

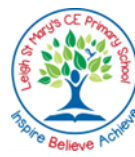
Leigh St Mary's CE Primary School  
Music



*Progression of skills*

**Listening**

EYFS	Year 1	Year 2
<p>*Responding to music through movement, altering movement to reflect the tempo, dynamics or pitch of the music.</p> <p>Exploring lyrics by suggesting appropriate actions.</p> <p>Exploring the story behind the lyrics or music.</p> <p>Listening to and following a beat using body percussion and instruments.</p> <p>*Considering whether a piece of music has a fast, moderate or slow tempo.</p> <p>Listening to sounds and matching them to the object or instrument.</p> <p>*Listening to sounds and identifying high and low pitch.</p> <p>Listening to and repeating a simple rhythm.</p> <p>Listening to and repeating simple lyrics.</p> <p>Understanding that different instruments make different sounds and grouping them accordingly.</p>	<p>Recognising and understanding the difference between pulse and rhythm.</p> <p>*Understanding that different types of sounds are called timbres.</p> <p>*Recognising basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower).</p> <p>Describing the character, mood, or 'story' of music they listen to, both verbally and through movement.</p> <p>Describing the differences between two pieces of music.</p> <p>Expressing a basic opinion about music (like/dislike).</p> <p>Listening to and repeating short, simple rhythmic patterns.</p> <p>Listening and responding to other performers by playing as part of a group.</p>	<p>*Recognising timbre changes in music they listen to.</p> <p>Recognising structural features in music they listen to.</p> <p>Listening to and recognising instrumentation.</p> <p>*Beginning to use musical vocabulary to describe music.</p> <p>Identifying melodies that move in steps.</p> <p>Listening to and repeating a short, simple melody by ear.</p> <p>Suggesting improvements to their own and others' work.</p>
<p>*Also form part of the 'Inter-related dimensions of music' strand.</p>		

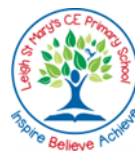


Leigh St Mary's CE Primary School  
Music

*Progression of skills*

**Composing**

EYFS	Year 1	Year 2
<p>Playing untuned percussion 'in time' with a piece of music.</p> <p>Selecting classroom objects to use as instruments.</p> <p>Experimenting with body percussion and vocal sounds to respond to music.</p> <p>Selecting appropriate instruments to represent action and mood.</p> <p>Experimenting with playing instruments in different ways.</p>	<p>Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.</p> <p>Combining instrumental and vocal sounds within a given structure.</p> <p>Creating simple melodies using a few notes.</p> <p>*Choosing dynamics, tempo and timbre for a piece of music.</p>	<p>Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.</p> <p>*Successfully combining and layering several instrumental and vocal patterns within a given structure.</p> <p>Creating simple melodies from five or more notes.</p> <p>*Choosing appropriate dynamics, tempo and timbre for a piece of music.</p> <p>Using letter name and graphic notation to represent the details of their composition.</p> <p>Beginning to suggest improvements to their own work.</p>
<p>*Also form part of the 'Inter-related dimensions of music' strand.</p>		

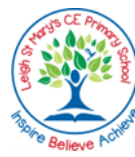


Leigh St Mary's CE Primary School  
Music

*Progression of skills*

**Performing**

EYFS	Year 1	Year 2
Using their voices to join in with well-known songs from memory.	Using their voices expressively to speak and chant.	*Using their voices expressively when singing, including the use of basic dynamics (loud and quiet).
Remembering and maintaining their role within a group performance.	Singing short songs from memory, maintaining the overall shape of the melody and keeping in time.	Singing short songs from memory, with melodic and rhythmic accuracy.
Moving to music with instruction to perform actions.	Maintaining the pulse (play on the beat) using hands, and tuned and untuned instruments.	Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse.
Participating in performances to a small audience.	Copying back short rhythmic and melodic phrases on percussion instruments.	*Performing expressively using dynamics and timbre to alter sounds as appropriate.
Stopping and starting playing at the right time.	*Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.	Singing back short melodic patterns by ear and playing short melodic patterns from letter notation.
*Also form part of the 'Inter-related dimensions of music' strand.		



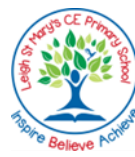
Leigh St Mary's CE Primary School

Music

*Progression of knowledge*

The inter-related dimensions of music

	EYFS	Year 1	Year 2
Pitch	To understand that what 'high' and 'low' notes are.	To understand that pitch means how high or low a note sounds. To understand that 'tuned' instruments play more than one pitch of notes.	To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches. To understand that a melody is made up from high and low pitched notes played one after the other, making a tune.
Duration	To recognise that different sounds can be long or short.	To know that rhythm means a pattern of long and short notes.	To know that 'duration' means how long a note, phrase or whole piece of music lasts. To know that the long and short sounds of a spoken phrase can be represented by a rhythm.
Dynamics	To understand that instruments can be played loudly or softly.	To know that dynamics means how loud or soft a sound is. To understand that sounds can be adapted to change their mood, eg through dynamics.	To know that dynamics can change the effect a sound has on the audience.
Tempo	To recognise music that is 'fast' or 'slow'. To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music.	To know that the 'pulse' is the steady beat that goes through music. To know that tempo is the speed of the music.	To understand that the tempo of a musical phrase can be changed to achieve a different effect.

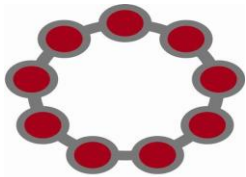


Leigh St Mary's CE Primary School  
Music

*Progression of knowledge*

The inter-related dimensions of music

	EYFS	Year 1	Year 2
<b>Timbre</b>	To know that different instruments can sound like a particular character.	To know that 'timbre' means the quality of a sound; eg that different instruments would sound different playing a note of the same pitch.  To know that my voice can create different timbres to help tell a story.	To know that musical instruments can be used to create 'real life' sound effects.  To understand an instrument can be matched to an animal noise based on its timbre.
<b>Texture</b>	To know that music often has more than one instrument being played at a time.	To know that music has layers called 'texture'.	To know that a graphic score can show a picture of the layers, or 'texture', of a piece of music.
<b>Structure</b>	To recognise the chorus in a familiar song.	To know that a piece of music can have more than one section, eg a verse and a chorus.	To understand that structure means the organisation of sounds within music, eg a chorus and verse pattern in a song.
<b>Notation</b>	To know that signals can tell us when to start or stop playing.	To understand that music can be represented by pictures or symbols.	To know that 'notation' means writing music down so that someone else can play it  I know that a graphic score can show a picture of the structure and / or texture of music.



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Leigh St Mary's CE Primary School








Music

	Year 3	Year 4	Year 5	Year 6
Singing	<p>Sing mostly in tune, showing greater awareness of pitch-matching.</p> <p>Sing a wider range of songs* with expression and a sense of melodic shape.</p> <p>(*simple rounds, partner songs, songs with verse/chorus).</p> <p>Show developing control of dynamics and tempo when singing.</p> <p>Demonstrate an awareness of correct posture for singing.</p>	<p>Sing in tune with expression and clear diction, maintaining a wider pitch range with a good sense of melodic shape.</p> <p>Show good control of dynamics and tempo when singing.</p> <p>Maintain correct posture for singing and begin to show appropriate breath control.</p> <p>Sing increasingly complex songs: rounds, partner songs, songs with verse/chorus.</p>	<p>Sing in tune with accuracy and confidence, maintaining a wider pitch range, correct posture and clear diction.</p> <p>Sing expressively, showing an awareness of style, demonstrating the ability to control tempo and dynamics appropriately.</p> <p>Sing a wide variety of songs: unison, partner, canon, songs with 2 or more parts.</p> <p>Maintain an independent part with increasing control (repeated pattern, melody, drone, echo, harmony).</p>	<p>Sing in tune with accuracy and confidence, maintaining a wider pitch range, correct posture, clear diction and breath control.</p> <p>Sing with confidence and expression, showing a clear sense of style, confidently controlling dynamics, tempo, and other expressive features of the music.</p> <p>Maintain an independent part with good control, accuracy and expression, showing awareness of how parts fit together.</p>
Listening	<p>Listen with increasing concentration to a variety of live and recorded music from different cultures, traditions and historical periods music, recognising how changes in tempo, dynamics, pitch, and timbre create different moods and effects.</p> <p>Aurally identify simple rhythm patterns using</p> <p>walk/ta jogging/te- te</p> <p>one-beat rests <b>Z</b></p>	<p>Listen with concentration to a variety of live and recorded music from different cultures, traditions, and historical periods music, recognising how changes in the interrelated dimensions of music create different moods and effects.</p> <p>Aurally identify rhythm patterns using</p> <p>walk/ta jogging/te- te</p> <p>stride (2 beat)</p>	<p>Listen with attention to detail to a wide range of music from different traditions, genres, styles and periods, recognising and describing how the interrelated dimensions of music are used for intended effects.</p> <p>Aurally identify rhythm patterns using</p> <p>walk/ta jogging/te- te</p> <p>stride (2 beat)</p>	<p>Listen with attention to detail to a wide range of music from different traditions, genres, styles and periods, describing and evaluating musical features using appropriate musical vocabulary.</p> <p>Aurally identify extended rhythm patterns using</p> <p>walk/ta jogging/te- te</p>



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Music

	<p>Begin to recognise different instrument families (percussion, woodwind, brass, string) from sight and/or sound.</p>	<p>one-beat rests <b>Z</b>  or</p> <p>Aurally recognise different instrument families (percussion, woodwind, brass, string.)</p>	<p>one-beat rests <b>Z</b>  or</p> <p>wade (4  beats)</p> <p>Recognise the sounds of some individual instruments from different instrumental families.</p> <p>Begin to recognise the characteristics of different styles of music and place them within a historical timeline.</p> <p>Begin to recognise 2,3,4 metre.</p>	<p>stride (2 beat) </p> <p>one-beat rests <b>Z</b>  or</p> <p>wade (4 beats) </p> <p>Caterpillar </p> <p>Recognise the sounds of an increasing number of instruments from different instrumental families.</p> <p>Begin to recognise the characteristics of different styles of music and place them within a historical timeline.</p> <p>Recognise 2,3,4 metre</p>
<p><b>Playing</b></p>	<p>Keep a steady pulse accurately on an instrument or with movement</p> <p>Demonstrate the difference between pulse and rhythm.</p> <p>Play simple repeating rhythms on percussion instruments.</p> <p>Play simple melodic patterns on tuned instruments</p> <p>Play fast/slow, loud/quiet, high/low and change the type of sound when I play instruments with increasing control and accuracy.</p>	<p>Keep a steady pulse independently and respond to changes in tempo, maintaining an appropriate pulse.</p> <p>Maintain a simple rhythm part independently, keeping in time to the pulse.</p> <p>Play a variety of rhythm patterns with accuracy.</p> <p>Maintain a simple melody part independently, keeping in time with the pulse</p> <p>Demonstrate increasing control of tempo and dynamics when playing.</p>	<p>Play melodic and rhythmic parts as part of an ensemble, keeping in time with other players.</p> <p>Confidently control changes in dynamics and tempo when playing alone and with others.</p> <p>Play in solo and ensemble contexts with fluency and expression.</p>	<p>Play melodic and rhythmic parts as part of an ensemble, keeping in time with other players.</p> <p>Maintain an independent part in an ensemble, showing awareness of how parts fit together.</p> <p>Play confidently with fluency and expression, demonstrating increased understanding of musical features when I play to achieve a musical outcome.</p>

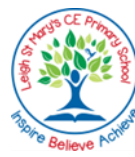


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<p><b>Performing</b></p>	<p>Maintain a part within a group, showing some awareness of other performers.</p> <p>Follow simple performance directions (e.g. starting/stopping, changes in tempo &amp; dynamics)</p> <p>Show some awareness of the audience when performing</p>	<p>Maintain an independent part within a group, showing awareness of other performers.</p> <p>Follow simple performance directions (start/stop/loud/quiet/fast/slow) and respond with increasing fluency and control.</p> <p>Demonstrate awareness of the audience and perform with a sense of occasion.</p>	<p>Maintain an independent part in a group with fluency and expression, showing awareness of other performers.</p> <p>Perform expressively to an audience demonstrating an awareness of place and occasion.</p>	<p>Maintain an independent part in a group (or as a soloist) with increased control, fluency and expression, showing awareness of other performers.</p> <p>Communicate expressively to an audience, showing an awareness of place and occasion.</p>
<p><b>Composing and Improvising</b></p>	<p>Improvise short rhythmic and melodic patterns using the voice and instruments.</p> <p>Create and develop musical ideas within given structures (e.g., ABA form) or in response to a stimulus.</p> <p>Sequence and combine sounds to create special effects, moods and atmospheres using the interrelated dimensions of music.</p> <p>Begin to improve own work.</p>	<p>Improvise rhythmic and melodic phrases using the voice and instruments.</p> <p>Create and develop musical ideas within given structures (e.g., ABA, Rondo, Call and Response) or in response to a stimulus.</p> <p>Compose music for a range of purposes using the interrelated dimensions to achieve intended effects.</p> <p>Make improvements to own work, explaining reasons for changes.</p>	<p>Improvise longer melodic and rhythmic phrases using the interrelated dimensions of music with developing control.</p> <p>Compose music using a range of devices (e.g., ostinato, chord patterns, call and response, drone, repetition).</p> <p>Compose music for a range of purposes using the interrelated dimensions with understanding and control to achieve intended effects.</p> <p>Make improvements to own work, explaining reasons for changes using musical vocabulary.</p>	<p>Improvise longer melodic and rhythmic phrases using the interrelated dimensions of music with confidence and control.</p> <p>Compose music using a range of devices and/or for different purposes demonstrating an increased understanding of how the interrelated dimensions of music have been used to achieve intended effects.</p> <p>Make improvements to my own work and suggest improvements to the work of others using appropriate musical vocabulary.</p>





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Music

<p><b>Notation and Technology</b></p>	<p>Use music technology to explore, capture and combine sounds.</p> <p>Recognise and understand symbols for</p> <p> Crotchet</p> <p>Quavers </p> <p>Crotchet rest <b>Z</b></p> <p>Create own graphic notations to represent sounds.</p> <p>Experience simple one-line staff pitch notation</p>	<p>Use music technology to explore, capture, change and combine sounds.</p> <p>Recognise and understand symbols for</p> <p>Crotchet </p> <p>Quavers </p> <p>Crotchet rest <b>Z</b>  or</p> <p>Minim </p> <p>Experience simple two-line staff pitch notation</p>	<p>Combine, manipulate and refine musical sounds using appropriate technology.</p> <p>Recognise and understand symbols for</p> <p>Crotchet </p> <p>Quavers </p> <p>Crotchet rest <b>Z</b>  or</p> <p>Minim </p> <p>Semibreve (4  beats)</p> <p>Experience three-line staff pitch notation</p> <p>Recognise different metres 2,3,4</p>	<p>Combine, manipulate and refine musical sounds using appropriate technology.</p> <p>Recognise and understand symbols for</p> <p>Crotchet </p> <p>Quavers </p> <p>Crotchet rest <b>Z</b>  or</p> <p>Minim </p> <p>Semibreve (4  beats)</p> <p>Semiquavers </p> <p>Experience staff notation of pitch</p> <p>Recognise different metres 2,3,4</p>
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