



Esher Church School – Progression of skills in Music

EYFS	<ul style="list-style-type: none"> * To sing a range of well-known nursery rhymes and songs * To perform songs, rhymes, poems and stories with others * To try to move in time with music. * To listen attentively, move to and talk about music, expressing their feelings and responses. * To explore and engage in music making and dance, performing solo or in groups. * To watch and talk about dance and performance art, expressing their feelings and responses. * To sing in a group or on their own, increasingly matching the pitch and following the melody.
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	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Singing	<ul style="list-style-type: none"> *Take part in singing, showing awareness of melody. *Begin to control vocal dynamics (loud and soft) and duration (long and short sounds). *Sing a song together as a group *Combine voices and movement to perform a chant and a song *Use voices to create descriptive sounds 	<ul style="list-style-type: none"> *Sing songs in ensemble, paying attention to the pitch shape of the melody, the duration of notes and keeping a steady beat. *Sing with expression. *Understand the importance of warming up first. *Understand pitch through singing and movement *Use own voice in different ways, including using a loud or soft voice and sing simple repeated phrases. *Prepare and improve a performance using movement, voice and percussion *Perform a round in two parts. <p>Use voices expressively and creatively by singing songs and speaking chants and rhymes (NC)</p>	<ul style="list-style-type: none"> *Sing songs from memory with awareness of being 'in tune'. *Have an awareness of the pulse internally when singing. *Sing confidently in groups and enjoy exploring singing solo. *Show control in voice and pronounce the words in a song clearly (diction). *Sing in two parts (two different melodies) 	<ul style="list-style-type: none"> *Sing in tune, breathe well, pronounce words clearly, controlling changes in pitch and dynamics. *Perform a poem as an ensemble with rhythmic accuracy to a steady beat *Sing a song with three simple independent parts *Combine singing, playing and dancing in a performance *Perform a round in three parts 	<ul style="list-style-type: none"> *Sing expressively, with attention to accuracy in rhythm, pitch and dynamics *Develop techniques of performing rap using texture and rhythm *Sing and play scales and chromatic melodies accurately *Sing and play percussion in a group piece with changes in tempo and dynamics 	<ul style="list-style-type: none"> *Demonstrate understanding of pitch through singing from simple staff notation *Demonstrate understanding of beat and syncopation through singing and body percussion *Convey lyrical meaning through expressive singing in a part-song with echoes *Learn to sing major and minor note patterns accurately *Develop, rehearse and perform a mini-musical, including dialogue, singing, playing and movement *Refine vocal performance with consideration of posture, breathing and enunciation *Perform complex song rhythms confidently *Change vocal tone to reflect mood and style

<p>Playing instruments</p>	<ul style="list-style-type: none"> *Begin to identify and keep a steady beat using body percussion and classroom instruments *Follow instructions on how and when to play. *Play percussion instruments at different speeds (tempi) *Explore sounds on instruments and find different ways to vary their sound *Use instruments to create descriptive sounds *Imitate changes in pitch – high and low. *Play fast, slow, loud, and quiet sounds on percussion instruments 	<ul style="list-style-type: none"> *Listen to and repeat rhythmic patterns on body percussion and instruments *Play simple pitch lines on tuned percussion *Accompany a song with vocal, body percussion and instrumental ostinati *Use instruments expressively in response to visual stimuli <p>Play tuned and untuned instruments musically (NC)</p>	<ul style="list-style-type: none"> *Accompany a song with a melodic ostinato on tuned percussion *Perform a pentatonic song with tuned and untuned accompaniment *Perform own part with increased control or accuracy when playing tuned and untuned instruments *Perform rhythmic ostinati individually and in combination *Read simple rhythm notation *Understand and use simple pitch notations *Create and perform from a symbol score *Read graphic notation to play a melody on tuned instruments 	<ul style="list-style-type: none"> *Combine four body percussion organised as a song accompaniment *Play a pentatonic song with leaps in pitch on tuned percussion *Play and sing repeated patterns (organise) from staff notation *Perform a piece from memory and from notation, either on a musical instrument or vocally *Maintain a simple instrumental part within