

Music Progression of skills:

	Listening and responding	Singing	Playing and performing	Composing and notation
EYFS	<ul style="list-style-type: none"> Develop attention and concentration. Listen to a wide range of musical genres from a variety of cultures. Comment on what they like about a piece of music/how it makes them feel. Move appropriately to the music. Begin to clap to the beat of the music. Begin to clap back simple rhythms. 	<p>School Initiative: Learn songs linked to School Values/hymns.</p> <ul style="list-style-type: none"> Learn songs linked to learning – maths/ number songs, nursery rhymes etc. Begin to sing in tune and keep in time to the music. Create their own songs/tunes through play and reading (e.g. when a character sings in a story <i>The Smartest Giant in Town</i>). 	<ul style="list-style-type: none"> Explore and experiment with sounds (tuned and untuned percussion, our bodies, natural materials, everyday objects.) Explore how sounds can be changed. Perform songs they have learned to an audience 	<ul style="list-style-type: none"> Combine sounds with others. Make a sound with an instrument when shown an image of it.
Vocabulary:	<p>Pitch <i>melody, tune</i> <i>high, (getting) higher, going up</i> <i>low, (getting) lower, going down</i></p>	<p>Tempo <i>fast, (getting) faster</i> <i>slow, (getting) slower</i></p>	<p>Duration <i>pulse, beat</i> <i>start, stop</i> <i>long, longer, sustained</i> <i>short, shorter</i> <i>rhythm</i></p>	<p>Dynamics <i>loud, (getting) louder</i> <i>quiet, (getting) quieter</i></p>
	<p>Timbre <i>descriptive words such as:</i> <i>light, heavy, bright, hollow, dull, cold, warm, smooth, scratchy, chiming, clicking;</i> <i>words describing the qualities of sounds, such as:</i> <i>rattling, smooth, tinkling;</i> <i>words relating to sound production, such as:</i> <i>hitting, shaking, scraping</i></p>		<p>Structure <i>beginning – middle – end</i> <i>verse – chorus</i></p>	<p>Techniques <i>breathing</i> <i>posture</i> <i>singing, whispering, talking, humming</i> <i>blowing</i> <i>striking, hitting</i> <i>shaking</i></p>

<p>KS1</p>	<ul style="list-style-type: none"> Maintain attention and concentration. Listen to a wide range of musical genres from a variety of cultures and begin to recognise some (e.g. classical, African etc) Begin to recognise some instruments. Comment on the mood of the music and begin to comment how it affects the listener. Link to art/dance – shape and movement. Clap to the beat/keep the pulse of the music. Clap back simple rhythms accurately. Begin to sing back short melodic phrases. 	<p>School Initiative: Learn songs linked to School Values/hymns.</p> <ul style="list-style-type: none"> Sing confidently. Sing in tune following the melody. Sing in time to music and others. Begin to know when the right time to breath is. (e.g. end of a phrase) Begin to add expression. Begin to follow the direction of an adult (e.g. high/low changes from hand movements, louder/quieter) Begin to continue a part when singing in a round. (with an adult/older child as the leader) 	<ul style="list-style-type: none"> Explore different sound sources beginning to select the sound for a purpose – tuned and untuned percussion, our bodies, natural materials, everyday objects. Identify and name a variety of percussion instruments. Use percussion/clapping to keep the beat to songs or music. Perform together as part of a group to an audience. (Singing and percussion) Begin to improvise rhythmical patterns. 	<p><i>plucking, strumming</i></p> <ul style="list-style-type: none"> Compose a simple tune using 3 or 4 notes (singing or tuned percussion) Work as part of a small group/class and contribute ideas. Create sound effects for a picture or a story (consider how music can create a mood) Use symbols/pictures/patterns to represent their composition. (identifying instrument, long and short notes etc.)
<p>Vocabulary:</p>	<p>Pitch <i>melody, tune</i> <i>high, (getting) higher, going up</i> <i>low, (getting) lower, going down</i> <i>steps – jumps – slides</i></p>	<p>Tempo <i>fast, (getting) faster</i> <i>slow, (getting) slower</i></p>	<p>Duration <i>pulse, beat</i> <i>start, stop</i> <i>long, longer, sustained</i> <i>short, shorter, staccato</i> <i>rhythm</i></p>	<p>Dynamics <i>loud, (getting) louder</i> <i>quiet, (getting) quieter</i></p>
	<p>Timbre <i>descriptive words such as: light, heavy, bright, hollow, dull, cold, warm, smooth, scratchy, chiming, clicking;</i> <i>words describing the qualities of sounds, such as: rattling, smooth, tinkling;</i></p>	<p>Texture <i>solo</i> <i>duet</i> <i>ensemble</i> <i>few – many</i></p>	<p>Structure <i>beginning – middle – end</i> <i>phrase</i> <i>verse – chorus</i></p>	

