Holyport C.E. Primary School
Music Skills Progression EYFS – Year 6

Children will be taught…

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To play a musical instrument	Whole class tuned instruments taught in specific year groups:			Y3 Recorders Y4 Ocarinas		Y5 Violins (In2Music) Y6 Glockenspiels	
	Untuned percussion taught across the school – developing learning about timbre, rhythm, dynamics, tempo, texture and structure. Voice taught in weekly singing assemblies. This includes using voice in different ways, singing in parts and reading manuscript (Singup!).						
Performing – Singing	a. sing a simple melody in tune b. change voices to show how feeling or to suit characters, e.g. grumpy or a witch c. sing showing contrasting quiet and loud dynamics d. recognise call-and-response structure and sing each part	a. sing with good diction b. begin to be able to sing in tune songs with a limited range c. sing in time to a steady beat	a. sing with good diction b. begin to be able to sing in tune songs with a limited range c. sing in time to a steady beat	a. sing with good diction b. sing in tune songs with a limited range c. sing a song with two or more parts d. perform with expression e. use correct technique to play instruments	a. sing with good diction b. sing in tune songs with a limited range c. sing a song with two or more parts d. perform with expression e. use correct technique to play instruments	a. sing with good diction b. sing in tune c. sing a song with two or more parts, showing confidence at being able to maintain tempo and pitch d. perform with accuracy and expression, showing an understanding of the context of the music e. use correct technique to play instruments with improved confidence and accuracy	a. sing with good diction b. sing in tune c. sing a song with two or more parts, showing confidence at being able to maintain tempo and pitch d. perform with accuracy and expression, showing an understanding of the context of the music e. use correct technique to play instruments with improved confidence and accuracy
Performing - Instruments	a. mark the pulse with body percussion b. play simple accompaniments on tuned or untuned percussion c. play showing contrasting quiet and loud dynamics	a. name a variety of instruments b. perform with a good sense of beat and rhythm c. perform together in an ensemble d. change the tempo or dynamics while playing an instrument	a. name a variety of instruments b. perform with a good sense of beat and rhythm c. perform together in an ensemble d. change the tempo or dynamics while playing an instrument *Make and control long and short sounds using voices and instruments.	*Improvise (including call and response) within a group using 1 or 2 notes.	*Improvise (including call and response) within a group using 1 or 2 notes.	*Improvise on own with increasing aural memory. *Improvise using the 5 notes of the pentatonic scale.	*Improvise on own with increasing aural memory. *Improvise using the 5 notes of the pentatonic scale.

Listening & Appraising	a. to recognise a melody that rises and falls	a. begin to recognise different genres of music b. begin to recognise instruments being played in a piece of music c. express their opinion about pieces of music *identify the beat in a tune *Choose sounds to represent different things (ideas, thoughts, feelings, moods etc)	a. begin to recognise different genres of music b. begin to recognise instruments being played in a piece of music c. express their opinion about pieces of music *identify the beat in a tune *Recognise changes in timbre, dynamics, tempo and pitch	a. find the beat in a piece of music b. explain the tempo, dynamics and duration of a piece of music c. recognise a range of music genres; recognise instruments being played in a piece of music d .express their opinion about pieces of music using appropriate musical vocabulary e. discuss similarities and differences in pieces of music *Identify where music works well / needs improving *Identify orchestral family timbres	a. find the beat in a piece of music b. explain the tempo, dynamics and duration of a piece of music c. recognise a range of music genres; recognise instruments being played in a piece of music d .express their opinion about pieces of music using appropriate musical vocabulary e. discuss similarities and differences in pieces of music *Identify where music works well / needs improving *Identify orchestral family timbres	Pupils should be taught to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. a. recognise a range of music genres (including from around the world) and describe their characteristics b. name a variety of composers and artists associated with different genres of music c. recognise instruments being played in a piece of music d. express their opinion about pieces of music using appropriate musical vocabulary e. discuss similarities and differences in pieces of music and explain how composers and performers achieve this *Use words to identify strengths and weaknesses in own and others' music. *Use knowledge of how lyrics reflect cultural context and have social meaning to enhance own compositions.	Pupils should be taught to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. a. recognise a range of music genres (including from around the world) and describe their characteristics b. name a variety of composers and artists associated with different genres of music c. recognise instruments being played in a piece of music d. express their opinion about pieces of music using appropriate musical vocabulary e. discuss similarities and differences in pieces of music and explain how composers and performers achieve this *Use words to identify strengths and weaknesses in own and others' music. *Use knowledge of how lyrics reflect cultural context and have social meaning to enhance own compositions.
