

Baydon St Nicholas CE VA Primary School Music Skill Progression

SKILLS	Listening and evaluating	Creating Sound	Notation	Improving and Composing	Performing	Inter-related dimensions
EYFS RECEPTION	- Listening and responding to music - Listening appropriately to someone leading a short musical phrase, song or rhyme. - Exploring spontaneous movement with different parts of their body in response to music. - Expressing different spontaneous emotional reactions to music, (smiling, movement, body language). - Using artwork or creative play as a way of expressing feelings and responses to music. - Analysing - Identifying and imitating sounds from a variety of music. - Considering whether background music and sound effects can enhance storytelling. - Evaluating - Showing preferences for certain music or sounds. - Cultural and historical awareness of music - Listening to music from a wide variety of cultures and historical periods. - Cultural and historical awareness of music - To recognise and name at least two instruments from Groups A and B	Singing repertoire Singing short, rhythmic rhymes and songs. Singing technique Using both speaking and singing voices. Unconsciously beginning to sing to the pulse of a song. Exploring vowel sounds through call and response activities. Instruments Exploring different ways of making sound with everyday objects and instruments. (Groups A, B and C.) Exploring different ways of holding a range of instruments. (Groups A, B and C.) Starting to show a preference for a dominant hand when playing instruments. (Groups A, B and C.) Using instruments expressively to music. (Group B.) Using instruments to begin to follow a beat, with guidance. (Group A.) Posture Finding a comfortable static position when playing instruments or singing.	- Representing pitch - Developing an awareness of high and low through pictorial representations of sound. - Representing rhythm - Developing an awareness of how simple marks or objects can show single beats and single beat rests.	Stimulus and purpose Exploring and imitating sounds from their environment and in response to events in stories. Improvising Exploring and imitating sounds. Creating and selecting sounds Experimenting with creating sound in different ways using instruments, body percussion and voices. Selecting classroom objects to use as instruments. Selecting sounds that make them feel a certain way or remind them of something. Sequencing Playing sounds at the relevant point in a storytelling.	- Stimulus and purpose - Exploring and imitating sounds from their environment and in response to events in stories. - Improvising - Exploring and imitating sounds. - Creating and selecting sounds - Experimenting with creating sound in different ways using instruments, body percussion and voices. - Selecting classroom objects to use as instruments. - Selecting sounds that make them feel a certain way or remind them of something. - Sequencing - Playing sounds at the relevant point in a storytelling.	N/A

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KS1	- Listening and responding to music - Listening with concentration to short pieces of music or excerpts from longer pieces of music. - Engaging with and responding to longer pieces of music. - Coordinating the speed of their movements to match the speed of the music (not the beat). - Confidently moving in time with the beat of the music when modelled. - Beginning to keep movements to the beat of different speeds of music. - Beginning to articulate how a piece of music affects them (e.g. 'It makes me feel sleepy', 'It makes me want to dance', 'It makes me feel happy'). - Beginning to explain why the music has a certain effect on them, which could be related to the music or a personal experience. - Appraising music - Identifying some common instruments when listening to music. - Relating sounds in music to real-world experiences (e.g. 'It sounds like squelching mud'). - Recognising simple patterns and repetition in rhythm (e.g. where a rhythm is repeated). - Recognising simple patterns in pitch (e.g. do re mi). - Discussing the tempo of music using the vocabulary of fast and slow. - Discussing the dynamics of the music using the vocabulary of 'loud', 'quiet' and 'silent'. - Talking about the pitch of music, using the vocabulary of 'high' and 'low'. - Sharing their opinion on the music they hear. - Musical context - Appreciating music from a wide variety of cultures and historical periods.	