	<i>words relating to sound production, such as: hitting, shaking, scraping</i>			
LKS2	<ul style="list-style-type: none"> Listen with attention to detail. Listen to a wide range of musical genres from a variety of cultures and begin to recognise some (e.g. classical, Jazz, African etc) Listen to pieces from significant composers and musicians. Recognise some instruments. Comment on the similarities and differences in pieces of music. Express their opinions about music using appropriate musical vocabulary. Confidently clap to the beat/keep the pulse of the music. Clap back more complex rhythms accurately. Sing back accurately short melodic phrases. 	<p>School Initiative: Learn songs linked to School Values/hymns.</p> <ul style="list-style-type: none"> Sing expressively. Sing in time to music and others. Know when the right time to breath is. (e.g. end of a phrase) Sing in tune songs with two or more parts. Begin to sing with good diction. Follow the direction of an adult (e.g. high/low changes from hand movements, louder/quieter) Continue a part when singing in a round. (with an adult/older child as the leader) 	<ul style="list-style-type: none"> Select instruments or objects to create a sound for a purpose (e.g. to create a mood, symbolise something that is happening in a story) Explore different combinations of pitch sounds. Identify and name a variety of percussion instruments and begin to recognise a wider range of instruments (from a range of musical genres and cultures) Use the correct technique to play instruments. Perform a repeated pattern to a steady pulse introduce ostinato. Perform together as part of a group taking on different roles. Perform with an awareness of different parts. Begin to perform in a solo context. Begin to learn to play a tuned instrument. 	<ul style="list-style-type: none"> Compose a simple tune using up to 8 notes. Compose music that has recognisable structure (beginning, middle and end) Create textures by combining sounds in different ways. Create music that describes contrasting moods/emotions Begin to explore and improvise using the pentatonic scale. Begin to recognise staff notation (crotchets, quavers, semibreves and crotchet rests) Begin to recognise some notes on a treble clef staff. Begin to evaluate and make improvements to compositions.
Vocabulary:	Pitch <i>melody, tune melodic phrase/pattern high, (getting) higher, going up</i>	Tempo <i>fast, (getting) faster slow, (getting) slower pulse different speeds</i>	Duration <i>steady pulse, beat start, stop long, longer, sustained short, shorter, staccato</i>	Dynamics <i>loud – forte getting louder – crescendo quiet – piano getting quieter - diminuendo</i>

	<p><i>low, (getting) lower, going down</i></p> <p><i>steps – jumps – slides</i></p> <p><i>staying the same,</i></p> <p><i>melodic ostinato drone</i></p> <p><i>pentatonic scale</i></p> <p><i>Note names A, B, C, etc.</i></p>		<p><i>rhythm, rhythmic patterns</i></p> <p><i>word rhythm, syllables</i></p> <p><i>rhythmic ostinato</i></p>	
	<p>Timbre</p> <p><i>descriptive words such as:</i></p> <p><i>light, heavy, bright, hollow, dull, cold, warm, smooth, scratchy, chiming, clicking;</i></p> <p><i>words describing the qualities of sounds, such as:</i></p> <p><i>rattling, smooth, tinkling;</i></p> <p><i>words relating to sound production, such as:</i></p> <p><i>hitting, shaking, scraping</i></p>	<p>Texture</p> <p><i>solo</i></p> <p><i>duet</i></p> <p><i>ensemble</i></p> <p><i>few – many</i></p> <p><i>combined</i></p>	<p>Structure</p> <p><i>beginning – middle – end</i></p> <p><i>phrase</i></p> <p><i>verse – chorus</i></p> <p><i>round</i></p> <p><i>repetition</i></p> <p><i>introduction</i></p> <p><i>interlude,</i></p> <p><i>ostinato bass</i></p> <p><i>drone</i></p> <p><i>melodic ostinato</i></p>	<p>Techniques</p> <p><i>breathing</i></p> <p><i>posture</i></p> <p><i>singing, whispering, talking,</i></p> <p><i>humming</i></p> <p><i>blowing</i></p> <p><i>striking, hitting</i></p> <p><i>shaking</i></p> <p><i>plucking, strumming</i></p>
	<p>Processes</p> <p><i>composing</i></p> <p><i>arranging</i></p> <p><i>rehearsing</i></p> <p><i>performing</i></p>			
UKS2	<ul style="list-style-type: none"> Listen with attention to detail commenting on the musical elements of a piece (tempo, dynamics, pitch, timbre etc) Listen to a wide range of musical genres from a variety of cultures and be able to name them (e.g. classical, African etc) and 	<p>School Initiative:</p> <p>Learn songs linked to School Values/hymns.</p> <ul style="list-style-type: none"> Sing expressively showing understanding of the context of the music. Sing in time to music and others confidently. Sing with increasing control of breathing, posture and sound projection. 	<ul style="list-style-type: none"> Identify and control different ways percussion instruments make sounds. Recognise and explore different combinations of pitch sounds. Explore and perform different types of accompaniment. Identify ways sounds are used to accompany a song. 	<ul style="list-style-type: none"> Compose more complex tunes with consideration of their audience. Add lyrics to a composition. Compose music that has recognisable structure (beginning, middle and end) and show variation in timbre and dynamics.

	<p>describe their characteristics.</p> <ul style="list-style-type: none"> • Associate composers and artists associated with those genres. • Recognise instruments being played in a wide variety of musical genres. • Comment on the similarities and differences in pieces of music and explain how composers and performers achieve this. • Express their opinions about music using appropriate musical vocabulary. • Confidently clap to the beat/keep the pulse of the music. • Clap back complex rhythms accurately. • Sing back accurately short melodic phrases. • Internalise short melodic phrases and play them on pitched percussion. 	<ul style="list-style-type: none"> • Confidently sing a song with two or more parts keeping in time and in tune. • Sing with good diction. • Rehearse with others and begin to have an awareness of improvisation with the voice. • Sing in a round taking the lead with younger children. 	<ul style="list-style-type: none"> • Use the correct technique to play instruments (percussion and others learned) • Perform an independent part keeping to a steady beat. • Perform in a solo and ensemble contexts. • Present performances with awareness of the audience and occasion. • Play a tuned instrument. 	<ul style="list-style-type: none"> • Explore, select and combine a range of different sounds to compose a soundscape. • Recognise staff notation (crotchets, quavers, semibreves and crotchet rests) • Recognise notes on a treble clef staff. • Read and play from music notation. • Record compositions using music notation. • Evaluate and make improvements to compositions.
Vocabulary:	<p>Pitch <i>melody, tune</i> <i>melodic phrase/pattern</i> <i>high, (getting) higher, going up</i> <i>low, (getting) lower, going down</i></p>	<p>Tempo <i>fast, (getting) faster</i> <i>slow, (getting) slower</i> <i>pulse</i> <i>different speeds</i></p>	<p>Duration <i>steady pulse, beat</i> <i>start, stop</i> <i>long, longer, sustained</i> <i>short, shorter, staccato</i> <i>rhythm, rhythmic patterns</i> <i>word rhythm, syllables</i></p>	<p>Dynamics <i>(moderately) loud – (mezzo) forte</i> <i>very loud – fortissimo</i> <i>getting louder – crescendo</i> <i>(moderately) quiet – (mezzo) piano</i></p>

<p><i>steps – jumps – slides</i> <i>staying the same,</i> <i>melodic ostinato drone</i> <i>pentatonic scale</i> <i>note names A, B, C, etc.</i> <i>interval</i> <i>unison, harmony, chord</i></p>		<p><i>rhythmic ostinato</i> <i>rest</i> <i>semibreve - four beats</i> <i>minim - two beats</i> <i>crotchet - one beat</i> <i>quaver - half-beat</i> <i>semiquaver - quarter-beat</i></p>	<p><i>very quiet - pianissimo</i> <i>getting quieter - diminuendo</i></p>
<p>Timbre <i>descriptive words such as:</i> <i>light, heavy, bright, hollow,</i> <i>dull, cold, warm, smooth,</i> <i>scratchy, chiming, clicking;</i> <i>words describing the</i> <i>qualities of sounds, such as:</i> <i>rattling, smooth, tinkling;</i> <i>words relating to sound</i> <i>production, such as:</i> <i>hitting, shaking, scraping</i> <i>attack, decay, accent</i></p>	<p>Texture <i>solo</i> <i>duet</i> <i>ensemble</i> <i>few – many</i> <i>combined</i></p>	<p>Structure <i>beginning – middle – end</i> <i>phrase</i> <i>verse – chorus</i> <i>round</i> <i>repetition</i> <i>introduction</i> <i>sections</i> <i>interlude</i> <i>ostinato bass</i> <i>drone</i> <i>melodic ostinato</i></p>	<p>Techniques <i>breathing</i> <i>posture</i> <i>singing, whispering, talking,</i> <i>humming</i> <i>blowing</i> <i>articulation, projection</i> <i>striking, hitting</i> <i>shaking</i> <i>plucking, strumming</i></p>
<p>Processes <i>improvising, composing</i> <i>arranging, notating,</i> <i>layering, accompaniment,</i> <i>rehearsing, performing</i></p>		<p>Contexts <i>culture, venue, time and place</i> <i>intentions, purpose, intended effect</i> <i>repertoire</i></p>	