

## Music Skills Progression

EYFS - ELG statements: Children sing song make music and dance and experiment with ways of changing them. They represent their own ideas, thoughts and feelings through music and dance.

	Y1	Y2	Y3	Y4	Y5	Y6
<b>Performance Singing Skills</b>	To sing in unison with expression and confidence, clap and chant in time with the beat.	Understanding vocal warm ups, phrasing, confidence and the overall quality and expression of the voice.	To sing in parts and rounds with an awareness of each other To start to understand singing in a scale.	To sing in tune in groups and alone with an awareness of the tuning and phrasing. Understanding the song's lyrical context. Begin singing from memory.	To use vocal effects (dissonance etc.) To sing in four part rounds demonstrating better musicality. To develop sound projection, breathing and more advanced singing techniques.	To sing in harmony with increased confidence and being able to keep within own part. Singing in a cappella and introduce advanced techniques such as vibrato.
<b>Performance Instrumental Skills</b>	Play tuned and untuned instrument in time with the beat.	Perform in a group expressively, rhythmically and with musical accuracy.  Understanding and performing to a given graphic score.	Perform various melodies and accompaniments in a group, and as a soloist with an awareness of each other reading basic notation.	Learn and perform various melodies on tuned percussion with increased confidence in using standard notation. Combine both tuned and untuned percussion to create a fluent and accurate musical performance in groups.	To be able to play instruments with increased technique demonstrating a better grasp of dynamics, timbre and duration. Be able to read and play using more advanced notation. To show a basic awareness of performing to an audience.	Play tuned instruments following more complex notation with a specific focus on musical characteristics. Be able to play simple chords in sequence. Rehearse with each other and help achieve a high-quality performance showing an awareness of the audience.
<b>Listening</b>	Listen to and recognise a range of musical elements (pitch, beat and rhythm).	Identify rhythmic patterns (ostinato), recognise long and short sounds (duration), tempo (speed).	Describe the characteristics (instrumentation, pitch, dynamics) of a piece of music.	To identify pitch movement as steps and leaps in songs.  To identify the characteristics of the sound of music (timbre)	To be able to use key musical vocabulary and terminology when listening to and describing pieces of music.	Accurately identify and describe all musical vocabulary (pitch, melody, major and minor keys).
<b>Composition</b>	Compose rhythms both as a soloist and an ensemble. Experiment with a range of instruments to a given stimulus.	To compose various rhythms independently and perform with accuracy (individually and within a group).	To be able to improvise around a chosen genre or theme. To begin using formal and non formal notation to write their own music.	To identify pitch movement and be able to work out a melody by ear and notate this using formal and non-formal notation.	Compose and notate a simple melody within a given genre or style.	Compose a melody and accompaniment (e.g. chords) and notate it using standard notation.
<b>Appraise and Evaluate</b>	Evaluate music, both their own and pre-recorded (likes, dislikes, compare and contrast the effects of music).	Evaluate their own performance with reference to key musical vocabulary (tempo, pitch and duration).	Perform and evaluate each other's work through any medium (e.g. through ICT or audiovisual)	To be able to suggest ways to improve their own and others work using musical key words.	Critically evaluate and give constructive feedback using peer, teacher and self assessment in order to improve.	Refine and improve their own and other's work in relation to the intended effect.
			Listen to, and evaluate pieces of music from a broad range of artists, nations, cultures, analysing the content of music.			

## Glossary

- Tuned (melodic) instrument (i.e. glockenspiel, xylophone)
- Untuned (rhythmic) instruments (i.e. drums, percussion instruments, wood blocks etc.)
- Beat - the heart beat / pulse of the music
- Accompaniment - the background music
- Rhythm - a combination of changing patterns
- Ostinato - a repeated pattern
- Chord - a group of 2 or more notes played together
- Scale - a set of musical notes ascending / descending in pitch (eg, C to C)
- Pentatonic scale - a scale made up of 5 notes (CDEGA)
- Improvisation - create on the spot
- Unison - singing or playing together as one
- Round - singing at different parts (2 part round, 4 part round)
- Harmony - different pitched notes being sung or played together
- Step - neighboring notes (eg C -D)
- Leap - notes with a gap in between (eg A - F)

## • Musical key words

- Duration - long and short sounds
- Tempo - the speed
- Texture - thick or thin sounds (the layers)
- Pitch - high and low sounds
- Dynamics - the volume
- Timbre - the sound (hollow, warm)

## • Music notation

- Basic - crotchet, quavers, crotchet rest (shh)
- Standard - all above plus minim, semibreve, minim rest, semibreve rest
- Advanced - all above plus semiquavers, dotted notes (dotted crotchet, dotted minim, dotted quaver)