



Progression of skills – Music

Knowledge (National Curriculum)

Perform (including singing)

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.

Listen and appraise

- Listen with concentration and understanding to a range of high-quality live and recorded music.

Explore and compose

- experiment with, create, select and combine sounds using the inter-related dimensions of music.

Instruments

- play tuned and untuned instruments musically.

	EYFS	Year 1	Year 2	End of key stage expectation
Performing (including singing)	<p>Can I use my voice to join in with well-known songs from memory?</p> <p>Can I remember and maintain my role within a group performance?</p> <p>Can I move to the music with instruction to perform actions?</p> <p>Can I stop and start playing at the right time?</p>	<p>Can I use my voice expressively to speak and chant?</p> <p>Can I sing short songs from memory, maintaining the overall shape of the melody and keep in time?</p> <p>Can I maintain the pulse (play on the beat) using hands, and tuned and untuned instruments?</p> <p>*Can I respond to simple musical instructions such as tempo and dynamic changes as part of a class performance?</p>	<p>*Can I use my voice expressively when singing, including the use of basic dynamics (loud and quiet)?</p> <p>Can I sing short songs from memory, with melodic and rhythmic accuracy?</p> <p>Can I copy longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse?</p> <p>*Can I perform expressively using dynamics and timbre to alter sounds as appropriate?</p>	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p>

*Also forms part of the 'Inter-related dimensions of music' strand.



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		Can I perform from a graphic notation?	Can I sing back short melodic patterns by ear playing short melodic patterns from letter notation?	
Listen and appraise	<p>*Can I respond to music through movement, altering movement to reflect the tempo, dynamics or pitch of the music?</p> <p>Can I explore the lyrics by suggesting appropriate actions?</p> <p>Can I explore the story behind the lyrics or music?</p> <p>Can I listen to and follow a beat using body percussion and instruments?</p> <p>*Can I consider whether a piece of music has a fast, moderate or slow tempo?</p> <p>Can I listen to the sounds and match them to the object or instrument?</p> <p>Can I listen to sounds and identify a high and low pitch?</p> <p>Can I listen to and repeat a simple rhythm?</p>	<p>Can I recognise and understand the difference between pulse and rhythm?</p> <p>*Can I understand that different types of sounds are called timbres?</p> <p>*Can I recognise basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower)?</p> <p>Can I describe the character, mood, or story of the music they listen to, both verbally and through movement?</p> <p>Can I describe the differences between two pieces of music?</p> <p>Can I express a basic opinion about music (like/dislike)?</p> <p>Can I listen to repeat short, simple rhythmic patterns?</p>	<p>*Can I recognise timbre changes in music I listen to?</p> <p>Can I recognise structural features in music I listen to?</p> <p>Can I listen to and recognise instrumentation?</p> <p>*Can I begin to use musical vocabulary to describe music?</p> <p>Can I identify melodies that move in steps?</p> <p>Can I listen to and repeat a short, simple melody by ear?</p> <p>Can I suggest improvements to my own and other's work?</p>	<p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p>

*Also forms part of the 'Inter-related dimensions of music' strand.



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	<p>Can I listen to and repeat simple lyrics?</p> <p>Can I understand that different instruments make different sounds and group them accordingly?</p>	<p>Can I listen to and respond to other performers by playing as a part of a group?</p>		
Explore and compose	<p>Can I play untuned percussion 'in time' with a piece of music?</p> <p>Can I select classroom objects to use as instruments?</p> <p>Can I experiment with body percussion and vocal sounds to respond to music?</p> <p>Can I select appropriate instruments to represent action and mood?</p> <p>Can I experiment with playing instruments in different ways?</p>	<p>Can I select and create short sequences of sound with voices or instruments to represent a given idea or character?</p> <p>Can I combine instrumental and vocal sounds within a given structure?</p> <p>Can I create simple melodies using a few notes?</p> <p>*Can I choose dynamics, tempo and timbre for a piece of music?</p> <p>Can I create a simple graphic score to represent a composition?</p> <p>Can I begin to make improvements to my work as suggested by my teacher?</p>	<p>Can I select and create longer sequences of appropriate sounds with voices or instruments to represent a given idea or character?</p> <p>*Can I successfully combine and layer several instruments and vocal patterns within a given structure?</p> <p>Can I create simple melodies from five or more notes?</p> <p>*Can I choose appropriate dynamics, tempo and timbre for a piece of music?</p> <p>Can I use letter name and graphic notation to represent the details of my composition?</p> <p>Can I begin to suggest improvements to my own work?</p>	<p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>

*Also forms part of the 'Inter-related dimensions of music' strand.



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Interrelated dimensions of music	EYFS	Year 1	Year 2	End of key stage expectation
Pitch	Can I understand what high and low notes are?	<p>Can I understand that pitch means how high or low a note sounds?</p> <p>Can I understand that ‘tuned’ instruments play more than one pitch of notes?</p>	<p>Can I know that some tuned instruments have a lower range of pitches, and some have a higher range of pitches?</p> <p>Can I understand that a melody is made up from high and low pitched notes played one after the other, making a tune?</p>	Experiment with, create, select and combine sounds using the inter-related dimensions of music.
Duration	Can I recognise that different sounds can be long or short?	Can I know that rhythm means a pattern of long and short notes?	<p>Can I know that ‘duration’ means how long a note, phrase or whole piece of music lasts?</p> <p>Can I know that long and short sounds of a spoken phrase can be represented by a rhythm?</p>	
Dynamics	Can I understand that instruments can be played loudly or softly?	<p>Can I know that dynamics means how loud or soft a sound is?</p> <p>Can I understand that sounds can be adapted to change their mood, e.g. through dynamics?</p>	Can I know that dynamics can change the effect a sound has on the audience?	
Tempo	<p>Can I recognise music that is fast or slow?</p> <p>Can I understand that we can match our body movements to the speed (tempo) or pulse (beat) of the music?</p>	<p>Can I know that the pulse is the steady beat that goes through music?</p> <p>Can I know that tempo is the speed of music?</p>	Can I understand that the tempo of a musical phrase can be changed to achieve a different effect?	

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Timbre	<p>Can I know that different instruments can sound like a particular character? Can I recognise that voices and instruments can imitate sounds from the world around us (e.g. Vehicles)?</p>	<p>Can I know that ‘timbre’ means the quality of a sound; e.g. that different instruments would sound different playing a note of the same pitch? Can I know that my voice can create different timbres to help tell a story?</p>	<p>Can I know that musical instruments can be used to create ‘real life’ sound effects? Can I understand an instrument can be matched to an animal noise based on its timbre?</p>	
Texture	<p>Can I know that music often has more than one instrument being played at a time?</p>	<p>Can I know that music has layers called texture?</p>	<p>Can I know that a graphic score can show a picture of the layers, or ‘texture’, of a piece of music?</p>	
Structure	<p>Can I recognise the chorus in a familiar song?</p>	<p>Can I know that a piece of music can have more than one section, e.g. a verse and a chorus?</p>	<p>Can I understand that structure means the organisation of sounds within music, e.g. a chorus and verse pattern in a song?</p>	
Notation	<p>Can I understand that signals can tell us when to start and stop playing?</p>	<p>Can I understand that music can be represented by pictures or symbols?</p>	<p>Can I know that ‘notation’ means writing music down so someone else can play it? Can I know that a graphic score can show a picture of the structure and/or texture of music?</p>	

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