Singing repertoire Singing simple songs, chants and rhymes from memory. Practising singing songs with a wider pitch range (e.g. pentatonic melodies) which is gradually getting higher or lower. Competently singing songs or short phrases with a small pitch range (up to five notes that are different but close together). Singing technique Breathing at appropriate times when singing. Exploring changing their singing voice in different ways (e.g. whispering voice, shouting voice). Singing a range of call and response chants, attempting to match the pitch and tempo the children hear. Singing part of a given song in their head (using the children's 'thinking voice'). Instruments Developing an awareness of how sound is affected by the way an instrument is held. Developing an awareness of how volume is affected by the force with which an instrument is played. Learning to use instruments to follow the beat by first observing and then mimicking the teacher's modelling. Using instruments imaginatively to create soundscapes which convey a sense of place. Using bilateral and hand-eye coordination to hold and play instruments using both hands. Starting to understand how to produce different sounds on pitched instruments. Exploring how different classroom instruments create different sounds for a purpose.	Understanding notation Following simple notation from left to right, recognising that it shows what happens in the music. Representing pitch Recognising pitch patterns using dots. Using a simplified version of a staff to notate known musical phrases (of two pitches). Representing rhythm Using pictorial representations to stay in time with the pulse when singing or playing. Confidently reading simple rhythmic patterns comprising of one beat sounds (crotchets) and one beat rests (crotchet rests). Beginning to read simple rhythmic patterns which include two half beats (quavers).	Stimulus and purpose Creating simple sound sequences in response to stimuli such as stories, artwork or nature. Improvising Improvising simple question and answer phrases, using untuned percussion or voices. Composing Experimenting with creating different sounds using a single instrument. Experimenting with creating loud, quiet, high and low sounds. Selecting objects and/or instruments to create sounds to represent a given idea or character. Choosing words to match a simple pitch pattern. Creating simple sound sequences in response to stimuli such as stories, artwork or nature. Improvising simple question and answer phrases, using untuned percussion or voices. Experimenting with adapting rhythmic patterns by changing either the dynamics, tempo or instrument. Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. Structure Playing and combining sounds under the direction of a leader (the teacher). Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time.	Evaluating performance Offering positive feedback on others' performances and beginning to notice areas for improvement in their own. Giving positive feedback relating to the tempo of practices and performances using the vocabulary of 'fast' and 'slow'. Giving positive feedback related to the dynamics of practices and performances, using the vocabulary of 'loud', 'quiet' and 'silent'. Timing Starting to maintain a steady beat throughout short singing performances. Performance awareness Keeping the head raised while singing. Keeping instruments still until their part in a performance. Standing or sitting appropriately when performing or waiting to perform. Continuing playing or singing with a group, even if a mistake is made. Ensemble skills Performing actively as part of a group; keeping in time with the beat. Showing an awareness of the leader, particularly when starting or ending a piece.	N/A

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Year 3 & 4	- Responding to music - Listening with attention to detail, focusing on a specific feature of the music (e.g. 'What do you notice about the pitch?'). - Beginning to explain their responses to music using musical features to support their ideas (e.g. 'This music makes me feel tense because it is low and slow'). - Appraising music - Beginning to identify a wider range of instruments and their role within a piece of music (e.g. a flute playing the melody). - Identifying instruments heard in music from a given selection (e.g. identifying an instrument from a selection of pictures). - Recognising simple patterns that combine rhythm and pitch. - Recognising and discussing how pitch changes (e.g. getting higher, getting lower, stays the same). - Recognising and discussing how speed (tempo) changes (e.g. getting faster or getting slower). - Recognising and discussing how volume (dynamics) change (e.g. getting louder or getting quieter). - Sharing their opinion based on a specific part of the music (e.g. 'I liked how the music got quieter at the end'). - Using some musical vocabulary when describing music (e.g. 'The bass line is playing on beat one'). - Musical context - Developing understanding of the history of a diverse range of music (e.g. reggae, blues, the music of China and India). - Noticing similarities and differences between music from different time periods or cultures.	