an ensemble 	<ul style="list-style-type: none"> *Read a melody in staff notation *Interpret graphic notation on various soundmakers with an understanding of their qualities and capabilities *Perform music together in organisation with a short movie *Develop ensemble playing, focusing on steady beat and placing notes accurately together *Control short, loud sounds on a variety of instruments 	<ul style="list-style-type: none"> *Demonstrate coordination and rhythm skills (e.g.by participating in a complex circle game) *Play more complex instrumental parts (e.g. a chordal accompaniment to a piece) *Follow and interpret a complex graphic score for four instruments *Take turns to lead a group *Play from memory and from staff and other musical notations *Play instruments musically; with accuracy, fluency, control and expression. <p>Play and perform in solo and ensemble context, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Use and understand staff and other musical notations. (NC)</p>
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Improvising/ exploring	<ul style="list-style-type: none"> *Respond to music through movement *Create a soundscape using instruments *Explore different sound sources and materials *Explore sounds on instruments and find different ways to vary their sound Listen to a simple clapped rhythm and clap own answer (rhythm of words) 	<ul style="list-style-type: none"> *Explore timbre and texture to understand how sounds can be descriptive *Combine sounds to create a musical effect in response to visual stimuli *Explore voices to create descriptive musical effects *Explore different ways to organize music 	<ul style="list-style-type: none"> *Improvise descriptive music *Improvise to an ostinato accompaniment *Explore simple accompaniments using beat and rhythm patterns 	<ul style="list-style-type: none"> *Improvise in response to visual stimuli, with a focus on timbre *Explore household items as instruments and match rhythms with appropriate soundmakers *Improvise melodies with a given set of five notes (a pentatonic scale) *Explore layers and layering using a graphic score *Understand syncopation and clap improvised off-beat rhythms 	<ul style="list-style-type: none"> *Develop accompaniments using ostinato and invent or improvise rhythms on untuned percussion *Learn about jazz scat singing and devise scat sounds *Play and improvise using the whole tone scale *Create musical effects using contrasting pitch *Interpret graphic notation on various soundmakers with an understanding of their qualities and capabilities * Explore techniques used in movie soundtracks 	<ul style="list-style-type: none"> *Devise, combine and structure rhythms through dance *Improvise descriptive music on instruments and other soundmakers *Improvise melodies using 5 or more notes *Improvise with a feeling for the style of Bossa Nova and Swing using a 5-note pattern.
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Composing	<ul style="list-style-type: none"> *Invent and perform new rhythms to a steady beat *Create, play and combine simple word rhythms *Create a picture in sound 	<ul style="list-style-type: none"> *Compose music to illustrate a story *Compose and perform melodies using 2 or 3 notes. *Perform and create simple three- and four-beat rhythms using a simple score <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music. (NC)</p>	<ul style="list-style-type: none"> *Select descriptive sounds to accompany a poem *Compose and perform simple melodies using 3 or 4 notes. *Choose different timbres to make an accompaniment *Make choices about musical structure *Create and perform from a symbol score *Arrange an accompaniment with attention to balance and musical effect *Use a score and combine sounds to create different musical textures *Record a composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). 	<ul style="list-style-type: none"> *Compose with the unit songs eg. 'Mamma Mia' (Charanga Unit 1), 'Lean on Me' (Unit 4) or Little Blackbird (Unit 5). *Use tuned instruments to create a class composition e.g. 'Lost Forest' (Glocks 2) *Compose and notate pentatonic melodies on a graphic score *Compose a fanfare * Plan and create a section of music that can be performed within the context of the unit song. * Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. * Record compositions in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). 	<ul style="list-style-type: none"> * Compose a rap *Develop a structure for a vocal piece and create graphic scores *Explore extended vocal techniques through listening to and composing 'a capella' (unaccompanied) vocal music based on graphic scores *Use the musical dimensions to create and perform music for a movie *Evaluate and refine compositions with reference to the inter-related dimensions of music * Record compositions in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). 	<ul style="list-style-type: none"> *Create simple melodies and rhythms that work musically with the style of a song. *Revise, rehearse, and develop music for performance, with reference to the inter-related dimensions of music *Compose programme music from a visual stimulus *Record compositions in an appropriate way that recognises the connection between sound and symbol. <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music (NC)</p>
