**Pride in ourselves, Achieve the best we can, Curious thinkers, Everyone together**  
**The small school with BIG ideas ...**

**Parkend Primary School**

**Progression of skills in music for EYFS, KS1 and KS2**

Throughout the year we encourage and use a Peripatetic teacher for individual music lessons

<table>
<thead>
<tr>
<th>Use of voice expressively and creatively</th>
<th>EYFS</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
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</thead>
<tbody>
<tr>
<td>Sing and perform movements to a steady beat</td>
<td>Explore the use of the voice in different ways such as speaking, singing and chanting</td>
<td>Sing with a sense of melody</td>
<td>To represent sounds with symbols</td>
<td>To improvise in making sounds with the voice</td>
<td>Perform songs using creativity and expression and create dramatic effect</td>
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<tr>
<td>Explore singing at different speeds and pitch to create moods and feelings</td>
<td>Discover how the voice can produce rhythm and pulse, high and low (pitch) to create different effects: Find out how to sing with expression, confidence and creativity to an audience</td>
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<td>Discover how to use voice to create loud and soft sounds</td>
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<thead>
<tr>
<th>Played tuned and untuned instruments</th>
<th>EYFS</th>
<th>Year 1</th>
<th>Year 2</th>
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<th>Year 5</th>
<th>Year 6</th>
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<tbody>
<tr>
<td>Play instruments with a steady beat</td>
<td>Play instruments showing an awareness of others: Repeat and investigate simple beats and rhythms: Learn to play sounds linking with symbols</td>
<td>Perform simple patterns and accompaniments keeping to a steady pulse: Recognise and explore how sounds can be organised: Respond to starting points that have been given: Understand how to control playing a musical instrument so that they sound, as they should:</td>
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<td>Understand how to hold and play an instrument with care</td>
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<tr>
<td>Explore the different sounds that instruments make</td>
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<td>Choose an instrument to create a specific sound</td>
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<table>
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<tr>
<th>Listen with concentration and understanding</th>
<th>EYFS</th>
<th>Year 1</th>
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<tr>
<td>Express feelings in music by responding to different moods in a musical score: Listen to music and respond by using hand and whole body movements: Listen to different sounds (animal noise, water etc.) and respond with voice and movement:</td>
<td>Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.): Reflect on music and say how it makes people feel, act and move: Respond to different composers and discuss different genres of music:</td>
<td>Notice how music can be used to create different moods and effects and to communicate ideas: Listen and understand how to improve own composition: Sort composers into different genres and instruments into different types:</td>
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<th>Experiment with, create, select and combine sounds</th>
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<tr>
<td>Choose different instruments, including the voice, to create sound effects in play: Investigate a variety of ways to create sound with different materials: Experiment performing songs and music together with body movements to a steady beat:</td>
<td>Create a sequence of long and short sounds with help, including clapping longer rhythms: Investigate making sounds that are very different (loud and quiet, high and low etc.): Explore own ideas and change as desired:</td>
<td>Choose carefully and order sounds in a beginning, middle and end: Use sounds to achieve an effect: (including use of ICT) Create short musical patterns: Investigate long and short sounds: Explore changes in pitch to communicate an idea:</td>
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*Note: The table is not fully visible in the image. The content provided is based on the visible portion of the table.*
### Play and perform

- Sing in tune.
- Perform simple melodic and rhythmic parts.
- Improvise repeated patterns.
- Beginning to understand the importance of pronouncing the words in a song well: Start to show control in voice.
- Perform with confidence.

- Sing in tune with awareness of others.
- Perform simple melodic and rhythmic parts with awareness of others.
- Improvise repeated patterns growing in sophistication.
- Sing songs from memory with accurate pitch.
- Maintain a simple part within a group: Understand the importance of pronouncing the words in a song well: Show control in voice.
- Play notes on instruments with care so they sound clear.
- Perform with control and awareness of what others in the group are singing or playing.

- I create songs with an understanding of the relationship between lyrics and melody.
- Whilst performing by ear and from notations, I maintain my own parts with awareness of how the different parts fit together and the need to achieve an overall effect.
- Breathe well and pronounce words, change pitch and show control in singing.
- Perform songs with an awareness of the meaning of the words: Hold a part in a round.
- Perform songs in a way that reflects their meaning and the occasion.
- Sustain a drone or melodic ostinato to accompany singing.
- Play an accompaniment on an instrument (e.g. glockenspiel, bass drum or cymbal).