Singing repertoire Competently singing songs with a range of five notes. Beginning to maintain a singing part within a group (e.g. singing alongside instruments). Singing songs where the melody moves up and down in small steps. Singing simple melodies built on repetition and call-and-response. Singing in a round, maintaining an independent part with a group. Singing technique Considering their own volume (dynamics) when singing in a group. Actively trying to match the correct pitch when singing. Beginning to recognise how posture improves the singing voice (e.g. stand tall, feet shoulder-width apart, shoulders back, etc). Beginning to sing clearly, pronouncing words accurately. Using simple breathing techniques to help support their voice (e.g. standing tall, filling the lungs). Instruments Using correct technique to hold instruments and accessories (e.g. beaters) comfortably and with control (e.g. relaxed grip, thumb on top, curved fingers). Exploring different techniques for playing the same instrument to create different sounds (e.g. using the handle of the beater instead of the head, body percussion). Maintaining a steady beat using an instrument. Adapting their playing to be loud or quiet at the direction of a leader. Beginning to play simple two-note chords. Beginning to play simple melodies on their instrument.	- Understanding notation - Reading and creating simple staff notation to represent either pitch or rhythm in music. - Representing pitch - Working out the pitch of notes by counting up or down from a labelled starting note. - Reading and playing simple melodies by following how notes move up and down the stave. - Beginning to recognise and notate notes C to G on a stave, with support. - Representing rhythm - Recognising common note values such as crotchet, paired quavers, minims and crotchet rests. - Clapping, playing or reading simple rhythmic patterns using these note values. - Using simple notation to record rhythmic patterns (e.g. crotchet, paired quavers, minims and crotchet rests). - Using words or syllables to create and represent rhythmic patterns (e.g. sunshine to represent quavers).	Stimulus and purpose Improvising or composing short pieces that represent a stimulus, choosing sounds or instruments to match an idea or character. Improvising Beginning to improvise using up to five pitches. Improvising melodies over an accompaniment or drone. Exploring a different idea before selecting one. Beginning to consider the inter-related dimensions of music when improvising (e.g. speed, getting higher, volume). Composing Creating short sequences of sound within certain parameters (e.g. using given notes or rhythms, such as the pentatonic scale). Exploring how the inter-related dimensions of music can be used to improve a piece or create contrast (e.g. changing speed or volume). Beginning to choose words that match a melody or rhythm, considering the syllables (e.g. 'hap-py' using paired quavers). Beginning to develop a repeated melody within given parameters (e.g. adding suggested notes). Structure Composing to a simple given structure (e.g. beginning, middle and end).	Evaluating performance Beginning to offer constructive thoughts and opinions on peer performances. Reflecting on their own performance and expressing what went well. Beginning to offer simple, constructive feedback relating to specific elements of the performance. Timing Performing simple parts and keeping a steady beat with support from a backing track. Performance awareness Beginning to have an awareness of the difference between practice and performance. Beginning to use body language and facial expressions to support a performance. Beginning to recognise suitable points to rejoin a performance if they lose their place. Ensemble skills Beginning to maintain an individual part (e.g. bass, chords or melody) within a group. Following cues from a leader or backing track to start or stop performing. Beginning to use simple non-verbal cues, such as eye contact or nodding, to help coordinate group performances.	N/A

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Yr 5 & 6	Responding to music Listening and noticing relevant details with increasing independence and focusing on a range of musical features. Explaining their responses to music, using a range of musical features and personal experiences (e.g. 'The fast tempo and loud dynamics make it feel exciting. It reminds me of a football match because it feels energetic'). Appraising music Identifying an increasing range of instruments and sounds and their function within a piece of music (e.g. the strings creating a tip-toe effect). Describing unknown instruments by relating them to known instruments or using adjectives (e.g. 'It sounds like a flute because it is floaty'). Considering how the composer uses rhythm and pitch to create a mood. Beginning to understand how the inter-related dimensions of music work together to create contrast and mood (e.g.' There's a crescendo and the music is getting faster to build tension'). Give increasingly critical appraisals of music using appropriate musical vocabulary and referring to specific elements and sections of a piece (e.g. 