

Progression of MUSIC SKILLS in Primary Music

Listening & Appraising: listening to music, each other, responding & developing aural memory and vocabulary

Performing & Sharing: understanding rehearsal, ensemble & performance skills, following instructions, communicating feelings

Composing & Improvising: to choose, combine and organise patterns and musical ideas within musical structures, experiment with musical ideas

Music Notation: understand and be able to follow graphic and pictorial notation, standard notation and TAB where appropriate

EYFS

- maintain attention, concentrate and sit appropriately during an activity
- two-channelled attention – can 'listen and do' for short time span
- start and stop together
- make changes in their voices to express different moods & feelings
- call and response activities with un-tuned percussion instruments to introduce the concept of composing and improvisation
- create sounds to reflect images and as sound effects to a story e.g. bear hunt
- use patterns & symbols as a form of musical notation

YEAR 1

- listen to a variety of musical styles and genres: be able to discuss volume and speed (dynamics and tempo)
- be able to internalise the pulse using the body and movement
- can explain what they can see in their head when listening to music
- coordinate actions to go with songs
- follow simple signals: stop/start, get louder/softer and to keep in time
- sing songs in different styles conveying different moods (happy, sad, angry etc.) and with sense of enjoyment
- to play untuned percussion instruments within a group and as an individual
- to use untuned percussion timbres to perform expressive/descriptive music – soundscapes
- create metred rhythms using words and/or recognised notation (ta, te-te)
- create a class graphic score using shapes and pictures for voice and/or un-tuned percussion
- introduce rhythmic notation (ta, te-te & ssh)



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YEAR 2

- listen to a variety of music from different styles, traditions and periods in time
- start to recognise and identify very simple style indicators and instruments
- when listening, begin to use basic musical language to describe and respond to the music
- listen to and respect other people's ideas
- be able to discuss simple dimensions of music when listening: pulse, rhythm, tempo, pitch, dynamics
- convey the mood or meaning of songs
- demonstrate some confidence in performing as a group and as an individual
- to play instruments with a sense of control and incorporate certain aspects of the interrelated dimensions – dynamics, rhythm and pulse
- experiment with sounds in a graphic score, include sequencing, patterns and ostinato, may also include tuned percussion
- follow a conductor (adult or child led) to play un-tuned instruments or while singing
- introduce the use of rap writing as a composition tool
- rhythmic notation ta, te-te, ta-ah & ssh (Crotchet Quaver, Minim, Rest) understanding high and low on standard stave and barlines

YEAR 3

- display a confident understanding of pulse when listening to music
- be able to identify musical instruments with increased accuracy
- begin to place when music was written: understanding of a timeline (linked with historical reference within the curriculum)
- listen to others and incorporate peer assessment as a positive learning tool
- listen with attention to detail and recall sounds with increasing aural memory
- compose words and actions to go with songs
- follow simple hand directions from a leader, child or teacher
- perform with an awareness of others
- to play all instruments with the correct basic technique concentrating on producing a good confident sound
- to play music from a wide range of notations
- to introduce the concept of improvisation and to encourage pupils to express themselves outside the constraints of formalised notation
- compose pieces within a given structure (i.e. beginning, middle and end)
- revise and include the elements of music to enhance a composition (e.g. add dynamics, change the tempo, structure, timbre etc.)
- revise standard notation, introduce tiki-tiki (semi-quavers)
- compose simple rhythmical patterns using standard notation and identify pitches by name
- introduce other types of notation e.g. Tab (instrument specific), dynamic notation e.g. P & F etc. also any instrument specific notation required at this level e.g. bow marks, and introduce repeat markings



YEAR 4

- listen with increasing concentration to a variety of music from different styles, traditions and times
- place music in its historical & world context
- begin to identify different style indicators
- embedding of musical language, describing music and feelings towards it
- sing confidently as part of a small group or solo being aware of posture and good diction
- perform to an audience of adults, an assembly or other classes with increasing confidence
- perform with correct technique on instruments or vocally, and be more aware of the expressive nature of music
- to be a more reflective performer and use self-assessment as a learning tool
- make conscious decisions to select and combine layers in a composition, pitch, form, dynamics etc.
- create own graphic scores and be able to follow other notations
- embed stave notation in these other score types, introduce new score markings e.g. DS al coda etc.

YEAR 5

- display an increased understanding of the historical and world context when listening to music
- compare and contrast two pieces of music, referencing instrumentation and style
- pupils start to build up their own opinions on style of music and be able to vocalise them
- have an understanding of the differences between live & recorded performances & their purposes
- sing songs in a wide variety of styles, showing accuracy and expression
- sing as part of a three-part round: sing a second or third part with increasing confidence
- perform a song or instrumental piece showing an awareness of phrasing and the shape of the melody
- to perform as an ensemble and independently with increasing confidence and accuracy
- perform within live and recorded (audio and filmed) settings
- review and appraise own compositions/improvisation and be able to suggest improvements
- extend notation by introducing compound notation, beam groupings etc.
- introduce alternative clefs where appropriate to the instrument

YEAR 6

- place music in its historical and world context with increased accuracy and musical vocabulary
- perform from memory with attention to phrasing, dynamics, fluency, expression and accuracy of pitch
- be a confident performer within whole class, small group and solo performances
- compose with an awareness of the uniqueness and/or limitations of the instruments/voices used
- actively listen to others and reflect on what went well and what could be improved
- be confident with self-reflection with performing, improvising and composing
- use typical compositional devices from specific cultures and areas of the world
- promote deeper learning, add odd time signatures such as 5/4
- embed staff notation, be able to identify mistakes

