

Music Progression Skills	Listening	Composing	Performing	The history of music (KS2)
<b>EYFS</b>	<ul style="list-style-type: none"> <li>• Responding to music through movement.</li> <li>• Exploring lyrics by suggesting appropriate actions.</li> <li>• Listening to and following a beat using body percussion and instruments.</li> <li>• Recognising pitch and tempo in music</li> <li>• Listening to sounds and matching them to the object or instrument.</li> <li>• Listening to and repeating a simple rhythm or lyrics.</li> <li>• Understanding that different instruments make different sounds.</li> </ul>	<ul style="list-style-type: none"> <li>• Playing untuned percussion 'in time' with a piece of music.</li> <li>• Selecting classroom objects to use as instruments.</li> <li>• Experimenting with body percussion and vocal sounds to respond to music.</li> <li>• Selecting appropriate instruments to represent action and mood.</li> <li>• Experimenting with playing instruments in different ways.</li> </ul>	<ul style="list-style-type: none"> <li>• Using their voices to join in with well-known songs from memory.</li> <li>• Remembering and maintaining their role within a group performance.</li> <li>• Moving to music with instruction to perform actions.</li> <li>• Participating in performances to a small audience.</li> <li>• Stopping and starting playing at the right time</li> </ul>	
<b>Year 1</b>	<ul style="list-style-type: none"> <li>• Recognising and understanding the difference between pulse and rhythm.</li> <li>• Understanding that different types of sounds are called timbres.</li> <li>• Recognising basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower). Describing the character, mood, or 'story' of music they listen to</li> <li>• Describing the differences between two pieces of music.</li> <li>• Expressing a basic opinion about music (like/dislike).</li> <li>• Listening to and repeating short, simple rhythmic patterns.</li> <li>• Listening and responding to other performers by playing as part of a group.</li> </ul>	<ul style="list-style-type: none"> <li>• Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.</li> <li>• Combining instrumental and vocal sounds within a given structure.</li> <li>• Creating simple melodies using a few notes.</li> <li>• Choosing dynamics, tempo and timbre for a piece of music.</li> <li>• Creating a simple graphic score to represent a composition.</li> <li>• Beginning to make improvements to their work as suggested by the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Using their voices expressively to speak and chant.</li> <li>• Singing short songs from memory, maintaining the overall shape of the melody and keeping in time.</li> <li>• Maintaining the pulse (play on the beat) using hands, and tuned and untuned instruments.</li> <li>• Copying back short rhythmic and melodic phrases on percussion instruments.</li> <li>• Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.</li> <li>• Performing from graphic notation.</li> </ul>	

<p><b>Year 2</b></p>	<ul style="list-style-type: none"> <li>• Recognising timbre changes in music they listen to.</li> <li>• Recognising structural features in music they listen to.</li> <li>• Listening to and recognising instrumentation.</li> <li>• Beginning to use musical vocabulary to describe music.</li> <li>• Identifying melodies that move in steps.</li> <li>• Listening to and repeating a short, simple melody by ear.</li> <li>• Suggesting improvements to their own and others' work.</li> </ul>	<ul style="list-style-type: none"> <li>• Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.</li> <li>• Successfully combining and layering several instrumental and vocal patterns within a given structure.</li> <li>• Creating simple melodies from five or more notes.</li> <li>• Choosing appropriate dynamics, tempo and timbre for a piece of music.</li> <li>• Using letter name and graphic notation to represent the details of their composition.</li> <li>• Beginning to suggest improvements to their own work.</li> </ul>	<ul style="list-style-type: none"> <li>• Using their voices expressively when singing, including the use of basic dynamics (loud and quiet).</li> <li>• Singing short songs from memory, with melodic and rhythmic accuracy.</li> <li>• Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse.</li> <li>• Performing expressively using dynamics and timbre to alter sounds as appropriate.</li> <li>• Singing back short melodic patterns by ear and playing short melodic patterns from letter notation.</li> </ul>	
<p><b>Year 3</b></p>	<ul style="list-style-type: none"> <li>• Discuss different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz).</li> <li>• Understanding that music from different parts of the world has different features.</li> <li>• Recognising and explaining the changes within a piece of music using musical vocabulary.</li> <li>• Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.</li> <li>• Beginning to show an awareness of metre.</li> <li>• Beginning to use musical vocabulary when discussing improvements to their own and others' work.</li> </ul>	<ul style="list-style-type: none"> <li>• Composing a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing).</li> <li>• Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).</li> <li>• Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.</li> <li>• Suggesting and implementing improvements to their own work, using musical vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.</li> <li>• Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.</li> <li>• Performing from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology.</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding that music from different times has different features</li> </ul>

