dynamics, tempo, timbre,	Extend use of musical vocabulary to describe, compare and evaluate music and explain why they think music is	Use musical vocabulary to describe, compare and evaluate music confidently.

			rhythm, pitch, dynamics, tempo, timbre, structure)	structure, texture) include character, purpose and place in history.	successful or unsuccessful.	
	Feel the pulse of a piece of music whilst listening.	Recognise and identify known rhythmic elements and melodic motifs in a variety of music.	Recognise and identify known rhythmic elements and melodic motifs in a variety of music.	Offer comments about own and others work and ways to improve.	Compare the work of famous composers through history and explain their preferences.	Develop an understanding of the history of music.
	Recognise and identify classroom instruments and different voices.	Recognise and identify orchestral instruments (flute, trumpet, violin)	Recognise and identify orchestral instruments (clarinet, trombone, string bass)	Begin to recognise identical, similar and contrasting phrases.	Suggest improvement to their own work and that of others.	Share opinions and suggest improvement to their own work and that of others offering specific comments and justifying these.
				Recognise and identify known rhythmic elements and melodic motifs in a variety of music.	Recognise and identify known rhythmic elements and melodic motifs in a variety of music.	Recognise and identify known rhythmic elements and melodic motifs in a variety of music.
				Recognise and identify orchestral instruments (oboe, horn, cello, timpani) and families of orchestral instruments.	Recognise and identify orchestral instruments (bassoon, tuba, viola, melodic percussion) and identify larger ensembles choir/orchestra/concert band.	Recognise and identify orchestral instruments (folk and traditional instruments from range of cultures) and identify small ensembles eg string quartet, woodwind quintet, brass quintet and percussion ensemble.

## Skills Progression EYFS

Subject area: Music

Curriculum Leader: Gillian Stuart

Curricular Component	Nursery	Reception
<p><b>Listening</b></p>	<p>Through listening to a wide variety of music both live and recorded children will:</p> <ul style="list-style-type: none"> <li>• Respond to what they have heard, through movement (eg waving flags/streamers/marching), painting or drawing as they listen.</li> <li>• Identify and match instrumental sounds.</li> </ul>	<p>Through listening to a wide variety of music both live and recorded children will:</p> <ul style="list-style-type: none"> <li>• Listen attentively, and talk about music, using comparatives to discuss music – same/different, loud/soft, fast/slow, short/long, high/low.</li> <li>• Keep a steady beat – (Participate in action songs combining moving, singing and playing instruments - marching/tapping a drum whilst singing)</li> </ul> <p><b>ELG</b> move in time with music.</p>
<p><b>Singing</b></p>	<p>Through learning a variety of rhymes, poems and songs children will:</p> <ul style="list-style-type: none"> <li>• Distinguish between talking and singing voice.</li> <li>• Sing the pitch of a tone sung by another person ('pitch match').</li> <li>• Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>• Create their own songs or improvise a song around one they know.</li> </ul>	<p>Through learning a variety of rhymes, poems and songs children will:</p> <ul style="list-style-type: none"> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>• Use voices to demonstrate comparatives – same/different, loud/soft, fast/slow, short/long, high/low.</li> </ul> <p><b>ELG</b> Sing a range of well-known nursery rhymes and songs.</p>

<p><i>Playing/ performing</i></p>	<p>Through playing a variety of instruments from a range of cultures, children will:</p> <ul style="list-style-type: none"> <li>• Hold and play instruments to produce a musical sound, eg holding a triangle in the air by the string with one hand and playing it with a beater with the other.</li> <li>• Play instruments with control to play loud/quiet, fast/slow.</li> </ul>	<ul style="list-style-type: none"> <li>• Play instruments with control, playing the beat or a short rhythmic ostinato to accompany singing.</li> <li>• Plays and sings confidently as a soloist and in groups.</li> </ul> <p>ELG - Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>
<p><i>Improvising and Composing</i></p>	<p>Children are encouraged to explore their musical knowledge, creating both collaboratively and individually, sharing ideas, resources and skills.</p> <ul style="list-style-type: none"> <li>• Create their own songs or improvise a song around one they know.</li> <li>• Use voices and instruments with increasing control to express their feelings and ideas. (eg. To add sound effects to stories using instruments)</li> </ul>	<ul style="list-style-type: none"> <li>• Create rhythms using instruments and body percussion.</li> <li>• Engage in singing, playing, exploring/trying out and changing sounds.</li> </ul>