



Progression of Skills in Music for EYFS, KS1 and KS2

Article 29: Education must develop every child's personality, talents and abilities to the full.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Dynamics: Volume of sound (loud or soft) Degrees of dynamics (louder/ softer)</p>	<p>Listen to simple nursery rhymes and songs. Experiment with simple percussion instruments making soft and loud sounds.</p>	<p>Recognise simple changes of dynamics and expressively sing these changes in songs. Play simple percussion instruments using a range of dynamics.</p>	<p>Recognise changes of dynamics in a song or instrumental piece. Sing songs and play percussion instruments with improved control using a wider range of dynamics and gradations</p>	<p>Identify how and why a range of dynamics effects have been used in a piece (song or instrumental) and make choices about the use of dynamics in simple compositions.</p>	<p>Continue to use dynamics expressively in performances and compositions with good control and awareness of their effect. Identify how and why dynamics have been used in compositions, using appropriate musical and descriptive vocabulary</p>	<p>Use a wide range of dynamic contrast expressively in performances and composition with good control and awareness of their effect. Identify using simple notation how and why dynamics have been used in compositions, using appropriate musical and descriptive vocabulary</p>	<p>Continue to use a wide range of dynamic contrast expressively in performances and composition. Describe and compare different kinds of music using appropriate musical and descriptive vocabulary. Create and perform music that meets intentions and combines sounds imaginatively with awareness and understanding.</p>
<p>Duration: The length of a sound (or silence) how long or short it is.</p>	<p>Listen to simple nursery rhymes and songs. Experiment with simple percussion instruments.</p>	<p>Identify longer and shorter sounds using voices and percussion. Learn and use simple written symbols (Morse Code or SOLFA stick notation) to notate and perform patterns of longer and shorter sounds.</p>	<p>Continue to use SOLFA rhythmic syllables for 1 and ½ beat notes and mark 1 beat rests. Improvise and compose short rhythmic patterns (4 beat phrases). Read and perform short rhythmic phrases (1-2 bars in length) to known songs using percussion instruments.</p>	<p>Continue to use and speak 'SOLFA' rhythmic syllables for 2, 1, ½ beat notes and 1 and 2 beat rests. Copy, improvise and compose short rhythmic phrases. Read, perform and compose short rhythm patterns 1-2 bars in length. using written rhythmic symbols for minims,</p>	<p>Continue to use and speak 'SOLFA' rhythmic syllables. Improvise and compose rhythmic patterns 1- 2 bars in length and combine these to make longer phrases. Identify Simple Time of 2,3 and 4 beats in a bar and begin to combine rhythmic patterns with pitch to create</p>	<p>Continue to use and speak 'SOLFA' rhythmic syllables. Improvise and compose rhythmic patterns 2 bars in length and combine these to make longer phrases. Combine rhythmic patterns with pitch to create simple melodies and accompaniments</p>	<p>Use a wide range of dynamic contrast expressively in performances and composition with good control and awareness of their effect. Identify aurally and using simple notation how and why dynamics have been used in compositions, using appropriate musical and descriptive</p>

