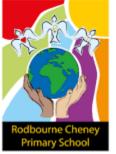
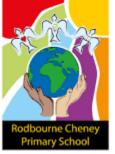
## Music Progression of skills



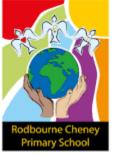
	EYFS Skills	KS1 Skills		KS2 Skills				
	Controlling Sour	nds through singing ar	nd playing (Play and P	Perform)				
Use voices expressively	Sing echo songs and perform movements to a steady beat. Explore singing at different speeds and pitch to create moods and feelings. Discover how to use the voice to create loud and soft sounds.	Use voices in different ways such as speaking, singing and chanting	Use voices expressively and creatively. To sing with the sense of shape of the melody	Sing songs in unison and two parts	To sing in unison, becoming aware of pitch.	To sing in unison maintaining the correct pitch and using increasing expression.	To sing in unison with clear diction, controlled pitch and sense of phrase	To sing in solo, unison and in parts with clear diction, controlled pitch and with sense of phrase
Play tuned and un-tuned instruments	Play instruments to a steady beat. Understand how to hold and play an instrument with care.	To create and choose sounds To perform simple rhythmical patterns, beginning to show an awareness of pulse.	To create and choose sounds for a specific effect. To perform rhythmical patterns and accompaniments, keeping a steady pulse.	To play tuned and un-tuned instruments with control and accuracy	To perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes.	To play and perform parts with an increasing number of notes, beginning to show musical expression by	To play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression.	To play and perform with accuracy, fluency, contro and expression



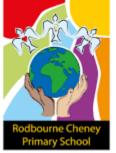
Rehearse and perform with others	Experiment performing songs and music together with body movements to a steady beat	To think about others when performing.	To think about others while performing	To practise, rehearse and present performances with an awareness of the audience	To think about others while performing.	changing dynamics. To think about others while performing.	To maintain my own part and be aware how the different parts fit together.	To think about the audience when performing and how to create a specific effect.
Creating and dev	eloping musical ic	leas (Create and Com	pose)					
Create musical patterns	Choose different instruments, including the voice, to create sound effects in play.	To know about and experiment with sounds	Repeat short rhythmic and melodic patterns	Improvise, developing rhythmic and melodic material when performing	To create simple rhythmical patterns that use a small range of notes	To create rhythmical and simple melodic patterns using an increased number of notes.	To create increasingly complicated rhythmic and melodic phrases within given	To create increasingly complicated rhythmic and melodic phrases within given
Explore, choose and organise sounds and musical ideas		To recognise and explore how sounds can be organised, To identify and organise sounds using simple criteria e.g. loud, soft, high low.	To Begin to explore and choose and order sounds using the inter-related dimensions of music*	Explore, choose, combine and organise musical ideas with musical structures	To begin to join simple layers of sound, e.g. a background rhythm and a solo melody.	To join layers of sound, thinking about musical dynamics of each layer and understanding the effect.	structures.	structures.



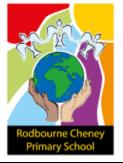
To describe, compare and evaluate different types of music using a range of musical vocabulary including the inter-related dimensions of music*.
evaluate different types of music using a range of musical vocabulary including the inter-related dimensions of
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a range of musical vocabulary including the inter-related dimensions of
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including the inter-related dimensions of
inter-related dimensions of
dimensions of
music*.
To evaluate the
success of own
and others
work,
suggesting
specific
improvements
based on
intended
outcomes and
comment on
how this could
be achieved.
a s i l c c r



Listening and ap	 plving knowledge	and understanding						
To listen with	Investigate a	To begin to	To identify and	To listen with	To listen with	To listen to and	To listen to and	To listen to,
concentration	variety of ways	identify simple	recognise	attention to	attention and	recall patterns	recall a range	internalise and
and recall	to create sound	repeated patterns	repeated patterns	detail and to	begin to recall	of sounds with	of sounds and	recall sounds
sounds within	with different	and follow basic	and follow a wider	internalise	sounds.	increasing	patterns of	and patterns of
increasing	materials.	musical	range of musical	and recall		accuracy.	sounds	sounds with
aural memory.		instructions.	instructions	sounds.			confidently.	accuracy and
	Explore the							confidence.
	different							
To know how	sounds	To begin to	To understand	To know how	To begin to	To understand	To begin to	To identify and
the combined	instruments	understand that	how musical	the combined	understand	how different	identify the	explore the
musical	make. Choose	musical elements	elements create	musical	how different	musical	relationship	relationship
elements of	an instrument	can be used to	different moods	elements of	musical	elements are	between	between
pitch, duration,	to create a	create different	and effects.	pitch,	elements are	combined and	sounds and	sounds and
dynamics,	specific sound.	moods and effects.		duration,	combined and	used	how music can	how music can
tempo,				dynamics,	used to create	expressively.	reflect	reflect
tembre,				tempo,	an effect.		different	different
texture and				timbre,			meanings.	meanings.
silence can be				texture and				
organised and				silence can be				
used				organised				
expressively				within musical				
within simple				structures and				
structures.				used to				
				communicate				
				different				
				moods and				
				effects.				



To understand that sounds can be made in different ways and described using given and invented signs and symbols.	To begin to represent sounds with simple sounds including shapes and marks.	To confidently represent sounds with a range of symbols, shapes or marks.	To know that music is produced in different ways and described through relevant established and invented notations.	To begin to recognise simple notations to represent music, including pitch and volume.	To understand and begin to use established and invented musical notations to represent music	To recognise and use a range of musical notations including staff notation.	To use and apply a range of musical notations including staff notation, to plan, revise and refine musical material.
To know how music is used for particular purposes	To listen to short, simple pieces of music and talk about when and why they may hear it. E.g: a lullaby or Wedding march	To listen to pieces of music and discuss where and when they may be heard explaining why using simple musical vocabulary. E.g. It's quiet and smooth so it would be good for a lullaby.	To understand how time and place can influence the way music is created.	To listen to and begin to respond to music drawn from different traditions and great composers and musicians.	To listen to, understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians.	To listen to a range of high quality, live and recorded music from different traditions, composers and musicians and begin to discuss their differences and how music may have changed over time	To develop an understanding of the history of music from different, cultures, traditions, composers and musicians evaluating how venue, occasion and purpose effects the way that music is created and performed.



\*Inter-related dimensions of music (dynamics):

PULSE: the steady beat of a piece of a piece of music

PITCH: the melody and the way the notes change from low to high and vice versa.

RHYTHM: or duration is the pattern of long and short sounds in a piece of music

DYNAMICS: Loud and soft TEMPO: Fast and slow

TIMBRE: The type of sound – whisper/hum/sing/talk (examples with the voice) or twinkly/hard/soft (examples with instruments)

TEXTURE: Layers of sound (number of instruments or voices playing together)

STRUCTURE: The way the music is laid out –e.g. Verse, chorus, verse.