



MUSIC SKILLS PROGRESSION

EYFS

At Prior's Mill, our music curriculum builds upon the rich musical experiences provided in the Early Years Foundation Stage (EYFS). In EYFS, pupils develop foundational skills through singing, exploring sounds, and engaging in rhythmic activities. This early exploration fosters a love of music and develops essential listening skills. Our curriculum ensures a smooth and progressive journey, enabling all pupils to discover, flourish, and grow in their musical talents, nurturing their God-given gifts and potential, in line with our school's Christian ethos. The EYFS Milestones Document explores this approach in more detail.

| Controlling Sounds through singing and playing (Play and Perform) | | | | | | | |
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| KS1 SKILLS | Year 1 | Year 2 | KS2 SKILLS | Year 3 | Year 4 | Year 5 | Year 6 |
| Use voices expressively | Use voices in different ways such as speaking, singing and chanting | Use voices expressively and creatively. To sing with the sense of shape of the melody | Sing songs in unison and two parts | To sing in unison, becoming aware of pitch. | To sing in unison maintaining the correct pitch and using increasing expression. | To sing in unison with clear diction, controlled pitch and sense of phrase. | To sing in solo, unison and in parts with clear diction, controlled pitch and with sense of phrase |
| Play tuned and un-tuned instruments | To create and choose sounds To perform simple rhythmical patterns, beginning to show an awareness of pulse. | To create and choose sounds for a specific effect. To perform rhythmical patterns and accompaniments, keeping a steady pulse. | To play tuned and un-tuned instruments with control and accuracy | To perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes. | To play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics. | To play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression. | To play and perform with accuracy, fluency, control and expression |
| Rehearse and perform with others | To think about others when performing. | To think about others while performing | To practise, rehearse and present performances with an awareness of | To think about others while performing. | To think about others while performing. | To maintain my own part and be aware how the different parts fit together. | To think about the audience when performing and how to create a specific effect. |

the audience

Creating and developing musical ideas (Create and Compose)

| KS1 SKILLS | Year 1 | Year 2 | KS2 SKILLS | Year 3 | Year 4 | Year 5 | Year 6 |
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| Create musical patterns | To know about and experiment | Repeat short rhythmic and | Improvise, developing | To create simple rhythmical | To create rhythmical and | To create increasingly | To create and improvise |
| | with sounds | melodic patterns | rhythmic and melodic material when performing | patterns that use a small range of notes. | simple melodic patterns using an increased number of notes. | complicated rhythmic and melodic phrases within given structures. | melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures. |
| Explore, choose and organise sounds and musical ideas | To recognise and explore how sounds can be organised, To identify and organise sounds using simple criteria e.g. loud, soft, high low. | To Begin to explore and choose and order sounds using the inter-related dimensions of music*. | Explore, choose, combine and organise musical ideas with musical structures | To begin to join simple layers of sound, e.g. a background rhythm and a solo melody. | To join layers of sound, thinking about dynamics of each layer and understanding the effect. | | |

Responding and reviewing appraising skills

| KS1 SKILLS | Year 1 | Year 2 | KS2 SKILLS | Year 3 | Year 4 | Year 5 | Year 6 |
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| Explore and express ideas and feelings about music using movement, dance and expressive and musical language. | To talk about how music makes you feel or want to move. E.g. it makes me want to jump/sleep/shout etc | To respond to different moods in music and explain thinking about changes in sound. | Analyse and compare sounds Explore and explain ideas and feelings about music using movement, dance and expressive and musical language. | To explore and comment on the ways sounds can be used expressively. | To recognise and explore the ways sounds can be combined and used expressively and comment on this effect. | To describe, compare and evaluate different types of music beginning to use musical words. | To describe, compare and evaluate different types of music using a range of musical vocabulary including the inter-related dimensions of music*. |
| To make improvements to my own work | To think about and make simple suggestions | To identify what improvements could be made to | To reflect on and improve own and others | To comment on the effectiveness of | To comment on the effectiveness of won work, | To comment on the success of own and others | To evaluate the success of own and others work, |
| | about what could make their own work better. E.g: play faster or louder. | own work and make these changes, including altering use of voice, playing of and choice of instruments. | work in relation to its intended effect | own work, identifying and making improvements. | identifying and making improvements based on its intended outcome. | work, suggesting improvements based on intended outcomes. | suggesting specific improvements based on intended outcomes and comment on how this could be achieved. |

| Listening and applying knowledge and understanding | | | | | | | |
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| KS1 SKILLS | Year 1 | Year 2 | KS2 SKILLS | Year 3 | Year 4 | Year 5 | Year 6 |
| To listen with concentration and recall sounds within increasing aural memory. | To begin to identify simple repeated patterns and follow basic musical instructions. | To identify and recognise repeated patterns and follow a wider range of musical instructions | To listen with attention to detail and to internalise and recall sounds. | To listen with attention and begin to recall sounds. | To listen to and recall patterns of sounds with increasing accuracy. | To listen to and recall a range of sounds and patterns of sounds confidently. | To listen to, internalise and recall sounds and patterns of sounds with accuracy and confidence. |
| To know how the combined | To begin to understand that | To understand how musical | To know how the combined | To begin to understand how | To understand how different | To begin to identify the | To identify and explore the |

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| <p>musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures.</p> | <p>musical elements can be used to create different moods and effects.</p> | <p>elements create different moods and effects.</p> | <p>musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures and used to communicate different moods and effects.</p> | <p>different musical elements are combined and used to create an effect.</p> | <p>musical elements are combined and used expressively.</p> | <p>relationship between sounds and how music can reflect different meanings.</p> | <p>relationship between sounds and how music can reflect different meanings.</p> |
| <p>To understand that sounds can be made in different ways and described using given and invented signs and symbols.</p> | <p>To begin to represent sounds with simple sounds including shapes and marks.</p> | <p>To confidently represent sounds with a range of symbols, shapes or marks.</p> | <p>To know that music is produced in different ways and described through relevant established and invented notations.</p> | <p>To begin to recognise simple notations to represent music, including pitch and volume.</p> | <p>To understand and begin to use established and invented musical notations to represent music.</p> | <p>To recognise and use a range of musical notations including staff notation.</p> | <p>To use and apply a range of musical notations including staff notation, to plan, revise and refine musical material.</p> |

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| To know how music is used for particular purposes | To listen to short, simple pieces of music and talk about when and why they may hear it. E.g: a lullaby or Wedding march. | To listen to pieces of music and discuss where and when they may be heard explaining why using simple musical vocabulary. E.g. It's quiet and smooth so it would be good for a lullaby. | To understand how time and place can influence the way music is created. | To listen to and begin to respond to music drawn from different traditions and great composers and musicians. | To listen to, understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians. | To listen to a range of high quality, live and recorded music from different traditions, composers and musicians and begin to discuss their differences and how music may have changed over time. | To develop an understanding of the history of music from different, cultures, traditions, composers and musicians evaluating how venue, occasion and purpose effects the way that music is created and performed. |
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***Inter-related dimensions of music:**

PULSE: the steady beat of a piece of a piece of music

PITCH: the melody and the way the notes change from low to high and vice versa.

RHYTHM: or duration is the pattern of long and short sounds in a piece of music

DYNAMICS: Loud and soft

TEMPO: Fast and slow

TIMBRE: The type of sound – whisper/hum/sing/talk (examples with the voice) or twinkly/hard/soft (examples with instruments)

TEXTURE: Layers of sound (number of instruments or voices playing together)

STRUCTURE: The way the music is laid out –e.g. Verse, chorus, verse.