

## Music Skills Progression

	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Listen and appraise	<ul style="list-style-type: none"> <li>✓ Responding to music with thoughts and feelings</li> </ul>	<ul style="list-style-type: none"> <li>✓ Learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Confidently identify and move to the pulse.</li> <li>✓ Think about what the words of a song mean.</li> <li>✓ Take it in turn to discuss how the song makes them feel.</li> <li>✓ Listen carefully and respectfully to other people's thoughts about the music.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Identify and move to the pulse with ease.</li> <li>✓ Think about the message of songs.</li> <li>✓ Compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</li> <li>✓ Listen carefully and respectfully to other people's thoughts about the music.</li> <li>✓ Talk about the musical dimensions working together in the Unit songs.</li> <li>✓ Talk about the music and how it makes you feel.</li> </ul>
Singing	<ul style="list-style-type: none"> <li>✓ Sing a song by heart</li> <li>✓ Learn a call and response song</li> </ul>	<ul style="list-style-type: none"> <li>✓ Learn about voices, singing notes of different pitches (high and low).</li> <li>✓ Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm.</li> <li>✓ Learn to start and stop singing when following a leader</li> </ul>	<ul style="list-style-type: none"> <li>✓ Sing in unison and in simple two-parts.</li> <li>✓ Demonstrate a good singing posture.</li> <li>✓ Follow a leader when singing.</li> <li>✓ Enjoy exploring singing solo.</li> <li>✓ Sing with awareness of being 'in tune'.</li> <li>✓ Have an awareness of the pulse internally when singing</li> </ul>	<ul style="list-style-type: none"> <li>✓ Sing in unison and to sing backing vocals.</li> <li>✓ Enjoy exploring singing solo.</li> <li>✓ Listen to the group when singing.</li> <li>✓ Demonstrate a good singing posture.</li> <li>✓ Follow a leader when singing.</li> <li>✓ Experience rapping and solo singing.</li> <li>✓ Listen to each other and be aware of how you fit into the group.</li> <li>✓ Sing with awareness of being 'in tune'.</li> </ul>

Playing	<ul style="list-style-type: none"> <li>✓ Play an instrument to a simple beat</li> <li>✓ Play a steady beat</li> </ul>	<ul style="list-style-type: none"> <li>✓ Treat instruments carefully and with respect.</li> <li>✓ Play a tuned instrumental part with the song they perform.</li> <li>✓ Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part).</li> <li>✓ Listen to and follow musical instructions from a leader.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Treat instruments carefully and with respect.</li> <li>✓ Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation.</li> <li>✓ Rehearse and perform their part within the context of the Unit song.</li> <li>✓ Listen to and follow musical instructions from a leader.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Play a musical instrument with the correct technique within the context of the Unit song.</li> <li>✓ Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.</li> <li>✓ Rehearse and perform their part within the context of the Unit song.</li> <li>✓ Listen to and follow musical instructions from a leader.</li> <li>✓ Lead a rehearsal session.</li> </ul>
Improvisation	<ul style="list-style-type: none"> <li>✓ Learn about the pulse / beat in a song</li> <li>✓ Tap a rhythm to accompany words</li> </ul>	<ul style="list-style-type: none"> <li>✓ Improvise using listen and clap back</li> <li>✓ Copy back using instruments. Use one note.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Improvise using instruments in the context of the song they are learning to perform</li> <li>✓ Copy back using instruments. Use one or two notes.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Improvise using instruments in the context of a song to be performed</li> <li>✓ Copy back using instruments. Use the three notes.</li> </ul>
Composition	<ul style="list-style-type: none"> <li>✓ Create own songs and improvise around ones we already know</li> <li>✓ Change the words to songs</li> </ul>	<ul style="list-style-type: none"> <li>✓ Help to create a simple melody using one, two or three notes.</li> <li>✓ Learn how the notes of the composition can be written down and changed if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Help create at least one simple melody using one or three different notes.</li> <li>✓ Plan and create a section of music that can be performed within the context of the unit song.</li> <li>✓ Talk about how it was created.</li> <li>✓ Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</li> <li>✓ Record the composition in any way appropriate</li> </ul>	<ul style="list-style-type: none"> <li>✓ Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</li> <li>✓ Explain the keynote or home note and the structure of the melody</li> <li>✓ Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</li> <li>✓ Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Performance</p>	<ul style="list-style-type: none"> <li>✓ Perform any of the nursery rhymes by singing and adding actions or dance.</li> <li>✓ Perform any nursery rhymes or songs adding a simple instrumental part</li> <li>✓ Performing in front of an audience</li> </ul>	<ul style="list-style-type: none"> <li>✓ Choose a song they have learnt and perform it.</li> <li>✓ Add their ideas to the performance.</li> <li>✓ Record the performance and say how they were feeling about it.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Choose what to perform and create a programme.</li> <li>✓ Communicate the meaning of the words and clearly articulate them.</li> <li>✓ Talk about the best place to be when performing and how to stand or sit.</li> <li>✓ Record the performance and say how they were feeling, what they were pleased with what they would change and why.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Choose what to perform and create a programme.</li> <li>✓ Communicate the meaning of the words and clearly articulate them.</li> <li>✓ Talk about the venue and how to use it to best effect.</li> <li>✓ Record the performance and compare it to a previous performance.</li> <li>✓ Discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</li> </ul>
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