



Music Progression

EYFS

**EYFS Expressive Arts and Design Educational Programme (Statutory)**

*The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.*

**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.

| Skills         | Year 1   | Year 2   | Year 3   | Year 4   | Year 5   | Year 6   |
|----------------|--|--|--|--|--|--|
| <b>Perform</b> | <p><b>Using voices</b><br/>Sing with a sense of enjoyment.</p> <p>Sing songs with increasing vocal control. (in tune/breathing at the right time)</p> <p>Sing in time to the <b>pulse</b>.</p> <p>Co-ordinate actions to go with a song.</p> <p><b>Using classroom instruments</b><br/>Play in time to the <b>pulse</b>.</p> <p>Repeat a given <b>rhythm</b> (body percussion or instrument).</p> <p>Play a repeated <b>rhythm</b> along to a song.</p> <p>Play a single pitched note to accompany a song.</p> | <p><b>Using voices</b><br/>Convey the meaning or mood of a song.</p> <p>Sing with more accuracy in <b>pitch, diction</b> and <b>dynamics</b>.</p> <p>Repeat short melodic phrases.</p> <p><b>Using classroom instruments</b><br/>Play with control:<br/>a) Maintaining the <b>pulse</b><br/>b) Getting faster or slower (<b>tempo</b>)<br/>c) Getting louder or quieter (<b>dynamics</b>)</p> <p>Perform a rhythmic accompaniment to a song.</p> <p>Play a 2-note melody to accompany a song.</p> <p>Follow simple hand instructions – loud/quiet and start/stop</p> | <p><b>Using voices</b><br/>Show an increasing accuracy in <b>pitch</b>, longer phrases, posture, breath and diction.</p> <p>Sing an increasing number of songs from memory and recognise the <b>structure</b>.</p> <p>Demonstrate an awareness of character or style.</p> <p>Chant or sing a round in two parts.</p> <p><b>Using classroom instruments</b><br/>Keep a steady <b>beat</b> on an instrument in a group or individually.</p> <p>Copy a short melodic phrase by ear on a pitched instrument.</p> | <p><b>Using voices</b><br/>Sing songs in a variety of styles with an increasing awareness of the tone of their voice and musical expression (<b>dynamics, tempo</b>, reflecting the mood and character of the song)</p> <p>Sing confidently as part of a small group or solo being aware of posture and diction.</p> <p>Sing two/three-part rounds with more confidence and increasing accuracy.</p> <p><b>Using classroom instruments</b><br/>Play music that includes rests.</p> <p>Maintain 2 or more different patterns simultaneously in a small group.</p> | <p><b>Using voices</b><br/>Sing confidently in a wide range of styles showing musical expression, communicating the mood and character of a song.</p> <p>Perform a song from memory with attention to phrasing, dynamics, accuracy of pitch and for an occasion.</p> <p>Sing a simple second part to a two-part song.</p> <p>Maintain own part in a round.</p> <p><b>Using classroom instruments</b><br/>Perform on a range of instruments as part of a group.</p> <p>Read and play with confidence from a traditional and/or graphic score.</p> | <p><b>Using voices</b><br/>Sing confidently in a wide range of styles with musical expression.</p> <p>Sing confidently in front of an audience.</p> <p>Sing confidently as part of a two-part song.</p> <p>Maintain own part in a more complex round.</p> <p><b>Using classroom instruments</b><br/>Maintain own part as part of an ensemble.</p> <p>Read and play with confidence from a traditional and graphic score.</p> |

