



Music Skills Progression Map	EYFS	Year 1	Year 2	Year 3	Year 4
<b>Performance</b>	<ul style="list-style-type: none"> <li>- Use voices to speak, sing or chant</li> <li>- Join in with singing</li> <li>- Clap short rhythmic patterns</li> <li>- Experiment with creating sounds with different instruments</li> </ul>	<p>As EYFS and including...</p> <ul style="list-style-type: none"> <li>- Use instruments to perform a simple piece</li> <li>- Follow instructions on how and when to sing/play an instrument</li> <li>- Take notice of others when performing</li> <li>- Respond musically with increasing accuracy to a call (high/low, loud/soft, fast/slow) and keep a steady pulse</li> </ul>	<ul style="list-style-type: none"> <li>- Follow the melody using the voice or an instrument</li> <li>- Sing songs as part of an ensemble following the tune (melody) well</li> <li>- Perform in an ensemble with instructions from the leader (e.g. hand signals to indicate changes in pitch, dynamics, durations etc)</li> <li>- Play simple rhythmic patterns on an instrument</li> <li>- Sing or clap a pulse increasing or decreasing in tempo</li> <li>- Have increased control when playing instruments</li> <li>- Perform musical patterns keeping a steady pulse</li> </ul>	<ul style="list-style-type: none"> <li>- Sing songs from memory with increasing expression, accuracy and fluency</li> <li>- Sing as part of a round</li> <li>- Maintain a simple part within an ensemble</li> <li>- Modulate and control their voice when singing and articulate the words clearly</li> <li>- Play notes on tuned and un-tuned instruments with increasing clarity and accuracy</li> <li>- Improvise (including call and response) within a group using the voice</li> <li>- Collaborate to create a piece of music</li> </ul>	<ul style="list-style-type: none"> <li>- Perform in a group and alone using voices and instruments</li> <li>- Sing in a round or canon</li> <li>- Perform a simple part of an ensemble rhythmically</li> <li>- Sing songs from memory with increasing expression, accuracy and fluency</li> <li>-Improvise using repeated patterns with increasing accuracy and fluency</li> </ul>
<i>Children may progress on to ...</i>	<ul style="list-style-type: none"> <li>- Perform a simple rhythm</li> </ul>	<ul style="list-style-type: none"> <li>- Perform a rhythm to a steady pulse</li> </ul>	<ul style="list-style-type: none"> <li>- Understand the importance of a warm up</li> <li>- Sing or play rhythmic patterns with contrasting dynamics whilst keeping to a steady pulse</li> </ul>	<ul style="list-style-type: none"> <li>- Sing or play rhythmic patterns in contrasting tempo whilst keeping to the pulse</li> </ul>	<ul style="list-style-type: none"> <li>- Use selected pitches simultaneously to produce simple harmonies</li> </ul>



<h2>Composition</h2>	<ul style="list-style-type: none"> <li>- Make a range of sounds with the voice</li> <li>- Make a range of sounds with instruments</li> <li>- Represent sounds pictorially</li> </ul>	<p>As above and including...</p> <ul style="list-style-type: none"> <li>- Identify changes in sounds</li> <li>- Recognise the difference between long and short notes</li> <li>- Represent sounds pictorially</li> <li>- Make a sequence of sounds for a purpose</li> </ul>	<ul style="list-style-type: none"> <li>- Order sounds to make a beginning, middle and end</li> <li>- Represent sounds pictorially with increasing relevance</li> <li>- Choose sounds to achieve an effect (including using ICT)</li> <li>- Begin to compose short melodic patterns using two or three notes (tuned instruments/voice)</li> <li>- Create short, rhythmic patterns – sequences of long and short sounds</li> <li>- Become increasingly selective in the control used on an instrument in order to create an intended effect</li> <li>- Create their own symbols to represent sounds</li> <li>- Choose sounds to create an effect on the listener</li> </ul>	<ul style="list-style-type: none"> <li>- Create repeated patterns using a range of instruments</li> <li>- Combine different sounds to create a specific mood or feeling</li> <li>- Understand how the use of tempo can provide contrast within a piece of music</li> <li>- Begin to read and write musical notation</li> <li>- Effectively choose, order, combine and control sounds to create different textures</li> <li>- Use silence for effect (rests)</li> <li>- Combine different inter-related dimension of music (e.g. fast/slow, high/low, loud/soft) in their composition</li> </ul>	<ul style="list-style-type: none"> <li>- Use notations to record and interpret sequences of pitches</li> <li>- Use notations to record compositions in a small group or on their own</li> <li>- Use notation in a performance</li> <li>- Improvise and compose music for a range of purposes controlling and describing musical qualities</li> </ul>
<p><b>Children may progress on to ...</b></p>	<ul style="list-style-type: none"> <li>- Begin to sequence sounds to create a rhythm or beat</li> <li>- Repeat short rhythmic or melodic patterns</li> <li>- Begin to read pictorial representations of music e.g.</li> </ul>	<ul style="list-style-type: none"> <li>- Repeat short rhythmic and/or melodic patterns</li> <li>- Give a reason for choosing an instrument</li> </ul>	<ul style="list-style-type: none"> <li>- Use simple structures in a piece of music (e.g. repetition and order)</li> <li>- Know that phrases are where we breathe in a song</li> </ul>	<ul style="list-style-type: none"> <li>- Create accompaniments for melodies</li> <li>- Compose a simple piece of music that they can recall to use again</li> </ul>	<ul style="list-style-type: none"> <li>- Explore and use sets of pitches, e.g. 4 or 5 note scales</li> <li>- Demonstrate how dynamics can be used to provide contrast</li> </ul>