Composing	a. think up new actions and perform them in a song b. improvise an accompaniment using untuned percussion and sound makers	a. compose a simple tune using three or four notes b. create sound effects for a picture or story, thinking about how music can create a mood	a. compose a simple tune using three or four notes b. create sound effects for a picture or story, thinking about how music can create a mood	a. compose a tune using eight notes b. compose music that has a recognisable structure (beginning, middle and end) c. create repeated patterns with a range of instruments. d. use drones as accompaniments. e. devise non-standard symbols to indicate when to play and rest when composing. *effectively choose, order and combine sounds *create (dotted) rhythmic patterns with awareness of timbre and duration	a. compose a tune using eight notes b. compose music that has a recognisable structure (beginning, middle and end) c. create repeated patterns with a range of instruments. d. use drones as accompaniments. e. devise non-standard symbols to indicate when to play and rest when composing. *effectively choose, order and combine sounds *create (dotted) rhythmic patterns with awareness of timbre and duration	a. create more complex tunes, thinking about their audience b. add lyrics to a composition c. compose music that has a recognisable structure (beginning, middle and end) that shows variation in timbre and dynamics d. create rhythmic patterns with an awareness of timbre and duration. *identify where to place emphasis and accents in a song to create effects (duration) *combine all musical dimensions	a. create more complex tunes, thinking about their audience b. add lyrics to a composition c. compose music that has a recognisable structure (beginning, middle and end) that shows variation in timbre and dynamics d. create rhythmic patterns with an awareness of timbre and duration. *identify where to place emphasis and accents in a song to create effects (duration) *combine all musical dimensions
Transcribing - Notation		a. write down their compositions using symbols, pictures or patterns	a. write down their compositions using symbols, pictures or patterns	a. recognise crotchets, quavers, semibreves and crotchet rests b. begin to be able to recognise some notes on a treble clef staff *Recognise minims *Understand beats in a bar and recognise 4/4 time	a. recognise crotchets, quavers, semibreves and crotchet rests b. begin to be able to recognise some notes on a treble clef staff *Recognise minims *Understand beats in a bar and recognise 4/4 time	a. recognise crotchets, quavers, minims, semibreves, crotchet and quaver rests b. recognise notes on a treble clef staff c. understand that notes are positioned differently on a bass clef d. read, and play from, music notation e. record their own compositions using music notation *Use and understand simple time signatures, including 4/4 and 3/4 time. * Understand that the pitch of a note changes when you add a # (sharp) or ♭ (flat) symbols.	a. recognise crotchets, quavers, minims, semibreves, crotchet and quaver rests b. recognise notes on a treble clef staff c. understand that notes are positioned differently on a bass clef d. read, and play from, music notation e. record their own compositions using music notation *Use and understand simple time signatures, including 4/4 and 3/4 time. * Understand that the pitch of a note changes when you add a # (sharp) or ♭ (flat) symbols.