Listening	<ul style="list-style-type: none"> *Recognise and respond to changes in tempo in music *Identify changes in pitch and respond to them with movement *Understand how music can tell a story *Understand musical structure by listening and responding through movement *Know and recognize the sound and names of some of the instruments they use. 	<ul style="list-style-type: none"> *Match descriptive sounds to images *Listen to and repeat back rhythmic patterns on instruments and body percussion *Listen in detail to a piece of orchestral music (e.g., identify how it depicts a season) <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p>	<ul style="list-style-type: none"> *Listen to and learn about 4 different musical styles eg. 1. Hindustani classical music or RnB 2. traditional Chinese music 3. Reggae 4. Classical - Romantic *Learn how sounds are produced and how instruments are classified 	<ul style="list-style-type: none"> *Understand how rhythmic articulation affects musical phrasing *Listen to and learn about different styles of music e.g Descriptive music of two famous composers of the 20th and 21st century; 20th Century ballet music; Gospel Music; Renaissance music; Bhangra music *Copy rhythms and a short melody *Match short rhythmic phrases with rhythm notation 	<ul style="list-style-type: none"> *Hear and understand the features of the whole tone scale *Listen to and learn about different styles of music e.g. modern classical/avant garde music (20th century); an early Baroque opera *Demonstrate understanding of the effect of music in movies 	<ul style="list-style-type: none"> *Follow and interpret a complex graphic score for four instruments *Experience and understand the effect of changing harmony *Listen to and understand modulation in a musical bridge <p>Listen with attention to detail and recall sounds with increasing aural memory. (NC)</p> <p>Develop an understanding of the history of music.</p>

<p>Appraising</p>	<ul style="list-style-type: none"> *Tap the pulse in music *Hear different moods in music. *Say what they like or dislike about a piece of music. *Identify texture – one sound or several sounds? *Identify a repeated rhythm pattern *Begin to use simple musical terms - fast, slow, high, low when talking about music they have listened to. 	<ul style="list-style-type: none"> *Identify ways of producing sounds (e.g., shake, strike, pluck) *Identify rising and falling pitch *Use simple musical vocabulary to describe music *Listen, describe and respond to orchestral music *Describe tempo, dynamics and emotion *Describe how an instrument has been used to represent a sound or object. 	<ul style="list-style-type: none"> *Confidently identify and move to the pulse * Identify the style of the music (as above; from 4 contrasting styles) *Discuss how a piece of music makes them feel. *Be able to talk about musical dimensions – texture, dynamics, tempo, rhythm and pitch e.g., Recognise rhythm patterns and pitch shapes *Identify the main sections of a song (introduction, verse, chorus etc) *Name some instruments they heard in a piece of music. 	<ul style="list-style-type: none"> *Identify different instrument groups from a recording *Describe the structure of a piece of orchestral music *Develop listening skills by analysing and comparing music from different traditions *Identify key features of minimalist music *Compare and contrast the structure of two pieces of music *Identify the metre of a new song or piece 	<ul style="list-style-type: none"> *Explain how different musical elements (pitch, tempo, rhythm, melody and dynamics) have been used to create mood and effects. *Identify changes in tempo and their effects *Evaluate and refine compositions with reference to the inter-related dimensions of music *Explore and analyse a song arrangement and its structure *Rehearse, improve, and analyse an ensemble performance, with attention to balance and staying in time 	<ul style="list-style-type: none"> *Revise, rehearse, and develop music for performance, with reference to the inter-related dimensions of music *Describe how music can be used to create expressive effects and convey emotion. *Identify and explore the relationship between sounds and how different meanings can be expressed through sound and music. <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. (NC)</p>
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