Progression of skills for Music

Skills		EYFS	Key Stage 1	Key Stage 2
Singing	**Technique**		Basic posture with relaxed shoulders; Dynamic contrasts; Breathing to show phrases	Open mouth, relaxed jaw and clear pronunciation; Dynamic range
	Range	Range of a fifth; By ear	Range of a sixth; By ear	Range of an octave, with leaps
Playing an instrument	**Technique**		For classroom percussion: Basic posture; Dynamic contrast	Dynamic contrasts; Articulation contrasts; Phrasing
	Range	Rhythmic patterns; By ear	Limited range; Rhythmic patterns; By ear	Range of about an octave (or six chords); Rhythmic playing with at least three note lengths
Performing with others	**Ensemble**		Unison	Unison; Playing with a backing track
Composing (including improvising)	**Melody**		Free exploration of pitch and rhythm	Improvise an ostinato/riff (e.g. for an accompaniment); Improvise a melodic phrase (up to five pitches) within a structure
	Harmony		Explore combinations of sounds	Explore layering of rhythmic and/or melodic phrases
	Expression		Explore dynamic choices; Explore instrument choices	Indicate tempo
Aural *and* Theoretical Knowledge	**Rhythm**		Pulse (moving in time to the music) Simple rhythmic patterns aurally (identify & repeat)	4/4, bars and bar lines (strong and weak beats); Crotchets, paired quavers, minims, semibreves and rests
	Melody		High and Low	First five notes of a major scale on a clef

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	Harmony		Single or multiple sounds (instruments/voices/parts)	
	Form		Phrase (breathing points)	Simple structure (e.g. introduction, verse, chorus)
	Expression		Dynamics; Timbre of different instruments	Contrasting dynamics (forte/piano) and articulation (legato/staccato)
Evaluation	**Concepts**		Use of musical choices to create an effect Use of Graphic Score	How music concepts are used to reflect different intentions
	Context		Respond to different moods in music	How music reflects different cultural contexts; How venue and occasion influence performance and composition
	Improvements		Identify successful features	Suggest improvements for own and others work
Cultural Development (music studied including…)	**Traditional**	Children's songs and singing games from local, national and pupils' own heritages	Children's songs and singing games from local, national and pupils' own heritages	Traditional music from other parts of the world
	Classical			Music from Baroque, Classical and Modern periods
	Popular			Music from a fusion of styles inc. Jazz, Blues, Rock and Pop
Personal Development (through behaving as a musician)	**Making a contribution**	Perform to an audience	Perform to an audience	Support other artists (e.g. play or create music for a dance or drama performance
	Self-esteem	Perform with class in school assembly	Perform with class in school assembly	Perform a solo to class Perform in a group in a school assembly
	Independence			With teacher guidance, identify an aspect of performing or composing that could be improved through working at home.

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	Teamwork	Take turns	Take turns	Without teacher's help, work in a group to improve performance/composition
	Emotional	Show enjoyment of music	Show enjoyment of music	Recognise contrasting emotions through music (e.g. happy/sad)