



**Thrapston Primary School Skills Progression**

**Subject area: Music**

Skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Perform – control sounds through singing and playing</b>	<p>Speak and chant short phrases together.</p> <p>Find their singing voice and begin to develop an awareness of pitch over a small range of notes.</p> <p>Treat instruments with care and respect.</p> <p>Play instruments by shaking, scraping, rattling, tapping etc.</p>	<p>Speak and chant together with more confidence.</p> <p>Sing songs showing increasing vocal control (singing more in tune, breathing deeply, singing words more clearly).</p> <p>Sing in time to a steady pulse.</p> <p>Sing a wide range of call and response songs to control vocal pitch and to match the pitch</p>	<p>Sing a variety of songs with more accuracy of pitch.</p> <p>Sing with a sense of control of dynamics and tempo, responding to a) leader's directions b) visual symbols.</p> <p>Play together with instruments showing more control when maintaining a steady pulse, getting louder or quieter and getting faster and slower.</p>	<p>Sing songs in a variety of styles and structures with confidence, singing an increasing number from memory.</p> <p>Show increasing accuracy of pitch and awareness of the shape of a melody.</p> <p>Perform actions confidently in time to a song.</p> <p>Understand that posture, breathing and diction are important.</p>	<p>Sing songs in a variety of styles with an increasing awareness of the tone of their voices and the shape of the melody.</p> <p>Sing songs showing musical expression (phrasing, changes of tempi, dynamics; reflecting the mood and character of the song and its context).</p> <p>Sing rounds and partner songs in</p>	<p>Sing confidently in a wide variety of styles showing control, phrasing, accurate pitching and expression.</p> <p>Sing 3-part rounds and partner songs maintaining own parts effectively.</p> <p>Maintain two or more different ostinato patterns in a small instrumental group against the steady pulse.</p> <p>Perform with control and</p>	<p>Sing a broad range of songs, including those with syncopated rhythms.</p> <p>Sing with a sense of ensemble and performance, observing rhythm, phrasing, accurate pitching and appropriate style.</p> <p>Sing 3- and 4-part rounds or partner songs.</p> <p>Maintain (with confidence) two or more different ostinato patterns in a small</p>

