

The Pines School Progression of Skills – MUSIC

Key area	EYFS	Year 1 & 2	Year 3 & 4	Year 5 & 6
Knowledge of Music	<ul style="list-style-type: none"> Identify different sound sources 	<ul style="list-style-type: none"> Identify and name some classroom instruments Name some composers that link to the particular topic being covered Begin to identify the different cultural meanings and purposes of music, including contemporary culture 	<ul style="list-style-type: none"> Start to understand the history of music and changes over time Name some different musical periods Name some composers and genres of music from different eras Identify the different cultural meanings and purposes of music, including contemporary culture 	<ul style="list-style-type: none"> Explain changes in music over time Identify some of the key music periods and name some of the musical styles, composers and instruments that would fit with this period Name and compare similarities and differences between historical composers and musicians Understand and express opinions on the different cultural meanings and purposes of music, including contemporary cultural
Listening	<ul style="list-style-type: none"> Listen and respond physically to live and recorded music, moving in time to the pulse 	<ul style="list-style-type: none"> Begin to recognise different genres of music Begin to recognise instruments being played in a piece of music Begin to recall and remember short songs and sequences and patterns of sounds Begin to identify the pulse in different pieces of music and respond by clapping or moving Identify the mood created by a piece of music 	<ul style="list-style-type: none"> Recognise a range of music genres Begin to recognise and name some orchestral instruments in a piece of music Recall sounds with increasing aural memory Identify more confidently the pulse in different pieces of music and respond in different ways (clapping, moving, playing untuned percussion) Discuss similarities and differences in pieces of music Begin to explore and discuss how mood is created by music and lyrics 	<ul style="list-style-type: none"> Recognise a range of music genres (including from around the world) Recognise orchestral instruments and describe their effect in a piece of music Use increased aural memory to recall sounds accurately Confidently identify the pulse in different pieces of music and respond in a variety of ways (clapping, moving, playing untuned percussion) Discuss similarities and differences in pieces of music and explain how composers and performers achieve this Identify and explain how mood is created by music and lyrics
Performing (singing)	<ul style="list-style-type: none"> Take part in singing Follow instructions on when to sing 	<ul style="list-style-type: none"> Sing simple songs and chants (with actions) building rhythmic and melodic memory Sing songs expressively Perform together and follow instructions which relate to musical elements 	<ul style="list-style-type: none"> Sing songs from memory with accurate pitch and in tune Sing rounds (canons) and partner songs, maintaining own part with some support Sing songs expressively and with control of musical elements, such as timbre, tempo and dynamics 	<ul style="list-style-type: none"> Sing songs in tune and with an awareness of other parts Perform with control and expression on my own and as part of an ensemble Confidently sing part songs and canons with control, expression, phrasing and dynamics

		<ul style="list-style-type: none"> Follow pitch movements with their hands and use high, low and middle voices Begin to take part in rounds as part of a small group 	<ul style="list-style-type: none"> Perform with awareness of different parts Understand how mouth shapes and body posture can affect voice sounds 	<ul style="list-style-type: none"> Perform effectively with an awareness of audience, venue and occasion Sing with increasing control of breathing, posture and sound projection
Performing (instruments)	<ul style="list-style-type: none"> Explore and investigate playing tuned and untuned instruments Follow instructions on when to play an instrument 	<ul style="list-style-type: none"> Begin to use the correct techniques when playing tuned and untuned instruments Perform a rhythm to a given pulse 	<ul style="list-style-type: none"> Use the correct technique when playing tuned and untuned instruments Perform a repeated pattern to a steady pulse 	<ul style="list-style-type: none"> Use correct technique to play tuned and untuned instruments with improved confidence and accuracy Perform an independent part keeping to a steady pulse Play internalised short melodies by ear, on pitched percussion
Composing	<ul style="list-style-type: none"> Choose sounds to represent different things (the sea, thunder, an animal etc.) Clap short, rhythmic patterns 	<ul style="list-style-type: none"> Contribute to the creation of a class composition Compose a simple tune using two or three notes Create sound effects for a picture or story, thinking about how music can affect mood Begin to create repeated patterns with a range of instruments 	<ul style="list-style-type: none"> Compose a tune using up to five notes Improvise simple tunes using the pentatonic scale Compose music that has a recognisable structure (beginning, middle and end) Create/ improvise repeated patterns (ostinati) with a range of instruments. Create an accompaniment to a known song Create music in pairs or small groups 	<ul style="list-style-type: none"> Compose more complex tunes, thinking about their audience Add lyrics to a composition Compose music that has a recognisable structure Create accompaniments for tunes using drones or melodic ostinato (riffs). Write lyrics to a known song Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition
Notation	<ul style="list-style-type: none"> Follow simple symbols, responding appropriately, through singing, clapping or moving 	<ul style="list-style-type: none"> Invent symbols, pictures or patterns to represent sound and create a simple graphic score for pitch or duration that others can follow. Read and play from symbols, pictures and patterns that have been used to represent sounds 	<ul style="list-style-type: none"> Represent sounds on a graphic score with symbols for a group performance. Recognise crotchets, quavers, minims, semibreves and crotchet rests Begin to recognise some notes on a treble clef staff 	<ul style="list-style-type: none"> Represent sounds on a graphic score with symbols for group performance with an awareness of balance, tempo and dynamics Recognise crotchets, quavers, minims, semibreves and crotchet rests Recognise notes on a treble clef staff Understand that notes are positioned differently on a bass clef staff Read, and play from, music notation Record their own compositions using music notation

Evaluating and Appraising	<ul style="list-style-type: none"> • Take note of others when performing • Comment on different sounds and simple musical features related to pitch and tempo (high or low/ fast or slow) 	<ul style="list-style-type: none"> • Express their opinion about a piece of music, making reference to pitch, rhythm, dynamics etc. (quiet, slow) • Start to use musical vocabulary when describing or giving opinions about a piece of music • Choose sounds and instruments carefully and make improvements to their own and others' work 	<ul style="list-style-type: none"> • Describe and give opinions of the music heard with some use of musical vocabulary. • Use musical vocabulary when identifying strengths and areas for improvement in their own and others' work 	<ul style="list-style-type: none"> • Describe and give opinions of the music heard with confident use of an extended range of musical terminology. • Improve their work through analysis, evaluation and comparison
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