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|                   | Follow simple hand instructions – loud/quiet and start/stop  | Show confidence in performing as an individual and as part of a group.  | Play using symbols including graphic and/or traditional scores.<br><br>Use tuned percussion with increasing confidence and accuracy.<br><br>Follow simple hand directions from a leader.   | Play by ear – find known phrases using tuned percussion.<br><br>Read and play from some traditional music symbols.<br><br>Play to an audience with increasing confidence.<br><br>Follow a leader, stopping/starting, getting faster/slower ( <b>tempo</b> ) and louder/quieter. ( <b>dynamics</b> )                                      | Extend the length of phrases being played by ear.<br><br>Perform with an increasing awareness of musical expression.<br><br>Know what makes a good performance.   | Perform with sensitivity to musical expression.<br><br>Play longer phrases and melodies by ear.<br><br>Lead/conduct a group of performers.<br><br>Know what makes a good performance.  |
| <b>Compose</b>    | Add sound effects to a story.<br><br>Explore different sounds made by the voice and hands ( <b>timbre</b> )<br><br>Explore making rhythmic patterns.<br><br>Explore making high/low sounds ( <b>pitch</b> ), long/short sounds ( <b>rhythm</b> ), loud/quiet sounds ( <b>dynamics</b> ), fast/slow sounds ( <b>tempo</b> ) | Create short melodic phrases.<br><br>Create repeated rhythmic phrases.<br><br>Explore the rhythmic patterns of words and sentences.<br><br>Explore how sounds can be changed to create a mood.<br><br>Explore changes in pitch and rhythm.  | Explore the different sounds one instrument can make ( <b>timbre</b> ).<br><br>Create music which has different <b>rhythms, tempi, pitches and dynamics</b> .<br><br>Explore how the interrelated dimensions of music can be combined to create a composition.                             | Explore sounds to create particular effects ( <b>timbre</b> )<br><br>Explore the use of silence (rests)<br><br>Create music with different moods using <b>dynamics, tempi, timbres, pitches, rhythms</b> .<br><br>Create simple rhythmic accompaniments to a song using repeated patterns.   | Consider the interrelated dimensions of music when experimenting with sound.<br><br>Use ICT to create different sounds.<br><br>Explore <b>textures</b> created by layering rhythmic and/or melodic patterns.  | Confidently use the interrelated dimensions of music to create different compositions.<br><br>Use ICT to create different sounds.<br><br>Take inspiration from different musical styles to compose.  |
| <b>Transcribe</b> | Recognise the notes CDEFG and A on the musical stave.<br><br>Recognise the symbol for a crotchet and say how many beats it is worth.<br><br>Recognise how graphic notation can represent created sounds.<br><br>Explore and create own symbols.<br><br>Sequence these symbols to make a simple <b>structure</b> .          | Recognise notes CDEFGAB and C on the musical stave.<br><br>Recognise the symbol for a crotchet and a quaver and say how many beats they are worth.<br><br>Use graphics/symbols to show music with long/short sounds ( <b>rhythm</b> ), high/low sounds ( <b>pitch</b> ), loud/quiet sounds ( <b>dynamics</b> ). | Recognise notes CDEFGAB and C on the musical stave.<br><br>Recognise the symbol for a crotchet, quaver and minim and say how many beats they are worth.<br><br>Start to use note names in written compositions.<br>Start to show changes in <b>dynamics</b> in their written compositions. | Recognise notes EGBDF and FACE on the musical stave.<br><br>Recognise the symbol for a crotchet, minim, semibreve and quaver and say how many beats they are worth.<br><br>Become more confident in using note names in written compositions.<br>Start to use <b>crescendo</b> (getting louder) and <b>diminuendo</b> (getting quieter). | Recognise and use notes EGBDF and FACE on the musical stave.<br><br>Recognise and use the symbol for a crotchet, minim, semibreve, quaver and dotted minim and say how many beats they are worth.<br><br>Confidently show changes in <b>dynamics</b> in their written compositions.<br><br>Start to use <b>pp, p, mp, mf, f and ff</b> in their written compositions. | Recognise and use notes EGBDF and FACE on the musical stave.<br><br>Recognise and use the symbol for a crotchet, minim, semibreve, quaver and dotted minim and say how many beats they are worth.<br><br>Understand the use of the # (sharp) or b (flat) symbols.<br><br>Understand the use of treble and bass clefs.<br><br>Use <b>pp, p, mp, mf, f and ff</b> in their written compositions. |

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|                       |  |   |   |   | Record music in a variety of ways (graphic scores/notation)  | Record music in a variety of ways (graphic scores/notation)   |
| <b>Describe Music</b> | <p>Move in time to a steady beat.</p> <p>Recognise the sounds of percussion instruments used in the classroom.</p> <p>Begin to use musical terms (louder/quieter (<b>dynamics</b>), faster/slower (<b>tempo</b>), higher/lower (<b>pitch</b>))</p> <p>Begin to articulate how changes in <b>speed, pitch and dynamics</b> affect the mood.</p> | <p>Listen with increased concentration.</p> <p>Sort instruments into how they sound, or how they are played.</p> <p>Start to describe sounds (smooth, scratchy, clicking, ringing – <b>timbre</b>)</p> <p>Begin to use musical terms to describe the mood (eg, it is sad because the music is played slowly and quietly).</p> | <p>Listen with concentration to longer extracts/pieces.</p> <p>Listen to different kinds of music and identify</p> <ul style="list-style-type: none"> <li>• A steady beat/no steady beat.</li> <li>• Specific rhythm patterns.</li> <li>• The speed (<b>tempo</b>)</li> <li>• The volume (<b>dynamics</b>)</li> </ul> <p>Identify repetition in music eg a song with a chorus.</p> <p>Recognise and describe the sounds made by common instrumental sounds (guitar, piano, violin, drums etc)</p> | <p>Recognise and talk about contrasting styles of music using appropriate musical language (<b>tempo, dynamics, texture, timbre, structure</b>)</p> <p>Recognise music from different genres identifying key elements that give it its unique sound.</p> <p>Identify repeated rhythmic or melodic phrases in live or recorded music.</p> <p>Recognise the combined effect of layers of sound (<b>texture</b>)</p> | <p>Compare two pieces of instrumental music from different times and discuss similarities and differences.</p> <p>Distinguish differences in timbre and texture between a wide range of instruments and instrumental music.</p> <p>Use a wide range of musical vocabulary to discuss and describe different pieces of music.</p> | <p>Compare two pieces of instrumental music from different countries and discuss similarities and differences.</p> <p>Recognise and identify features of expression (phrasing, melody, harmony, different dynamics, tempo)</p> <p>Use a wide range of musical vocabulary to discuss and describe different pieces of music.</p> |