

Skills Progression in Music

	EYFS	KS1	LKS2	UKS2
Composition	Experiment with making sounds (voice and percussion)	Improvise a composition using sounds to represent a picture/scene/emotion Rehearse a composition using sounds to represent a picture/scene/emotion Help create a simple melody using up to five notes	Use basic rhythmic or melodic composition as a class or in groups using one, three or five notes Create a layered composition (e.g. rhythm and melody) as class or in groups Listen to and reflect upon a developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo	Lead groups using tuned and/or untuned instruments to convey an emotion or message (lyrics could be used) Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song
Instruments	Explore and experiment with untuned and body percussion	Experiment playing tuned/untuned percussion in groups starting to use different effects such as dynamics (loud, quiet) Develop playing tuned/untuned percussion to create short rhythmic patterns and vary the tempo	Select appropriate instruments for compositions and start to perform in groups for a specific audience Begin to explore instruments from different cultures Develop skills to play tuned/untuned percussion instruments in groups and learn to recognise the importance of individual roles in an ensemble Follow a leader and experience leading an ensemble	Start to take turns in leading and directing the group developing performing skills on both classroom instruments and individual instruments Rehearse and perform their part within the context of the Unit song listening to and following musical instructions from a leader Understand and use the correct techniques for a range of tuned/untuned percussion. Continue to use individual instruments confidently
Improvisation	Practise improvising using voice and untuned instruments/body percussion through copy-back and answer games	Create own improvised sound effects inspired by stories and poems using a range of untuned instruments and vocal sounds	Begin to explore basic rhythmic patterns to compose a piece	Continue to use expression when singing in groups and individually. Perform in student-led groups using tuned or untuned instruments and

		Begin to experiment with different types of sound (e.g. loud/soft) Continue to develop use of improvisation for singing and composition Improvise using clapping, instruments (one or two notes) and singing. Take turns and listen to others	Begin to practise and improvise compositions as a group to perform to a specific audience Develop listening skills to improvise as a group	improvise with rhythm and expression Classroom Jazz 2 – Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B Perform in student-led ensemble groups using tuned or untuned instruments, developing melodic and rhythmic improvisational skills
Singing	Start to sing simple songs, nursery rhymes and chants holding a melody line	Begin to sing simple songs with expression, exploring creative ways in which the voice can be used (e.g. rap) Continue to sing songs expressively and creatively Begin to show an awareness of pitch and find a comfortable singing position	Demonstrate a good singing posture Hold a melody line with confidence, showing control in their singing and having an awareness of being ‘in tune’ and ‘in time’ Begin to sing in two parts, showing expression and an understanding of pitch Practise using expression in their singing	Show confidence in part singing; sing with increasing control and expression individually and in groups Experience rapping and solo singing Show an awareness of musical shaping in their singing; show fluency, expression and accuracy and begin to show a balancing of dynamics when singing in parts
Notation	Represent ideas, thoughts and feelings through pictorial	Read and create own graphic scores using given graphics Learn minims, crotchets and quavers through rhythmic word association	Read notated rhythms on a single line without word association Record compositions in a way that recognises the connection between sound and symbol Read and write notes A – C on a single line, progressing to A – E on two lines	Read and write notes A – G on a three-line staff, incorporating bar lines and time signatures. Progress to a full staff Reading and writing notes middle C to top G on a treble clef staff, incorporating bar lines, time signatures and rests
Listen and appraise	Listen to a variety of styles of music, the children are encouraged to find the pulse, use their imaginations, dance and enjoy themselves	Learn to enjoy moving to music by dancing, marching, being animals or pop stars	Confidently identify and move to the pulse	Identify and move to the pulse with ease. Whilst thinking about the message of songs

	Initially child led movement but will move on towards following and copy instructions	Learn how songs can tell a story or describe an idea	Think about what the words of a song mean Take it in turn to discuss how the song makes them feel Listen carefully and respectfully to other people's thoughts about the music Talk about the musical dimensions working together in the songs e.g. if the song gets louder in the chorus (dynamics)	Compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences Discuss the dimensions of the song and how the song makes you feel, taking into account different people's opinions
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