

Progression of Skills

Listen and Appraise

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Can they say if they like or dislike a piece of music?</p> <p>Can they identify and distinguish environmental sounds?</p> <p>Can they begin to describe the sounds? (e.g. loud, quiet, high, low, fast, slow)</p> <p>Can they begin to express how music makes them feel?</p>	<p>Can they form an opinion to express how they feel about a piece of music?</p> <p>Can they recognise repeated patterns?</p> <p>Can they tell the difference between a fast and slow tempo, loud and quiet, and high and low sounds?</p> <p>Can they hear the pulse in a piece of music?</p> <p>Can they describe how sounds are made and changed?</p>	<p>Can they begin to associate sounds they hear with instruments?</p> <p>Are they able to recognise and name different instruments by sight?</p> <p>Can they verbally recall what they have heard with simple vocabulary – loud, soft, high, low?</p> <p>Can they begin to say what they like and dislike?</p>	<p>Can they describe music using appropriate vocabulary?</p> <p>Can they begin to compare different kinds of music?</p> <p>Can they use musical words (pitch, dynamics, tempo) to describe and give their opinion on a piece of music?</p> <p>Are they able to recognise a range of instruments by ear?</p>	<p>Can they explain why silence is used in a piece of music and say what effect it has?</p> <p>Can they describe and identify the different purposes of music?</p> <p>Can they use musical words (pitch, duration, dynamics, tempo) to describe a piece of music and composition?</p>	<p>Can they describe, compare and evaluate music using musical vocabulary?</p> <p>Can they contrast the work of established composers and show preferences?</p>	<p>Can they evaluate how the venue, occasion and purpose affects the way a piece of music is created?</p> <p>Can they compare and contrast the impact that different composers from different times will have had on the people of the time?</p>

Rhythm & Pulse

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Can they copy a simple clapped rhythm?</p> <p>Can they keep to time?</p>	<p>Can they perform a rhythm to a steady pulse?</p> <p>Can they repeat (short rhythmic and melodic) patterns?</p>	<p>Can they sing/play rhythmic patterns in contrasting dynamics; keeping to the pulse?</p> <p>Can they independently identify the pulse in a piece of music and tap along?</p> <p>Can they listen carefully to recall short rhythmic patterns?</p> <p>Can they sing/clap a pulse increasing or decreasing in tempo?</p>	<p>Can they sing/play rhythmic patterns in contrasting tempo; keeping to the pulse?</p> <p>Can they internalise the pulse in a piece of music?</p>	<p>Can they sing/play rhythmic patterns in contrasting tempo; keeping to the pulse?</p> <p>Can they play rhythmic patterns using a range of percussion instruments?</p>	<p>Can they sing/play rhythmic patterns in contrasting tempo and dynamics; keeping to the pulse?</p> <p>Can they play rhythmic patterns using a range of percussion instruments?</p>	<p>Can they sing/play rhythmic patterns with contrasting start and finish times; keeping to the pulse?</p>

Singing

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Can they use their voice to speak/sing/chant?</p> <p>Do they join in with singing?</p>	<p>Can they make a range of sounds with their voice?</p> <p>Can they use their voice to speak/sing/chant?</p> <p>Do they join in with singing?</p> <p>Can they sing simple songs within a small range?</p>	<p>Can they sing songs as an ensemble following the tune (melody) well?</p> <p>Can they sing loudly and quietly?</p> <p>Can they sing with varying tempo?</p>	<p>Can they understand the importance of a warm up?</p> <p>Do they know that phrases are where we breathe in a song?</p> <p>Do they sing songs from memory with increasing expression, accuracy and fluency?</p> <p>Do they modulate and control their voice when singing and pronounce the words clearly?</p> <p>Can they improvise (including call and response) within a group using the voice?</p>	<p>Can they continue to sing a broad range of unison songs with the range of an octave?</p> <p>Can they sing songs from memory with increasing expression, accuracy and fluency?</p> <p>Can they sing rounds and partner songs in different time signatures (2, 3 and 4 time)?</p>	<p>Can they sing a broad range of songs from an extended repertoire with a sense of ensemble and performance?</p> <p>Can they sing and use their understanding of meaning to add expression?</p> <p>Can they Sing three-part rounds, partner songs and songs with a verse and a chorus?</p>	<p>Can they begin to sing a harmony part?</p> <p>Can they sing in rounds?</p> <p>Can they Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir?</p> <p>Can they continue to sing three- and four-part rounds or partner songs, and experiment with positioning singers randomly within the group?</p>

Playing & Composing

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Can they make a range of sounds with instruments?	Can they make a range of sounds with instruments? Can they identify changes in sounds? Can they tell the difference between long and short sounds? Can they make a sequence of sounds for a purpose?	Can they order sounds to create a beginning, middle and end? Can they begin to compose short melodic patterns using two or three notes (tuned instruments/voice)? Can they create short, rhythmic patterns – sequences of long and short sounds?	Can they use simple structures (e.g. repetition and order) in a piece of music? Can they create repeated patterns using a range of instruments? Can they combine different sounds to create a specific mood or feeling? Can they begin to read and write musical notation? Can they use silent beats for effect (rests)?	Can they use notations to record and interpret sequences of pitches? Can they use notations to record compositions in a small group or on their own? Can they combine different inter-related dimensions of music (e.g. fast/slow, high/low, loud/soft) in their composition?	Can they begin to use standard (staff) notation? Can they use their notations to record groups of pitches (chords)? Can they choose the most appropriate tempo for a piece of music? Can they suggest improvements to their own or others' work?	Do they recognise that different forms of notation serve different purposes? Can they combine groups of beats? Can they use a variety of different musical devices in their composition? (e.g. melody, rhythms and chords) Can they refine and improve their work?

Improvising and Performing

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Can they clap short rhythmic patterns?</p> <p>Can they experiment with creating sounds with different instruments?</p>	<p>Can they clap short rhythmic patterns?</p> <p>Can they use instruments to perform a simple piece?</p> <p>Can they respond to musical indications about when to play or sing?</p> <p>Can they respond musically with increasing accuracy to a call (high/low, loud/soft, fast/slow) and keep a steady pulse?</p>	<p>Can they follow the melody using their voice or an instrument?</p> <p>Can they perform in an ensemble with instructions from the leader (e.g. hand signals to indicate pitch and duration of notes)?</p> <p>Can they play simple rhythmic patterns on an instrument?</p> <p>Do they have control when playing instruments?</p>	<p>Do they maintain a simple part within an ensemble?</p> <p>Can they play notes on tuned and un-tuned instruments with increasing clarity and accuracy?</p> <p>Can they collaborate to create a piece of music?</p>	<p>Can they perform a simple part of an ensemble rhythmically?</p> <p>Can they improvise using repeated patterns with increasing accuracy and fluency?</p>	<p>Can they perform 'by ear' and from simple notations?</p> <p>Can they improvise within a group using melodic and rhythmic phrases?</p> <p>Can they recognise and use basic structural forms e.g. rounds?</p> <p>Can they maintain their part whilst others are performing their part?</p>	<p>Can they begin to perform using notations?</p> <p>Can they take the lead in a performance?</p> <p>Can they take on a solo part?</p> <p>Can they provide rhythmic support?</p> <p>Can they perform parts from memory?</p>