# Bealings School
## Music – Progression of skills



| | EYFS (Expressive arts and design) | Years 1 and 2 | Years 3 and 4 | Years 5 and 6 |
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| Listening and responding (appraising) | • say if they like or dislike a piece of music<br>• identify and distinguish environmental sounds<br>• begin to describe sounds (e.g. loud, quiet, fast, slow)<br>• begin to express how music makes them feel | • form an opinion to express how they feel about a piece of music<br>• respond to different moods in music and say how a piece of music makes them feel<br>• listen carefully to recall short rhythmic patterns<br>• tell the difference between a fast and slow tempo, loud and quiet, and high and low sounds<br>• identify and follow the pulse in a piece music<br>• begin to describe how sounds are made and changed<br>• begin to associate sounds they hear with instruments<br>• begin to recognise changes in timbre, dynamics and pitch<br>• begin to recognise and name different instruments by sight<br>• evaluate and improve their own work and give reasons | • use musical words (pitch, duration, dynamics, tempo) to describe and give their opinion on a piece of music<br>• evaluate and improve their work, explaining how it has improved using a success criterion<br>• understand that music can be played or listened to for a variety of purposes (including different cultures and periods in history)<br>• recognise a range of instruments by ear<br>• internalise the pulse in a piece of music<br>• explain why silence is used in a piece of music and say what effect it has<br>• start to identify the character of a piece of music<br>• describe and identify the different purposes of music<br>• understand the cultural and social meaning of lyrics<br>• appreciate harmonies, drone and ostinato | • describe, compare and evaluate music using musical vocabulary<br>• suggest improvements to their own or others' work<br>• choose the most appropriate tempo for a piece of music<br>• identify and begin to evaluate the features within different pieces of music<br>• contrast the work of established composers and show preferences<br>• compare and contrast the impact that different composers from different times will have had on the people of the time<br>• evaluate how the venue, occasion and purpose affects the way a piece of music is created<br>• Identify cyclic patterns – verse and chorus, coda<br>• Evaluate differences in live and recorded performances<br>• Consider how one piece of music may be interpreted in different ways by different performers, sometimes |

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| | | | • Understand the relationship between lyrics and melody | according to venue and occasion |
| Composing | • make a range of sounds with their voice<br>• make a range of sounds with instruments | • make a range of sounds with their voice<br>• make a range of sounds with instruments<br>• identify changes in sounds<br>• tell the difference between long and short sounds<br>• make a sequence of sounds for a purpose<br>• order sounds to create a beginning, middle and end<br>• represent sounds pictorially with increasing relevance<br>• choose sounds to achieve an effect (including use of technology)<br>• begin to compose short melodic patterns using two notes (tuned instruments/voice)<br>• create short, rhythmic patterns – sequences of long and short sounds<br>• be selective in the control used on an instrument in order to create an intended effect on the listener | • create repeated patterns using a range of instruments<br>• combine different sounds to create a specific mood or feeling<br>• understand how the use of tempo can provide contrast within a piece of music<br>• begin to read and write musical notation (recorder)<br>• begin to use notations to record and interpret sequences of pitches<br>• begin to use notations to record compositions in a small group or on their own<br>• use notation in a performance<br>• begin to choose, order, combine and control sounds to create different textures<br>• use silent beats for effect (rests)?<br>• combine different inter-related dimensions of music (e.g. fast/slow, high/low, loud/soft) in their compositions | • begin to use standard notation<br>• use their notations to record groups of pitches (chords)<br>• combine groups of beats<br>• choose the most appropriate tempo for a piece of music<br>• use technology to compose music which meets a specific criterion<br>• use a variety of different musical devices in their composition? (e.g. melody, rhythms and chords) |

| Performing | <ul><li>use their voice to speak/sing/chant</li><li>join in with singing</li><li>clap short rhythmic patterns</li><li>experiment with creating sounds with different instruments</li><li>sing a range of well-known nursery rhymes and songs (ELG)</li><li>perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music (ELG)</li></ul> | <ul><li>use their voice to speak/sing/chant</li><li>follow the melody using their voice or an instrument</li><li>sing songs as an ensemble following the tune (melody) well</li><li>clap short rhythmic patterns</li><li>sing/clap a pulse increasing or decreasing in tempo</li><li>use instruments to perform a simple piece</li><li>perform musical patterns keeping a steady pulse</li><li>respond musically with increasing accuracy to a call (high/low, loud/soft, fast/slow) and keep a steady pulse</li><li>perform in an ensemble with instructions from the leader (e.g. hand signals to indicate pitch and duration of notes)</li></ul> | <ul><li>sing songs from memory with increasing expression, accuracy and fluency</li><li>maintain a simple part within an ensemble</li><li>modulate and control their voice when singing and pronounce the words clearly</li><li>play notes on tuned and un-tuned instruments with increasing clarity and accuracy</li><li>improvise (including call and response) within a group using the voice</li><li>improvise using repeated patterns with increasing accuracy and fluency</li><li>collaborate to create a piece of music</li></ul><br>Y4: learn to play and perform ukulele | <ul><li>sing and use their understanding of meaning to add expression</li><li>perform 'by ear' and from simple notations</li><li>improvise within a group using melodic and rhythmic phrases</li><li>begin to sing a harmony part</li><li>recognise and use basic structural forms e.g. rounds, variations, rondo form</li><li>maintain their part whilst others are performing their part</li><li>begin to perform using notations</li></ul><br><br>Y5: learn to play and perform guitar<br><br>Y6: option to continue guitar tuition |