

Skill Progression in Music

	EYFS	Year 1	Year 2	Year 3	Year 4
Listen to live and recorded music	<p>Expressive Arts and Design</p> <p>Development Matters: Age 3&4 Listen with increased attention to sounds (loud, quiet, high, low). Respond to what they have heard, expressing their thoughts and feelings. Use drawing to represent ideas like movement or loud noises.</p> <p>Development Matters: Age 4&5 Listen attentively, move to and talk about music, expressing their feelings and responses.</p>	<p>Move to the beat.</p> <p>Draw how music makes you feel.</p> <p>Know if you like or dislike a piece of music.</p> <p>Identify the types of sound an instrument makes.</p>	<p>Find the beat of the music.</p> <p>Develop opinions about music with support.</p> <p>Identify a selection of instruments.</p>	<p>Recognise the difference between a metre of 3 and 4.</p> <p>Have opinions about different musical styles.</p> <p>Identify instrument families.</p>	<p>Identify the metre of a piece and conduct in that time.</p> <p>Discuss and consider opinions of musical styles.</p> <p>Identify orchestral instruments.</p>
Understanding music history	<p>Expressive Arts and Design</p> <p>Development Matters: Age 3&4 Remember and sing entire songs.</p> <p>Development Matters: Age 4&5 Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Early Learning Goal Sing a range of well-known nursery rhymes and songs.</p>	<p>Listen to music from the present day through to early music and learn when it was composed.</p> <p>Listen to music from a range of countries and cultures with respect.</p>	<p>Discuss how music has changed over time throughout the whole world e.g. Impressionistic music and Ed Sheeran.</p> <p>Listen to music from a range of countries and cultures identifying instruments played and learn about instruments they may never have heard of before.</p>	<p>Understand that music has changed throughout time as fashion and interests have changed.</p> <p>Learn the impact of radical composers e.g. Stravinsky.</p> <p>Know that different cultures and countries have their own musical traditions and styles.</p>	<p>Know instruments that were played in the past e.g. harpsichord.</p> <p>Identify music from different periods of history.</p> <p>Identify which country or culture music and instruments may be from and discuss how they know e.g. sitar from India, didgeridoo from Australia.</p>
Singing	<p>Expressive Arts and Design</p> <p>Development Matters: Age 3&4 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. E.g. change words to known nursery rhymes or experimenting with different rhyming words or themes</p> <p>Development Matters: Age 4&5 Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Early Learning Goal Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>	<p>Add movements to songs to develop children's ability to feel a beat.</p> <p>Encourage children to listen to the notes they need to sing for tuning.</p> <p>Sing in large events such as assemblies, carol service and Christmas show.</p>	<p>Develop vocal range or songs and length of songs.</p> <p>Songs with verse and chorus.</p> <p>Sing in canon form.</p> <p>Sing in large events such as assemblies, carol service and Christmas show.</p>	<p>Sing in a range of styles.</p> <p>Develop performance skills.</p> <p>Work on tuning and dynamics to add variety to a song.</p> <p>Perform to the class in groups.</p> <p>Sing in large events such as assemblies, carol service and KS2 show.</p>	<p>Sing songs with simple harmonies.</p> <p>Work on diction for performance and performance skills.</p> <p>Perform to the class in groups.</p> <p>Sing in large events such as assemblies, carol service and Christmas show.</p> <p>Solo auditions for KS2 show. Solo singing in KS2 show if chosen.</p>

Playing tuned and untuned instruments	<p>Expressive Arts and Design</p> <p>Development Matters: Age 3&4 Play instruments with increasing control to express their feelings and ideas.</p> <p>Development Matters: Age 4&5 Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Develop vocabulary to describe sounds made e.g. scrappy, smooth, jangly, loud, quiet.</p> <p>Select instruments and explore a range of ways to play them.</p>	<p>Know which instruments would be best for long sounds, short sounds, relaxing music, upbeat music etc.</p> <p>Learn that each note on a glockenspiel sounds different.</p>	<p>Begin to use tuned percussion to play pieces of music, finding the correct notes.</p> <p>Play a large range of untuned percussion and begin to select instruments for the style of music.</p> <p>Learn that octave jumps are the same note, just a higher or lower version of the note.</p>	<p>Using notation children play tuned instruments to follow a short piece.</p> <p>Select relevant instruments for genre of music.</p>
Understanding notation	<p>Expressive Arts and Design</p> <p>Development Matters: Age 3&4 Use drawing to represent ideas like movement or loud noises.</p>	<p>Draw images to represent different sounds.</p> <p>Know that a one beat note is a crochet and a quaver is worth half a beat.</p> <p>Show written music so children see what it looks like.</p>	<p>Draw graphic scores and follow them to perform a piece of music.</p> <p>Read and clap crochets, quavers and crochet rests as rhythms.</p>	<p>Use graphic scores with additional musical elements such as rhythms or note names to enhance.</p> <p>Understand the layout of a stave and that each note has its own position of the stave.</p>	<p>Write music out on a stave using the correct notation – use stave on the board and any scaffolding needed.</p>
Composing and improvising	<p>Expressive Arts and Design</p> <p>Development Matters: Age 3&4 Play instruments with increasing control to express their feelings and ideas. Create their own songs or improvise a song around one they know E.g. change words to known nursery rhymes or experimenting with different rhyming words or themes.</p> <p>Development Matters: Age 4&5 Encourage children to make their own music.</p>	<p>Improvise and explore ways to play instruments.</p> <p>Compose short pieces with a specific focus e.g. fast music and slow music.</p> <p>Perform compositions to the class.</p>	<p>In small groups compose music with a specific focus e.g. relaxing music, marching music.</p> <p>Perform compositions to the class.</p>	<p>Compose music in ABA form as a class or in small groups.</p> <p>Compose music to match a genre or style.</p> <p>Improvise within a theme, selecting the relevant instrument.</p> <p>Perform compositions to the class.</p>	<p>Learn about rondo form and compose music in this form as a class or in small groups.</p> <p>Improvise/compose music within a specific theme e.g. ice caps melting.</p> <p>Perform compositions to the class.</p>