



# Alston Lane Catholic Primary School and Nursery

## Music Progression of Skills

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Listen and appraise</b>	<p><b>0-3 Years</b> Show attention to sounds and music. Respond emotionally and physically to music when it changes. Anticipate phrases and actions in rhymes and songs, like 'Peepo'.</p> <p><b>3- 4 Years</b> Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings.</p> <p><b>Reception</b> Listen attentively, move and talk about music expressing their feelings.</p> <p>.</p>	<p>Recognise and distinguish between sounds in the environment.</p> <p>Recognise fast, slow, loud, quiet sounds and silence.</p> <p>Find the pulse in a piece of music and move in time to it.</p> <p>Listen to a simple rhythm and clap back.</p>	<p>Recognise the moods in music – happy, sad, fast, slow, loud, quiet.</p> <p>Respond through movement to the mood/character to a piece of music.</p> <p>Listen to and create simple rhythms for others to copy.</p>	<p>Identify and move to the pulse of a piece of music.</p> <p>Identify the main sections of a song (e.g. chorus verse)</p> <p>Recognise the families of orchestral instruments and develop the vocabulary to describe it.</p> <p>Copy rhythms and accurately match same sounds.</p> <p>Use musical vocabulary to describe music.</p>	<p>Identify and discuss tempo and dynamics.</p> <p>Think about what the words of songs mean.</p> <p>Recognise sounds made by simple percussion and develop the vocabulary describe it.</p> <p>Identify patterns in a piece of music.</p> <p>Identify and respond to the mood of a piece of music.</p> <p>Use musical vocabulary to discuss the music of well-known composers through history.</p>	<p>Identify and move to the pulse of the music with ease.</p> <p>Think about the message of songs.</p> <p>Compare two songs in the same style and use musical vocabulary to compare them.</p> <p>Discuss how composers use their ideas in their music.</p> <p>Use an increasing repertoire of musical vocabulary to discuss the music of well-known composers through history.</p>	<p>Talk confidently about the musical dimensions working together in a piece of music.</p> <p>Distinguish between solo and orchestral instruments.</p> <p>Listen to and identify the main theme in a piece of music.</p> <p>Distinguish between different music from different times.</p> <p>Confidently use a range of musical vocabulary to discuss the music of well-known composers through history.</p>
<b>singing</b>	<p><b>0-3 Years</b> Explore their voices and enjoy making sounds. Join in with songs and rhymes, making some sounds. Make rhythmical and repetitive sounds. Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.</p> <p><b>3-4 Years</b> Remember and sing an entire song. Sing the pitch of a tone sung by another person. Sing the melodic shape of familiar songs.</p> <p><b>Reception</b> Sing in a group or on their own, increasingly matching the pitch and following a melody.</p>	<p>Memorise simple songs.</p> <p>Keep a steady beat when singing songs.</p> <p>Sing notes of different pitches (high and low)</p> <p>Learn to start and stop singing when following a leader.</p>	<p>Memorise songs with a verse and a chorus.</p> <p>Make the shape of a tune showing pitch.</p> <p>Sing songs fast/slow and loud/quiet.</p> <p>Find a comfortable singing position.</p>	<p>Sing in unison and in simple two-parts.</p> <p>Demonstrate a good singing posture.</p> <p>Sing with the awareness of being in tune.</p> <p>Enjoy exploring singing solo.</p> <p>Follow the conductor when singing in a group.</p>	<p>Sing in unison and in more complex two parts.</p> <p>Develop good pitch and dictation.</p> <p>Develop good breathing and phrasing.</p> <p>Listen to others when singing in a group and rejoin the song if lost.</p>	<p>Sing in unison and sing backing vocals.</p> <p>Develop confidence when singing solo.</p> <p>Experiment with different singing styles including rap.</p> <p>Listen to others when singing and be aware of where you fit into the group.</p>	<p>Sing as part of a group with confidence, control and pitch.</p> <p>Explore the use of dynamics when singing.</p> <p>Expand repertoire of singing from different cultures, time and place.</p> <p>Listen to popular songs and consider the structure.</p>