<p>Play along to music showing a developing awareness of the pulse (using instruments or body sounds).</p> <p>Follow instructions on when to start and stop playing.</p> <p>Play with enjoyment.</p>	<p>they hear with accuracy.</p> <p>Sing in both low and high voices and talk about the difference in sound.</p> <p>Play instruments musically and confidently by shaking, scraping, rattling, tapping etc.</p> <p>Move their bodies and play along (using instruments or body sounds) to music showing an awareness of the pulse.</p> <p>Follow simple hand signals indicating : loud/quiet and start/stop.</p> <p>Play with help the rhythmic pattern</p>	<p>Follow a leader (teacher) more accurately to start and stop together when singing and when playing instruments.</p> <p>Perform a rhythm accompaniment to a song.</p> <p>Perform a repeated two note melodic ostinato to accompany a song.</p>	<p>Perform forte and piano, loud and soft.</p> <p>Keep the pulse on an instrument when in a group or individually, changing the speed of the beat as the tempo of the music changes.</p> <p>Maintain a rhythmic or melodic ostinato simultaneously with the pulse.</p> <p>Use tuned percussion with developing confidence.</p> <p>Copy a short melodic phrase by ear on a pitched instrument.</p> <p>Play from symbols including graphic scores and simple</p>	<p>different time signatures (2, 3 and 4 time).</p> <p>Begin to sing songs with simple second parts to introduce vocal harmony.</p> <p>Sing confidently as part of a small group or solo being aware of posture and good diction.</p> <p>Follow and perform simple rhythmic scores to a steady beat.</p> <p>Maintain (with confidence) a rhythmic or melodic ostinato simultaneously with the pulse.</p> <p>Use tuned percussion with</p>	<p>awareness of what others are playing.</p> <p>Develop the skill of playing by ear, copying longer phrases and familiar melodies.</p> <p>Read and play with confidence from conventional and graphic notations.</p> <p>Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.</p> <p>Read and play melodies following staff notation in the range of an octave (e.g. C - C / do - do).</p> <p>Perform simple chorded</p>	<p>instrumental group against the steady pulse.</p> <p>Perform with sensitivity to different dynamics and tempi.</p> <p>Continue to play by ear on pitched instruments, extending the length of phrases and melodies played.</p> <p>Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations.</p> <p>Read and play from notation a four-bar phrases, confidently identifying note names and durations (with an</p>
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		<p>of a spoken phrase, e.g. 'hungry caterpillar'.</p> <p>Play a single pitched note to accompany a song (drone).</p> <p>Perform short copycat rhythm patterns accurately (led by teacher).</p> <p>Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat.</p>		<p>traditional notation.</p> <p>Play and perform melodies following staff notation using a small range (e.g. C - E / do - mi).</p>	<p>increasing confidence.</p> <p>Play music that includes RESTS.</p> <p>Play by ear - find known phrases or short melodies using tuned percussion.</p> <p>Read and play from some conventional music symbols as well as graphic scores.</p> <p>Play and perform melodies following staff notation using a small range (e.g. C - G / do - so).</p> <p>Perform in 2 or more parts (e.g. melody and accompaniment or a duet).</p>	<p>accompaniment to familiar songs.</p>	<p>octave range C - C / do - do). Make decisions about dynamic range, including very loud, very quiet, moderately loud and moderately quiet.</p>
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Skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Explore, improvise and compose</b>	<p>Explore how different sounds can be made by the voice, hands, found objects and conventional instruments.</p> <p>Explore sounds in response to different stimuli.</p> <p>Add chosen sound effects at an appropriate moment in a story or a song.</p> <p>Create a sequence of different sounds in</p>	<p>Explore with confidence, how different sounds can be made by the voice, hands, found objects and conventional instruments.</p> <p>Explore pitch shapes (moving up and down) and rhythmic patterns (including word pattern chants).</p> <p>Retain and recall rhythm and pitch patterns and perform to others.</p> <p>Begin to be aware of the effect that different sounds have to convey mood or meaning.</p>	<p>Explore ways in which sounds are made (tapped, blown, scraped, shaken), and can be changed.</p> <p>Explore the rhythm patterns of words and sentences.</p> <p>Explore how sounds can be manipulated to convey different effects and moods.</p> <p>Carefully choose sounds to achieve an effect.</p> <p>Create music in response to a non-musical stimulus (e.g. a storm or a car race).</p> <p>Improvise using one or two notes.</p> <p>Improvise simple question and answer phrases.</p>	<p>Explore pitch notes moving by step and by leap.</p> <p>Explore symbols to represent sound (graphic scores / traditional notation).</p> <p>Invent short 'on the spot' responses (improvisations) using limited note range (use voices, tuned and untuned percussion).</p> <p>Copy melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow.</p> <p>Extend to question and answer phrases.</p>	<p>Explore sounds to create particular effects.</p> <p>Explore combining and controlling sounds to achieve a desired effect / create a specific mood.</p> <p>Explore music that incorporates effective silences (rests).</p> <p>Improvise on a limited range of pitches making use of musical features including smooth (legato) and detached (staccato).</p> <p>Arrange notation cards (known note values) to create sequences of 2 - 3 -</p>	<p>Explore texture created by layering rhythmic and/or melodic ostinatos.</p> <p>Compose music that reflects given intentions, e.g. descriptive music, a rap, a melody with an ostinato accompaniment.</p> <p>Create music with an understanding of how lyrics, melody, rhythms and accompaniments work together effectively.</p> <p>Improvise / compose freely over a drone, developing sense</p>	<p>Show confidence, thoughtfulness and imagination in selecting sounds and structures to convey an idea.</p> <p>Improvise in a variety of styles.</p> <p>Use knowledge of all musical dimensions to know how best to combine them.</p> <p>Create music reflecting given intentions.</p> <p>Refine own compositions after discussion.</p> <p>Extend improvisation skills through working in small groups to create music with multiple sections</p>