Knowledge of Music	a. use and understand the words fast/slow and loud/quiet to describe a piece of music b. understand what call-and-response means c. understand that untuned percussion instruments are played by blowing, shaking or tapping	a. use and understand the words high/low, fast/slow and loud/quiet to describe a piece of music b. understand that untuned percussion instruments are played by blowing, shaking or tapping c. understand the terms verse and chorus in a song	a. use and understand the words high/low, fast/slow and loud/quiet to describe a piece of music b. understand that untuned percussion instruments are played by blowing, shaking or tapping c. understand the terms verse and chorus in a song	a.name some composers and genres of music from different eras b. understand the terms duration, timbre, pitch, beat, tempo and use of silence to describe music c. understand the difference between pulse and rhythm *Describe different purposes of music in history / other cultures	a.name some composers and genres of music from different eras b. understand the terms duration, timbre, pitch, beat, tempo and use of silence to describe music c. understand the difference between pulse and rhythm *Describe different purposes of music in history / other cultures.	a. name some composers and genres of music from different eras b. name different musical periods. c. choose from a wide range of musical vocabulary they have developed to accurately describe and appraise music. d. understand what an ostinato is *Describe different purposes of music in history / other cultures.		a. name some composers and genres of music from different eras b. name different musical periods. c. choose from a wide range of musical vocabulary they have developed to accurately describe and appraise music. d. understand what an ostinato is *Describe different purposes of music in history / other cultures.	
Including Key Vocabulary	**Key Vocabulary:** -fast, slow, -long, short -high, low -call and response *black denotes vocabulary from the previous academic year *green denotes new vocabulary for that academic year	**Key Vocabulary:** -fast, slow, -long, short -high, low -call and response -verse and chorus -beat -rest -percussion	**Key Vocabulary:** -fast, slow, -long, short -high, low -call and response -verse and chorus -tempo -dynamics -pitch -beat -rest -percussion	**Key Vocabulary:** -beat -tempo -dynamics -pitch -pulse -rhythm -duration -timbre -compose -melody -duration -tempo -rest -notation -improvise -round -beat -crotchet -quaver -semibreve -crotchet rests -minim -stave -bar -allegro (fast) -adagio (slow) -forte (loud) -piano (quiet)	**Key Vocabulary:** -beat -tempo -dynamics -pitch -pulse -rhythm -duration -timbre -compose -melody -duration -tempo -rest -notation -improvise -round -beat -major -minor -crotchet -quaver -semibreve -crotchet rests -minim -stave -bar - allegro (fast) - adagio (slow) - forte (loud) -piano (quiet) -crescendo (getting louder) -decrescendo (getting quieter) -accelerando (getting faster) -rallentando (getting slower) -legato (smooth) -staccato (detached)	**Key Vocabulary:** -beat -tempo -dynamics -pitch -pulse -rhythm -duration -timbre -compose -melody -duration -tempo -rest -notation -improvise -round -beat -major -minor -crotchet -quaver -semibreve -crotchet rests -minim -stave -bar - allegro (fast) - adagio (slow) - forte (loud) -piano (quiet) -crescendo (getting louder) -decrescendo (getting quieter) -accelerando (getting faster) -rallentando (getting slower) -legato (smooth) -staccato (detached)	-pentatonic scale -fortissimo (very loud) -pianissimo (very quiet) -mezzo forte (moderately loud) -mezzo piano (moderately quiet) -drone -ostinato -harmony -accompaniment -solo -unison -time signature -treble clef -scale -sharp -flat	**Key Vocabulary:** -beat -tempo -dynamics -pitch -pulse -rhythm -duration -timbre -compose -melody -duration -tempo -rest -notation -improvise -round -beat -major -minor -crotchet -quaver -semibreve -crotchet rests -minim -stave -bar - allegro (fast) - adagio (slow) - forte (loud) -piano (quiet) -crescendo (getting louder) -decrescendo (getting quieter) -accelerando (getting faster) -rallentando (getting slower) -legato (smooth) -staccato (detached)	-pentatonic scale -fortissimo (very loud) -pianissimo (very quiet) -mezzo forte (moderately loud) -mezzo piano (moderately quiet) -drone -ostinato -harmony -accompaniment -solo -unison -time signature -treble clef -scale -sharp -flat -chord -acapella -syncopated
	•listen with concentration and understanding to a range of high-quality live and recorded music.			• develop and understanding of music history (see *Model Music Curriculum: Key Stages 1 and 2*) • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and cultures and from great composers and musicians (see *Model Music Curriculum: Key Stages 1 and 2*)					
	•develop vocabulary to identify and discuss common musical instruments including an understanding of how they are used, classified and the varied sounds they can produce (see *Model Music Curriculum: Key Stages 1 and 2*)								