Music

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening and Appraising	• Responding to music through movement, altering movement to reflect the tempo, dynamics, or pitch of the music • Exploring lyrics by suggesting appropriate actions • Listening to and following a beat using body percussion and instruments • Considering whether a piece of music has a fast, moderate, or slow tempo • Listening to and repeating a simple rhythm/lyric	• Recognising and understanding the difference between pulse and rhythm • Understanding that different types of sounds are called timbres • Recognising basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower) • Describing the differences between two pieces of music • Expressing a basic opinion about music (like/dislike) • Listening to and repeating short, simple rhythmic patterns	• Recognising timbre changes in music they listen to • Listening to and recognising instrumentation • Beginning to use musical vocabulary to describe music • Listening to and repeating a short, simple melody by ear	• Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary • Understanding that music from different parts of the world has different features • Recognising and explaining the changes within a piece of music using musical vocabulary • Beginning to show an awareness of metre • Beginning to use musical vocabulary when discussing improvements to their own and others' work	• Identifying gradual dynamic and tempo changes within a piece of music • Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary • Identifying common features between different genres, styles and traditions of music • Using musical vocabulary to discuss the purpose of a piece of music • Using musical vocabulary when discussing improvements to their own and others' work	• Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary • Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary • Comparing, discussing and evaluating music using detailed musical vocabulary • Developing confidence in using detailed musical vocabulary to discuss and evaluate their own and others' work	• Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles • Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts • Use musical vocabulary correctly when describing and evaluating the features of a piece of music • Identifying the way that features of a song can complement one another to create a coherent overall effect • Confidently using detailed musical vocabulary to discuss and evaluate their own and others work
Composing	• Playing untuned percussion 'in time' with a piece of music. • Selecting classroom objects to use as instruments • Experimenting with body percussion and vocal sounds to respond to music. • Selecting appropriate instruments to represent action and mood • Experimenting with playing instruments in different ways	• Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character • Combining instrumental and vocal sounds within a given structure • Creating simple melodies using a few notes • Choosing dynamics, tempo and timbre for a piece of music	• Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. • Successfully combining and layering several instrumental and vocal patterns within a given structure • Creating simple melodies from five or more notes • Choosing appropriate dynamics, tempo and timbre for a piece of music. • Beginning to suggest improvements to their own work	• Composing a piece of music in a given style with voices and instruments • Combining melodies and rhythms to compose a multi-layered composition in a given style • Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions • Suggesting and implementing improvements to their own work, using musical vocabulary	• Composing a coherent piece of music in a given style with voices, bodies and instruments • Creating a piece of music with at least four different layers and a clear structure • Using letter name, graphic and rhythmic notation and key musical vocabulary to label and record their compositions • Suggesting improvements to others' work, using musical vocabulary	• Composing a detailed piece of music from a given stimulus with voices, bodies and instruments • Improvising coherently within a given style • Using staff notation to record rhythms and melodies • Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence • Suggesting and demonstrating improvements to own and others' work	• Improvising coherently and creatively within a given style, incorporating given features • Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments • Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure • Recording own composition using appropriate forms of notation and/or technology and incorporating • Constructively critique their own and others' work, using musical vocabulary

Stoke Primary School

Progression of Skills

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Performing	• Using their voices to join in with well-known songs from memory • Remembering and maintaining their role within a group performance. • Moving to music with instruction to perform actions. • Participating in performances to a small audience. • Stopping and starting playing at the right time	• Using their voices expressively to speak and chant • Singing short songs from memory, maintaining the overall shape of the melody and keeping in time • Maintaining the pulse (play on the beat) using hands, and tuned and untuned instruments • Copying back short rhythmic and melodic phrases on percussion instruments • Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance	• Using their voices expressively when singing, including the use of basic dynamics (loud and quiet) • Singing short songs from memory, with melodic and rhythmic accuracy • Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse • Performing expressively using dynamics and timbre to alter sounds as appropriate • Singing back short melodic patterns by ear and playing short melodic patterns from letter notation	• Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique • Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance • Performing from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology	• Singing and playing in time with peers with accuracy and awareness of their part in the group performance • Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique • Playing syncopated rhythms with accuracy, control and fluency	• Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group • Performing with accuracy and fluency from graphic and simple staff notation • Playing a simple chord progression with accuracy and fluency	• Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group • Performing a solo or taking a leadership role within a performance • Performing with accuracy and fluency from graphic and staff notation and from their own notation • Performing by following a conductor's cues and directions
History of Music (KS2)				• Understanding that music from different times has different features	• Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary	• Confidently discussing the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time	• Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles