

Progression of Skills in Music

	EYFS	KS1	LKS2	UKS2
To play and perform	<p>Play instruments to make a sound.</p> <p>Handle and play instruments with control.</p> <p>Perform together, following simple instructions.</p> <p>Recall and remember short songs with prompting from an adult.</p> <p>Join in when singing a song as a group.</p> <p>Sing a song as a group, broadly singing in time.</p> <p>Sing a melody at their own pitch.</p>	<p>Find their singing voice and use their voices confidently.</p> <p>Sing a melody accurately at their own pitch, beginning to control pitch (sing in tune).</p> <p>Sing with a sense of awareness of pulse and control of rhythm.</p> <p>Sing with an awareness of other performers.</p> <p>Follow pitch movements with their hands and use high, low and middle voices.</p> <p>Sing songs expressively.</p> <p>Handle and play instruments with control.</p> <p>Play instruments in different ways and create sound effects.</p> <p>Perform together and follow instructions that combine the musical elements.</p>	<p>Sing with confidence using a wider vocal range.</p> <p>Sing in tune, beginning to show awareness of other parts.</p> <p>Sing with awareness of pulse and control of rhythm.</p> <p>Recognise simple structures. (Phrases).</p> <p>Sing expressively with awareness and control at the expressive elements. E.g. timbre, tempo, dynamics.</p> <p>Understand how mouth shapes can affect voice sounds.</p> <p>Internalise sounds by singing parts of a song 'in their heads.'</p> <p>Perform a repeated pattern to a steady pulse.</p> <p>Begin to read staff notation – in conjunction with learning the ukulele.</p> <p>Perform with awareness of different parts.</p>	<p>Sing songs with increasing control of breathing, posture and sound projection.</p> <p>Sing songs in tune and with an awareness of other parts.</p> <p>Identify phrases through breathing in appropriate places.</p> <p>Sing with expression and rehearse with others.</p> <p>Sing a round in two parts and identify the melodic phrases and how they fit together.</p> <p>Internalise short melodies and play these on pitched percussion (play by ear).</p> <p>Play accompaniments with control and accuracy.</p> <p>Perform an independent part keeping to a steady beat.</p> <p>Perform and sing songs using staff notation.</p> <p>Present performances effectively with awareness of audience, venue and occasion.</p>
To improvise and compose	<p>Make different sounds by experimenting with ways of changing them.</p> <p>Play instruments to make a sound.</p>	<p>Identify the pulse and join in getting faster and slower together.</p> <p>Perform a rhythm to a given pulse.</p> <p>Begin to internalise and create rhythmic patterns.</p>	<p>Explore and perform different types of accompaniment.</p> <p>Explore and select different melodic patterns.</p> <p>Recognise and explore different combinations of pitch sounds.</p>	<p>Identify different starting points for composing music.</p> <p>Explore, select combine and exploit a range of different sounds to compose a soundscape.</p> <p>Identify and control different ways percussion instruments make sounds.</p>

	<p>Make music and dance using different tools, materials and techniques.</p>	<p>Accompany a chant or song by clapping or playing the pulse or rhythm.</p> <p>Make sounds and recognise how they can give a message.</p> <p>Create and choose sounds in response to a given stimulus.</p> <p>Identify how sounds can be changed.</p> <p>Change sounds to reflect different stimuli.</p> <p>Play instruments in different ways and create sound effects.</p> <p>Contribute to the creation of a class composition.</p> <p>Perform long and short, high and low, loud and soft sounds in response to symbols.</p> <p>Compose and perform using symbols and dot notation.</p> <p>Make scores using their own symbols. Choose sounds, and instruments carefully and make improvements to their own and others' work.</p>	<p>Select instruments to describe visual images.</p> <p>Choose instruments on the basis of internalised sounds.</p> <p>Create textures by combining sounds in different ways.</p> <p>Create music that describes contrasting moods/emotions.</p> <p>Compose music in pairs and make improvements to their own work.</p> <p>Improvise simple tunes based on the pentatonic scale.</p> <p>Create an accompaniment to a known song.</p> <p>Create descriptive music in pairs or small groups.</p> <p>Continue to compose and perform using symbols and dot notation. Begin to compose using note names and dot notation to represent rhythms.</p>	<p>Create different effects using combinations of pitched sounds.</p> <p>Use ICT to change and manipulate sounds.</p> <p>Begin to have an awareness of improvisation with the voice.</p> <p>Write lyrics to a known song.</p> <p>Compose a short song to own lyrics based on everyday phrases.</p> <p>Improvise rhythm patterns.</p> <p>Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition.</p> <p>Begin to compose using a variety of note names, dot notation and words/symbols to represent dynamics.</p> <p>Improve their work through analysis, evaluation and comparison.</p>
<p>To listen to and appreciate a wide range of music</p>	<p>Take part in a teacher-led activity, finding the pulse of shorter songs/pieces of music.</p> <p>Find sources of sound in the classroom.</p>	<p>Recall and remember short songs and sequences and patterns of sounds.</p> <p>Identify well defined musical features.</p> <p>Respond physically when performing, composing and appraising music.</p> <p>Identify the pulse in different pieces of music.</p> <p>Identify long and short sounds in music.</p>	<p>Create sequences of movements in response to sounds.</p> <p>Explore and choose different movements to describe animals.</p> <p>Demonstrate the ability to recognise the use of structure and expressive elements through dance.</p> <p>Identify phrases that could be used as an introduction, interlude and ending.</p>	<p>Listen to longer pieces of music and identify features.</p> <p>Identify different speeds of pulse (tempo) by clapping and moving.</p> <p>Identify the metre of different songs through recognising the pattern of strong and weak beats.</p> <p>Identify different moods and textures.</p>

	<p>Express whether or not they like a sound and why.</p> <p>Respond physically when performing and appraising music.</p>	<p>Identify and name classroom instruments.</p>	<p>Identify and recall rhythmic and melodic patterns.</p> <p>Identify repeated patterns used in a variety of music. (Ostinato).</p> <p>Analyse and comment on how sounds are used to create different moods.</p> <p>Identify ways sounds are used to accompany a song.</p>	<p>Identify how a mood is created by music and lyrics.</p>
<p>To understand the history of music</p>			<p>Recognise how music can reflect different intentions.</p>	