				crotchets, quavers and rests, in Simple Time (2 beats and 4 beats in a bar) Devise and perform simple rhythmic accompaniments to known songs using percussion instruments.	simple melodies and provide accompaniments.	Begin to combine rhythm / pitch notation using a simplified staff (2 or 3 lines) to compose and perform short phrases.	vocabulary. Describe and compare different kinds of music using appropriate musical and descriptive vocabulary. Create and perform music that meets intentions and combines sounds imaginatively with awareness and understanding.
Tempo: The speed of a piece of music. The tempo is set by the speed of the pulse.	Listen to simple nursery rhymes and songs. Experiment with simple percussion instruments.	Recognise changes in tempo in a song or instrumental piece. Identify and mark the pulse in songs and other pieces. Set changes in pulse with increasing awareness and control using familiar songs.	Set changes in tempo by controlling the speed of the pulse using songs and instruments.	Recognise how tempo has been used in a piece and its effect. Make choices about its use in simple compositions.	Continue to use tempo expressively in performances and composition with control and awareness of its effect.	Use tempo expressively in performances and composition with control and awareness of its effect. Describe and compare different kinds of music using appropriate musical vocabulary. Create and perform music that meets intentions and combines sounds imaginatively with awareness and understanding.	Use tempo expressively in performances and composition with control and awareness of its effect. Describe and compare different kinds of music using appropriate musical vocabulary. Create and perform music that meets intentions and combines sounds imaginatively with awareness and understanding.
Pitch: The frequency of sound (higher or lower)	Listen to simple nursery rhymes and songs. Experiment with simple percussion instruments.	Follow changing pitch movements with some accuracy. Use high, low and middle voices with some awareness of	Recognise differences in pitch and pitch direction, with growing accuracy.	Recognise differences in pitch, distinguishing more accurately between bigger and smaller jumps (intervals) and	Continue to demonstrate the relationship between different pitches using SOLFA hand signs and pitch	Continue to develop using SOLFA hand signs and pitch names from more complex pitch groups.	Continue to develop using SOLFA hand signs and pitch names from more complex pitch groups.

		how each part of the voice 'feels' different	Explore the relationship between a limited number of pitches and show this using SOLFA hand signs and pitch names	steps. Begin to demonstrate the relationship between different pitches using SOLFA hand signs and pitch names. Read and perform simple melodic phrases using written symbols.	names. Begin to read and perform short melodic phrases using a simplified 'ladder' system (2 or 3 line stave). Explore the Pentatonic Scale in simple melodic pieces and compositions.	Begin to read and perform short melodic phrases using a simplified 'ladder' system (3-line stave). Sing songs which use major, minor and pentatonic scales and begin to identify them aurally.	Continue to read and perform melodic phrases using a 3, 4 and 5 line stave 'ladder'. Sing songs which use major, minor, pentatonic and 'blues' scales.
Timbre: Different sound sources produce different sounds	Experiment with different musical instruments. Recognising simple instruments.	Recognise and name different sound sources/ instruments and describe them. Begin to identify how a sound has been produced.	Recognise and name different classroom percussion instruments. Begin to recognise and name different orchestral instruments according to 'family' – brass, wind, strings, and percussion. Describe an instrumental / vocal sound using appropriate vocabulary. Compose simple pieces to create a specific mood or effect.	Distinguish between different sounds using appropriate descriptive vocabulary. Select appropriate sounds in simple compositions and to accompany known songs. Use own voice / instrument in different ways with increasing control. Use voice expressively in songs with some awareness of effect created.	Distinguish specifically between different sounds using appropriate descriptive vocabulary. Select appropriate sounds in compositions and to accompany known songs. Use own voice / instrument in different ways with good control. Use voice expressively in songs with awareness of effect created.	Continue to use timbre expressively in performances and composition with control and awareness of their effect.	Describe and compare different kinds of music using appropriate musical vocabulary. Create and perform music that meets intentions and combines sounds imaginatively with awareness and understanding.
Texture: The layers of different sounds to create effect.	Listen to simple nursery rhymes and songs. Experiment with simple percussion instruments.	Identify (by listening) how many sounds have been layered or organised – one sound, several sounds or many sounds.	Sing a range of songs as a soloist and in a group in unison / simple harmony. Maintain own melodic line in simple part work with increasing confidence	Continue to sing a range of songs as a soloist and in a group in unison. Maintain own melodic line with growing confidence and control.	Continue to sing a range of songs as a soloist and in a group in unison and 2 / 3 - part harmony (rounds and canons, quodlibets, ostinato	Maintain own melodic line with confidence and control in 2 and 3-part harmony, with some awareness of the different harmonies produced.	Maintain own melodic line with confidence and control in 2 and 3-part harmony, with awareness of the different harmonies produced.