- Perform significant parts from memory and from notations with awareness of my own contribution: Refine and improve my own work.
- Sing or play from memory with confidence, expressively and in tune.
- Perform alone and in a group, displaying a variety of techniques: Take turns to lead a group.
- Sing a harmony part confidently and accurately.

### Improvise and compose

- To compose music that combines musical elements:
  - Carefully choose sounds to achieve an effect.
  - Order my sounds to help create an effect.
  - Create short musical patterns with long and short sequences and rhythmic phrases.

- Compose music that combines several layers of sound:
  - Awareness of the effect of several layers of sound.
  - Compose and perform melodies and songs (including using ICT).
  - Use sound to create abstract effects: Recognise and create repeated patterns with a range of instruments.
  - Create accompaniments for tunes.
  - Carefully choose order, combine and control sounds with awareness of their combined effect.

- I create songs with an understanding of the relationship between lyrics and melody.
- Whilst performing by ear and from notations, I maintain my own parts with awareness of how the different parts fit together and the need to achieve an overall effect.
- Breathe well and pronounce words, change pitch and show control in singing.
- Perform songs with an awareness of the meaning of the words: Hold a part in a round.
- Perform songs in a way that reflects their meaning and the occasion.
- Sustain a drone or melodic ostinato to accompany singing.
- Play an accompaniment on an instrument (e.g. glockenspiel, bass drum or cymbal).

- Use the venue and sense of occasion to create performances that are well appreciated by the audience.
- Compose by developing ideas within musical structures.
- Improvise melodic and rhythmic material within given structures.
- Show thoughtfulness in selecting sounds and structures to convey an idea:
  - Create my own musical patterns: Use a variety of different musical devices including melody, rhythms, and chords.

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### Listen with attention to details and recall sounds

- To notice and explore the way sounds can be combined and used expressively: Listen to different types of composers and musicians.

- To notice, analyse and explore the way sounds can be combined and used expressively:
  - To comment on musicians use of technique to create effect.
  - Notice and explore the relationship between sounds.
  - Notice and explore how music reflects different intentions.
  - Notice, comment on and compare the use of musical devices.
  - Notice, comment on and compare the use of musical devices:
    - Notice, comment on and compare the relationship between sounds.
    - Notice, comment on, compare and explore how music reflects different intentions.
### Use and understand staff and other musical notation

- Learn to read music during recorder lessons: Use Staff and musical notation when composing work: Know how many beats in a minim, crotchet and semibreve and I recognise their symbols: Know the symbol for a rest in music, and use silence for effect in my music.
- Know and use standard musical notation of crotchet, minim and semibreve: To indicate how many beats to play: Read the musical stave and can work out the notes, EGBDF and FACE: Draw a treble clef at the correct position on the stave.
- Use of a variety of notation when performing and composing: Compose music for different occasions appropriate musical devices: Quickly read notes and know how many beats they represent: Use a range of words to help describe music: (e.g. pitch, duration, dynamics, tempo, timbre, texture, and silence: Describe music using musical words and use this to identify strengths and weaknesses in music.

### Appreciate and understand a wide range of live and recorded music

- Begin to recognise and identify instruments being played: Comment on likes and dislikes: Recognise how musical elements can be used together to compose music.
- Begin to recognise and identify instruments and numbers of instruments and voices being played: Compare music and express growing tastes in music: Explain how musical elements can be used together to compose music.
- Compare and evaluate different kinds of music using appropriate musical vocabulary: Explain and evaluate how musical elements, features and styles can be used together to compose music.
- Analyse and compare musical features choosing appropriate musical vocabulary: Explain and evaluate how musical elements, features and styles can be used together to compose music.

### Develop an understanding of the history of music

- Describe the different purposes of music throughout history and in other cultures: Understand that the sense of occasion affects the performance: Combine sounds expressively.
- Understand the different cultural meanings and purposes of music, including contemporary culture: Use different venues and occasions to vary my performances.
- Notice and explore how music reflects time, place and culture: Understand and express opinions on the different cultural meanings and purposes of music, including contemporary cultural. Use different venues and occasions to vary my performances.