	<i>colour coded bells, music story maps</i>			- Understand metre in 4 beats; then 3 beats	
<b>Listening and Applying Knowledge and Understanding</b>	<ul style="list-style-type: none"> <li>- Say whether they like or dislike a piece of music</li> <li>- Identify and distinguish environmental sounds</li> <li>- Begin to describe sounds (e.g. loud, quiet, high, low, fast, slow)</li> <li>- Begin to express how much makes them feel</li> </ul>	<ul style="list-style-type: none"> <li>- Form an opinion to express how they feel about a piece of music</li> <li>- Recognise repeated patterns</li> <li>- Recognise the difference between a fast and slow tempo, loud and soft, high and low sounds</li> <li>- Hear the pulse in a piece of music</li> <li>- Tell the difference between loud and soft sounds</li> <li>- Describe how sounds are made and changed</li> <li>- Respond to different moods in music and say how a piece of music makes them feel</li> </ul>	<ul style="list-style-type: none"> <li>- Identify particular features when listening to music</li> <li>- Begin to associate sounds they hear with instruments</li> <li>- Independently identify the pulse in a piece of music and tap along</li> <li>- Listen carefully to recall short rhythmic patterns</li> <li>- Begin to recognise changes in timbre, dynamics and pitch</li> <li>- Recognise and name different instruments by sight</li> <li>- Evaluate and improve their own work and give reasons</li> <li>- Listen to simple inter-related dimensions of music</li> <li>- Verbally recall what they have heard with simple vocabulary – loud, soft, high, low etc</li> <li>- Begin to say what they like and dislike</li> </ul>	<ul style="list-style-type: none"> <li>- Use musical vocabulary (pitch, duration, dynamics, tempo) to describe and give their opinion of music</li> <li>- Evaluate and improve their work, explaining how it has improved using success criteria</li> <li>- Understand that music can be played or listened to for a variety of purposes ( including different cultures and periods in history)</li> <li>- Recognise a range of instruments by ear</li> <li>- Internalise the pulse in a piece of music</li> <li>- Identify the features within a piece of music</li> <li>- Begin to compare different kinds of music</li> <li>- Recognise differences between music of different times and cultures</li> </ul>	<ul style="list-style-type: none"> <li>- Explain why silence is used in a piece of music and say what effect it has</li> <li>- Start to identify the character of a piece of music</li> <li>- Describe and identify the different purposes of music</li> <li>- Use a wider range of musical vocabulary (pitch, duration, timbre, dynamics, tempo, structure) to describe a piece of music and composition</li> <li>- Recognise how the inter-related dimensions of music are used by composers to create different moods and effects</li> <li>- Understand the cultural and social meaning of lyrics</li> <li>- Appreciate harmonies, drone, ostinato</li> </ul>



## Music Progression Map

					<ul style="list-style-type: none"> <li>- Explore ways in which sounds are combined towards a certain effect</li> <li>- Understand the relationship between lyrics and melody</li> <li>- Listen to live music and evaluate its impact</li> </ul>
<b><i>Children may progress on to ...</i></b>	<ul style="list-style-type: none"> <li>- Identify reasons why they like some music more than others</li> </ul>	<ul style="list-style-type: none"> <li>- Identify what different sounds represent and give a reason why</li> <li>- Identify texture – identifying whether there is more than one sound at the same time</li> <li>- Identify musical structure in a piece of music (verse/chorus etc)</li> </ul>	<ul style="list-style-type: none"> <li>- Recognise whether a change (e.g. pitch, tempo, dynamics, texture or timbre) is gradual or sudden and describe its effect</li> </ul>	<ul style="list-style-type: none"> <li>- Recognise changes in sounds that move incrementally and more dramatically</li> <li>- Compare repetition, contrast and variation within a piece of music</li> </ul>	<ul style="list-style-type: none"> <li>- Identify how a change in timbre can change the effect of a piece of music</li> </ul>