			and awareness of the effect created.	Play simple accompaniments to songs using devices like drone and ostinato (rhythmic and melodic). Select and combine sounds in simple compositions, to create a particular mood or effect.	phrases, simple harmony lines).	Play simple accompaniments to songs. Begin to show an understanding of how chords are constructed.	Demonstrate an understanding of how chords are constructed. Identify aurally where chords change within a harmonic framework and describe the effect of simple cadences. Play simple accompaniments to songs using devices like ostinato, drone, sequence and simple chords and arpeggio patterns.
Structure: Music is organised in different ways. Phrases give the music direction	Listen to simple nursery rhymes and songs.	Sing a variety of songs and start to identify the structure. Begin to identify the length of a phrase by marking the number of pulse beats. Recognise where the rhythm or melody of a phrase is repeated or changed. Begin to identify simple structures like verse and chorus.	Develop awareness of the overall plan of the music. Feel and show phrase in a song. Begin to describe simple changes e.g. "The last note is longer than before." Identify simple structures like verse and chorus and compose short pieces showing an awareness of these.	Determine the length of a phrase (number of pulse beats in the phrase) and relate this to the overall structure of a song. Begin to analyse the melodic and / or rhythmic structure of a simple song, noting use of repetition or changes. Improvise and compose simple pieces and accompaniments using given structures and devices.	Continue to analyse the melodic and / or rhythmic structure of a simple song or instrumental piece, noting use of repetition or changes and devices like drone, ostinato and sequence. Begin to recognise the use of scales – major, minor and pentatonic and note their effect. Recognise simple musical structures.	Continue to analyse the melodic and rhythmic structure of a simple song or instrumental piece. Recognise simple musical structures and continue to recognise aurally the use of different scales. Improvise and compose pieces and accompaniments using given structures and devices. Use notation as a support for creative work and performance.	Continue to analyse melodic and rhythmic structure, noting use of repetition or changes and devices like drone, ostinato, and sequence. Recognise aurally simple musical structures. Continue to recognise aurally the use of different scales. Improvise and compose pieces and accompaniments using given structures and devices. Use notation as a support for

							creative work and performance.
<p>Singing: The voice is a musical instrument which everyone has.</p>	<p>Distinguish between and use talking, whispering and singing voices.</p>	<p>Pitch-match with increasing accuracy within a limited range of notes. Sing in a group and individually as a soloist. Use internal thinking voice with increasing accuracy and control, to identify and place a starting pitch. Sing with awareness of posture, breath control and clear diction.</p>	<p>Pitch-match with increasing accuracy and control. Sing songs which use a widening range of pitches. Use internal thinking voice to place the voice accurately and maintain own line in simple 2- part work (rounds and canons). Sing confidently to communicate meaning with increasing control over dynamic range and timbre.</p>	<p>Sing a wide variety of songs, pitch-matching with accuracy and control. Sing with a free vocal quality throughout their pitch range. When singing, use one breath per melodic phrase. Sing songs which use an increasingly wider pitch range. Hold own line in simple rounds and canons with increasing accuracy, confidence and awareness of effect created. Use the voice with awareness and control over breathing, diction and posture.</p>	<p>Place the voice with accuracy over a wider pitch range. Sing songs which contain wider jumps (intervals) in pitch. Explore different parts of the voice – ‘head’ and ‘chest’ – with some control and awareness. Cultivate an ‘unbroken’ singing tone, using one breath per melodic phrase. Sing rounds, canons and simple harmonic two -part arrangements, maintaining own part accurately with confidence and awareness of the effect created.</p>	<p>Place the voice with accuracy over a wider pitch range. Sing songs which contain wider jumps (intervals) in pitch. Explore different parts of the voice with growing control and awareness. Use an ‘unbroken’ singing tone, using one breath per melodic phrase. Show an understanding of how lyrics can reflect cultural and social meaning and use this to enhance their performances. Sing songs from a range of musical genres and styles</p>	<p>Place the voice with accuracy over a wider pitch range. Sing songs which contain wider jumps (intervals) in pitch. Use an ‘unbroken’ singing tone, using one breath per melodic phrase. Show an understanding of how lyrics can reflect cultural and social meaning and use this to enhance their performances. Sing songs, including their own simple compositions, from a wide range of musical genres and styles</p>