



Progression of Skills in Music

Core Area of Music and Topic links	Listening and Analysing	Performing	Composing
EYFS <i>The Ginger bread Man, Naughty Bus, The Journey Home</i>	Move to music in response to tempo and dynamics. Recognise shaking, tapping and scraping instruments.	Use eye contact and follow hand signals for when to perform. Join in singing nursery rhymes and everyday songs, adding hand gestures.	Choose when to perform loud/soft for effect. Choose sound effects for a traditional tale.
Year 1 <i>Into the Forest, Fire Fire, China, Kings Castles and Canons, Get up and Grow.</i>	Identify loud and quiet, rising and falling and long and short notes.	Sing in unison and solo Sing melodies that move in steps and small jumps Keep a steady pulse Clap back and create short rhythmic patterns Make and control long and short sounds in different ways	Link sounds to a symbol and order and choose sounds for an intended effect. Consider intended mood.
Year 2 <i>Magical Me, Man on the Moon, Minibeasts, Seaside</i>	Recognise one sound/many sounds. Sort instruments into sound groups. Use increased vocabulary to describe timbre	Begin to use gradation of dynamics and changes in tempo. Sing songs with a range of an octave, use head voice and chest voice.	Begin to explore layers of sound. Selecting a timbre for effect.
Year 3 <i>The Stone Age Boy, AN Animal's World, Egyptians</i>	Recognise basic scales, strong and weak beats, simple song structure	Play musical instruments with more control over dynamics and effect. Perform ostinatos, basic pentatonic scales and with aware ness of layers of sound. Begin to read rhythms and pitch when performing. Sing simple part songs, rounds Sing melodies and rhythms that are increasingly complex.	Improvise using a small range of notes. Compose simple repeated patterns (ostinato) and with aware ness of texture. Record basic rhythms in grid or on stave Record dynamics with correct symbols
Year 4 <i>First Access lessons, Indian rag, Romans in Chester</i>	Listening for compositional techniques used to portray mood, conduct music in different time signatures,	Performing on instruments with increasing control of sound, perform pieces using scale patterns, with awareness of time signature, begin to read rhythm and pitch when performing, sing songs with a range of more than an octave and with counter melodies.	Create music with awareness of time signature, select suitable timbres to express mood, recording basic rhythms and rests on a grid or stave, create music choosing elements to combine. Use a question and answer structure.
Year 5 <i>Space, Metamorp-osis, Vikings</i>	Identify major and minor keys and recognise dotted rhythms, begin to recognise timbres of increasing number of instruments.	Start to perform with expression and emotion through sensitive use of tempo and dynamics.	Exploring cyclic forms, continue to develop the recording of notation,
Year 6 <i>Crime and Punishment Wonderful Water, Moving On,</i>	Listen with awareness of modes, more complex structures like fugue.	Use mezzo dynamics, sudden change of dynamics for effect (sfz) and pianissimo. Play rests and accents accurately. Sing songs with 2-3 parts, with more complex accompaniment, requiring greater vocal agility Refine performance with awareness of the balance between parts	Improvise with complex rhythms, compose using ternary form, record accents,