**Progression of Skills**

|  |
| --- |
| **EYFS**Expressive Arts and Design Exploring and using media and materials: Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Being imaginative: Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feeling |
| **KS1**• use voices expressively and creatively by singing songs and speaking chants and rhymes• play tuned and untuned instruments musically• listen with concentration and understanding to a range of high quality live and recorded music• experiment with, create, select and combine sounds using the interrelated dimensions of music. |
| **KS2**• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression• improvise and compose music for a range of purposes using the interrelated dimensions of music• listen with attention to detail and recall sounds with increasing aural memory• use and understand staff and other musical notations• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians• develop an understanding of the history of music. |
| Areas of Learning  | **Play and Perform** | **Create and Compose** | **Respond and Review** | **Listen and Apply Understanding** |
| **Year 6** | To sing in solo, unison and in parts with clear diction, controlled pitch and with sense of phrase.To play and perform with accuracy, fluency, control and expression.To think about the audience when performing and how to create a specific effect. | To create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures. | To describe, compare and evaluate different types of music using a range of musical vocabulary including the inter-related dimensions of music.To evaluate the success of own and others work, suggesting specific improvements and comment on how this could be achieved. | To listen to and recall sounds and patterns of sounds with accuracy and confidence. To identify and explore the relationship between sounds and how music can reflect different meanings.To use and apply a range of musical notations including staff notationTo develop an understanding of the history of music from different, cultures, traditions, composers and musicians evaluating how venue, occasion and purpose effects the way that music is created and performed. |
| **Year 5** | To sing in unison with clear diction, controlled pitch and sense of phrase.To play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression.To maintain my own part and be aware how the different parts fit together. | To create increasingly complicated rhythmic and melodic phrases within given structures. | To describe, compare and evaluate different types of music beginning to use musical words.To comment on the success of own and others work, suggesting improvements based on intended outcomes. | To listen to and recall a range of sounds and patterns of sounds confidently.To begin to identify the relationship between sounds and how music can reflect different meanings.To recognise and use a range of musical notations including staff notation.To listen to a range of high quality, live and recorded music from different traditions, composers and musicians and begin to discuss their differences and how music may have changed over time. |
| **Year 4** | To sing in unison maintaining the correct pitch and using increasing expression.To play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics.To think about others while performing. | To create rhythmical and simple melodicpatterns using an increased number ofnotesTo join layers of sound, thinking about musical dynamics of each layer and understanding the effect. | To recognise and explore the ways sounds can be combined and used expressively and comment on this effect. To comment on the effectiveness of won work, identifying and making improvements based on its intended outcome. | To listen to and recall patterns of sounds with increasing accuracy.To understand how different musical elements are combined and used expressively.To understand and begin to use established and invented musical notations to represent music.To listen to, understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians. |
| **Year 3** | To sing in unison, becoming aware of pitch.To perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes.To think about others while performing | To create simple rhythmical patterns that use a small range of notes.To begin to join simple layers of sound, e.g. a background rhythm and a solo melody. | To explore and comment on the ways sounds can be used expressively.To comment on the effectiveness of own work, identifying and making improvements.  | To listen with attention and begin to recall sounds. To begin to understand how different musical elements are combined and used to create an effect.To begin to recognise simple notations to represent music, including pitch and volume.To listen to and begin to respond to music drawn from different traditions and great composers and musicians. |
| **Year 2** | To use voices expressively and creatively. To create and choose sounds for a specific effect. To perform rhythmical patterns and accompaniments, keeping a steady pulse.To think about others while performing. | To repeat short rhythmic and melodicpatternsTo begin to explore and choose and order sounds using the inter-related dimensions of music. | To respond to different moods in music and explain thinking about changes in sound.To identify what improvements couldbe made to own work and make these changes, including altering use of voice, playing of and choice of instruments. | To identify and recognise repeated patterns and follow a wider range ofmusical instructionsTo understand how musical elements create different moods and effects.To confidently represent sounds with a range of symbols, shapes or marks.To listen to pieces of music and discusswhere and when they may be heard explaining why using simple musical vocabulary. E.g. It’s quiet and smooth so it would be good for a lullaby. |
| **Year 1** | To use voices in different ways such as speaking, singing and chanting.To create and choose soundsTo perform simple rhythmical patterns, beginning to show an awareness of pulse.To think about others when performing. | To know about and experiment with soundsTo recognise and explore how soundscan be organisedTo identify and organise sounds using simple criteria e.g. loud, soft, high low. | To talk about how music makes you feel or want to move. E.g. it makes me want to jump/sleep/shout etc.To think about and make simple suggestions about what could make their own work better. E.g. play faster or louder. | To begin to identify simple repeated patterns and follow basic musical instructions.To begin to understand that musical elements can be used to create different moods and effects.To begin to represent sounds with simplesounds including shapes and marksTo listen to short, simple pieces of music and talk about when and why they may hear it. E.g. a lullaby or Wedding march. |
| **EYFS** | Know how to make up rhythms. Begin to build a repertoire of songs and dances. | Sing to myself and makeup simple songs. Know how to tap out simple repeated rhythms. Explore the different sounds of instruments.Explore and learn how sounds can change. | Know how to imitate movement in response to music. To begin to move rhythmically. Create movement in response to music. | Talk about the ideas and processes that have led me to make music. Know how to represent my own feelings and ideas through music. |