'I liked how the trumpets played a crescendo in the middle of the piece - it made the music feel more intense'). Using musical vocabulary when describing music and its effect on the listener (e.g. The crescendo and building rhythm in the pre-chorus create energy and excitement for the listener.) Musical context Developing an understanding of the history and social context of a diverse range of music, (e.g. samba, rap, the music of some African countries). Using knowledge of genre and style when talking about music they hear.	Singing repertoire - Competently singing songs with an octave pitch range. - Maintaining an independent singing part within an ensemble. - Singing songs that include leaps (e.g. jumping between notes rather than moving by step). - Singing melodies following a verse-chorus structure. - Singing in harmony, maintaining an independent part with accuracy. - Singing technique - Developing technique to project their voice clearly and confidently (e.g. open mouth, tall posture, facing the audience). - Accurately pitching their voice to sing a broad range of songs with varied pitch ranges. - Demonstrating the correct posture when singing. - Singing with consistent clarity and control, articulating words accurately. - Controlling breath to sustain phrases and support tone quality. - Instruments - Recognising how different playing actions change the way an instrument sounds (e.g. bouncing the beater on the glockenspiel creates a longer sound). - Selecting and justifying the use of different classroom instruments for a purpose (e.g. 'We chose the djembe for a strong pulse and the tambourine to make the chorus brighter and more energetic'). - Maintaining the beat on their instrument whilst being aware of other musicians. - Adapting their playing to be loud or quiet to create contrast and add to the mood of a piece. - Beginning to play a simple pattern of chords. - Playing melodies with fluency on their instrument.	- Understanding notation - Reading and creating different forms of notation, recognising how they represent musical elements such as pitch and rhythm. - Placing notes on the stave to record simple musical ideas. - Representing pitch - Recognising some common notes on the stave by sight (e.g. middle C and nearby notes). - Reading and playing simple melodies using staff notation within a limited pitch range (e.g. C to C). - Beginning to place notes accurately on the stave to record musical ideas. - Representing rhythm - Recognising further common note values such as crotchet, paired quavers, minims, semibreves and their corresponding rests. - Playing or clapping simple rhythmic patterns using these note values. - Using notation to record simple rhythmic patterns using crotchets, paired quavers, minims, semibreves and rests. - Recognising 3/4 and 4/4 time signatures in notation.	Stimulus and purpose Improvising or composing music to represent a stimulus and create a specific mood, atmosphere or message (e.g. tense music to represent stormy clouds). Improvising Improvising short phrases with increasing confidence and control. Improvising melodies over an accompaniment or drone, keeping in time. Exploring a range of ideas before selecting one. Confidently applying the inter-related dimensions of music and explaining their choices (e.g. 'I sped up in the middle section to add excitement'). Composing Creating musical ideas whilst carefully considering rhythm, pitch and notation. Making musical decisions to create different moods, such as choosing appropriate notes, tempo (speed) or dynamics (volume). Writing lyrics to fit a melody, carefully matching syllables to the rhythm. Confidently developing melodic ideas, exploring different pitches and rhythms. Structure Considering the structure of a composition to reflect a style of music.	Evaluating performance Offering constructive thoughts and opinions of peer performances, using musical vocabulary and reasoning. Evaluating their performance by identifying strengths and suggesting next steps for improvement. Giving balanced feedback relating to specific elements of the performance (e.g. 'I liked how you used a crescendo to build excitement but next time you could get faster too'). Timing Performing confidently and independently in time with a backing track or ensemble. Performance awareness Applying simple techniques to improve rehearsal and performance (e.g. making eye contact during a rehearsal; looking at the audience during a performance). Performing with stage awareness, showing confidence, focus and engagement with the audience. Recovering smoothly from mistakes while maintaining the flow of the performance. Ensemble skills Maintaining an individual part (e.g. bass, chords, melody) within a group. Recognising and responding to cues within a performance to enter, stop or change sections. Using non-verbal communication confidently to coordinate ensemble performance, such as signalling entries, endings or changes.	N/A