<p>response to a given stimuli.</p>	<p>Improvise simple vocal chants using question and answer phrases.</p> <p>Add appropriate sound effects to a story.</p> <p>Choose appropriate musical sound effects and short sequences of sounds to follow a story line or match a picture.</p> <p>Follow pictures and symbols to guide singing and playing (e.g. 4 dots = 4 taps on drum).</p> <p>Start to use own graphics/pictures to portray the sounds they have made.</p>	<p>Create a musical conversation with a partner (singing and playing untuned percussion).</p> <p>Order sounds to create an effect (structure-beginnings/endings).</p> <p>Create sequences of long and short sounds - rhythmic patterns.</p> <p>Start to compose with two or three notes.</p> <p>Use own graphics/pictures, dot notation and stick notation to portray the sounds they have made and to keep a record of completed pieces.</p>	<p>Use musical dimensions together to compose music.</p> <p>Compose a simple rhythmic accompaniment to go with a song, using ostinato patterns.</p> <p>Compose music that has a recognisable structure; beginning, middle and end.</p> <p>Compose in response to different stimuli e.g. stories, verse, images and musical sources.</p> <p>Compose and perform melodies using two or three notes.</p> <p>Compose song accompaniments on</p>	<p>4 beat phrases arranged into bars).</p> <p>Combine known rhythmic notation with letter names to create short pentatonic phrases compositions.</p> <p>Effectively choose, order, combine and control sounds.</p> <p>Compose music that reflects images/atmosphere, that has a clearly defined plan, making subtle adjustments to achieve the intended effect.</p> <p>Compose with confidence, music that has a recognisable structure.</p> <p>Compose and perform melodies</p>	<p>of shape and character.</p> <p>Improvise / compose over a simple groove, responding to the beat, creating a satisfying melodic shape.</p> <p>Experiment with using a wider range of dynamics (fortissimo, pianissimo, mezzo forte, mezzo piano).</p> <p>Compose (in pairs) a ternary piece (ABA structure).</p> <p>Use chords to compose music to evoke a specific atmosphere, mood or environment.</p> <p>Use a range of symbols (conventional and</p>	<p>that include repetition and contrast.</p> <p>Use chord changes as part of an improvised sequence.</p> <p>Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape.</p> <p>Compose an 8 or 16 beat melodic phrase using the pentatonic scale and incorporate rhythmic variety and interest.</p> <p>Enhance melodies created with rhythmic /chordal accompaniments.</p> <p>Compose a ternary piece (ABA structure).</p>	
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				<p>untuned percussion using known rhythms and note values.</p> <p>Use (with confidence) own graphics/pictures to portray the sounds they have made.</p> <p>Explore the use of technology in music making.</p>	<p>using four or five notes.</p> <p>Begin to use a range of symbols (conventional and graphic) to record compositions.</p> <p>Begin to use technology in music making.</p>	<p>graphic) to record compositions.</p> <p>Use technology to organise musical ideas.</p>	<p>Use a range of symbols with confidence to record compositions.</p> <p>Use technology, with more confidence, to organise musical ideas.</p>
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<b>Listen, reflect and appraise</b>	<p>Listen to sounds and respond by talking about them or physically with movement and dance.</p> <p>Respond appropriately to a range of classroom songs, e.g. tidy up songs, circle time songs, line up songs.</p> <p>Begin to identify and describe key features or extreme contrasts within a piece of music.</p>	<p>Listen to a piece of music and move in time to its pulse.</p> <p>Begin to recognise the sounds of the percussion instruments used in the classroom and identify and name them.</p> <p>Begin to use musical terms (louder/quieter, faster/slower, higher/lower).</p> <p>Begin to articulate how changes in speed, pitch and dynamics affect the mood in music.</p>	<p>Listen with increased concentration.</p> <p>Recognise the sounds of the percussion instruments used, their names, how they are played and which ones make high and low sounds.</p> <p>Recognise changes in timbre (sound quality - smooth, crisp, scratchy, rattling, tinkling etc.), dynamics (loud and quiet), tempo (fast and slow) and pitch (high and low).</p> <p>Begin to group beats in twos and threes (e.g. by tapping knees on the first (strongest) beat</p>	<p>Listen with concentration to longer pieces / extracts of music.</p> <p>Know the difference between pulse and rhythm.</p> <p>Recognise some familiar instrumental sounds in recorded music.</p> <p>Start to use musical dimensions vocabulary to describe music - pulse, rhythm, timbre, pitch, dynamics, tempo, texture, structure.</p> <p>Listen to their own compositions and use this vocabulary</p>	<p>Know how pulse stays the same but rhythm changes in a piece of music.</p> <p>Recognise aurally the range of percussion (tuned and untuned) used in school and some orchestral instruments taught in school.</p> <p>Listen to several layers of sound (texture) and talk about the effect on mood and feelings.</p> <p>Use musical dimensions vocabulary to describe music - pulse, rhythm, timbre, pitch, dynamics, tempo, texture, structure.</p>	<p>Know how pulse, rhythm and pitch fit together.</p> <p>Use a bigger range of words to describe music (e.g. pulse, rhythm, timbre, pitch, dynamics, tempo, texture, structure, metre, silence, riff, ostinato, melody, harmony).</p> <p>Use this vocabulary and knowledge to identify strengths and weaknesses in own and others' music.</p> <p>Use musical vocabulary and knowledge to discuss music</p>	<p>Know how the other dimensions of music are sprinkled through songs and pieces of music.</p> <p>Use musical vocabulary confidently to describe a range of music and musical styles.</p> <p>Refine and improve own / others' work.</p> <p>Use musical vocabulary and knowledge with confidence to discuss music from different times and from a variety of traditions and cultures.</p>

			<p>and clapping remaining beats.</p> <p>Recognise and respond to the mood of a piece of music. Begin to use some music terminology when describing how the mood is created (i.e. the mood is sad because the music is played very slowly and quietly).</p>	<p>to describe what happens in them.</p> <p>Begin to recognise and talk about some contrasting styles of music.</p> <p>Begin to recognise music from different times and countries identifying key elements that give it its unique sound.</p>	<p>Use this vocabulary to identify where music works well / needs improving.</p> <p>Recognise and talk about some contrasting styles of music.</p> <p>Recognise music from different times and countries identifying key elements that give it its unique sound.</p>	<p>from different times and from a variety of traditions and cultures.</p>	
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