<b>Explore &amp; Play</b>	<b>0-3 Years</b> Explore a range of sound makers and instruments and play them in different ways.  <b>3-4 Years &amp; Reception</b> Play instruments with increasing control to express their feelings and ideas.	Treat instruments with respect and care.  Explore the names and sound qualities of a variety of tuned and un-tuned instruments.  Play a tuned instrumental part to a song they are learning.  .	Sort a variety of tuned and un-tuned instruments into sets according to their sounds.  Play a tuned instrument in time to a song they are learning keeping a steady pulse.  Explore different techniques for playing instruments.	Control playing an instrument to keep a steady pulse and rhythm.  Play a tuned instrument to accompany the melody of a song with an awareness of notation.  Listen to and follow musical instruction from a leader.	Control instruments whilst playing with others.  Play a tuned instrument to accompany the melody of a song with an increasing awareness of notation.  (Violins)  Listen to and follow musical instruction about the tempo and dynamics of the music.	Play a tuned instrument, with the correct technique to accompany the melody of a song with increasing awareness of staff notations.  Listen to and follow musical instruction about the tempo and dynamics of the music.	Play a tuned instrument with increasing confidence and technique.  Use dynamics and tempo whilst playing.  Listen to and follow with confidence musical instruction from a leader.
<b>Improvise &amp; Compose</b>	<b>0-3 Years</b> Move and dance to music.  <b>3-4 Years</b> Create their own songs or improvise a song around one they know.  <b>Reception</b> Explore and engage in music making and dance performing solo or in groups.	Listen to a sequence and clap/sing/play the sequence back.  Explore un-tuned percussion to represent familiar pictures (e.g. seaside)  Sequence sounds to create pattern/composition.  Help to create a simple melody using one, two, or three notes.	Listen to a sequence and clap/sing/play the sequence back using one or two notes.  Explore un-tuned percussion to represent a poem or story using musical sounds and patterns.  Help to create three simple melodies using one, three or five different notes.  Recognise how the notes of the composition can be written down.	Plan and create a section of music that can be performed within the context of a song.  Make musical decisions about pulse, rhythm, pitch, dynamics and tempo when composing.  Choose instruments to represent different sounds.	Plan and create a section of music and explore a range of instruments in the composition.  Make musical decisions about pulse, rhythm, pitch, dynamics and tempo when composing and reflect upon these choices after listening.  Record a composition in a way that shows the connection between sound and symbol.	Create simple melodies using up to five different notes.  Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.  Record a composition in any way that shows a connection between sound and symbol.	Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the song.  Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.  Record a composition in any way that shows a connection between sound and symbol
<b>Perform</b>	<b>Reception</b> Explore and engage in music making and dance performing solo or in groups.	Perform a song as a whole class.  Respond to hand signals for loud and quiet.  Perform a song as a whole class.  Record the performance and share their ideas for improvement.	Play instruments to accompany a song in a performance.  Record the performance and discuss what they were pleased with, what they would change and why.		Choose what to perform and create a programme.  Communicate your ideas, thoughts and feelings through a musical performance.  Record the performance and compare it to a previous performance.		Review the performance and evaluate it using musical terminology.

Musical Notation		<p>Interpret a sequence of visual symbols/pictures.</p> <p>Children decide on the symbols for sound in stories.</p> <p>Using symbols write down ideas as a pattern.</p> <p>Create and use symbols to show dynamics (loud/quiet)</p> <p>Use different symbols for different instruments.</p>	<p>Create a simple graphic score linked to a poem/story/picture and play from it.</p> <p>Begin to play from a graphic score (violins).</p> <p>Begin to learn the conventional symbols to write down music.</p>
Vocabulary	Sounds, perform, nursery rhymes, rhythm, pulse, beat, pitch, high, low,	rhythm, tempo, pulse, loud / quiet, fast / slow, perform, movement, repeat, interpret, sounds, pattern, notes, echo, mood, conductor, orchestra, pitch, dynamics, un-tuned, tuned, sound picture, percussion, sequence, compose, composition, describe, accompany, instruments, orchestra, choir	<p>As for KS1 plus:</p> <p>Dynamics, tempo, lyrics, melody. Chorus, verse, interlude, texture, harmony, unison, solo.</p> <p>As years 3 &amp; 4 plus:</p> <p>Arrangement, balance, chord, phrase, notation, ostinato, backing,</p>