<p><b>Year 4</b></p>	<ul style="list-style-type: none"> <li>• Recognising the use and development of motifs in music.</li> <li>• Identifying gradual dynamic and tempo changes within a piece of music.</li> <li>• Recognising and discussing different genres, styles and traditions of music using musical vocabulary (Samba, Rock and Roll).</li> <li>• Identifying common features between different genres, styles and traditions of music.</li> <li>• Recognising, naming and explaining the effect of the interrelated dimensions of music.</li> <li>• Identifying scaled dynamics (crescendo/decrescendo) within a piece of music.</li> <li>• Using musical vocabulary to discuss the purpose of a piece of music.</li> <li>• Using musical vocabulary when discussing improvements to their own and others' work.</li> </ul>	<ul style="list-style-type: none"> <li>• Composing a coherent piece of music in a given style with voices, bodies and instruments.</li> <li>• Beginning to improvise musically within a given style.</li> <li>• Developing melodies using rhythmic variation, transposition, inversion, and looping.</li> <li>• Creating a piece of music with at least four different layers and a clear structure.</li> <li>• Using letter name, graphic and rhythmic notation and key musical vocabulary to label and record their compositions.</li> <li>• Suggesting improvements to others' work, using musical vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes.</li> <li>• Singing and playing in time with peers with accuracy and awareness of their part in the group performance.</li> <li>• Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.</li> <li>• Playing syncopated rhythms with accuracy, control and fluency.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary</li> </ul>
<p><b>Year 5</b></p>	<ul style="list-style-type: none"> <li>• Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. (South African, West African, Musical, Theatre, Blues, Dance Remix.).</li> <li>• Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.</li> <li>• Comparing, discussing and evaluating music using detailed musical vocabulary.</li> <li>• Developing confidence in using detailed musical vocabulary to discuss and evaluate their own and others' work.</li> </ul>	<ul style="list-style-type: none"> <li>• Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama).</li> <li>• Improvising coherently within a given style.</li> <li>• Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.</li> <li>• Using staff notation to record rhythms and melodies.</li> <li>• Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.</li> <li>• Suggesting and demonstrating improvements to own and others' work.</li> </ul>	<ul style="list-style-type: none"> <li>• Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.</li> <li>• Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.</li> <li>• Performing with accuracy and fluency from graphic and simple staff notation.</li> <li>• Playing a simple chord progression with accuracy and fluency.</li> </ul>	<ul style="list-style-type: none"> <li>• Confidently discussing the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time</li> </ul>

<p><b>Year 6</b></p>	<ul style="list-style-type: none"> <li>• Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.</li> <li>• Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts (Pop art, Film music).</li> <li>• Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.</li> <li>• Identifying the way that features of a song can complement one another to create a coherent overall effect.</li> <li>• Use musical vocabulary correctly when describing and evaluating the features of a piece of music.</li> <li>• Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.</li> <li>• Confidently using detailed musical vocabulary to discuss and evaluate their own and others work.</li> </ul>	<ul style="list-style-type: none"> <li>• Improvising coherently and creatively within a given style, incorporating given features.</li> <li>• Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments.</li> <li>• Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure.</li> <li>• Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.</li> <li>• Recording own composition using appropriate forms of notation and/or technology and incorporating.</li> <li>• Constructively critique their own and others' work, using musical vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.</li> <li>• Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others</li> <li>• Performing a solo or taking a leadership role within a performance.</li> <li>• Performing with accuracy and fluency from graphic and staff notation and from their own notation.</li> <li>• Performing by following a conductor's cues and directions.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles</li> </ul>
----------------------	--	--	---	--