

**MUSIC:- PROGRESSION OF SKILLS from EYFS to KS2**

MUSIC	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b><u>SKILLS:</u></b> LMS Scheme of Work: Units 1 -6  <b><u>OVERVIEW</u></b>	<b><u>Expressive Arts</u></b> <b><u>ELG:</u></b> Sing simple songs from memory; recognise repeated sounds and sound patterns and match movements to music	<i>To develop a love of listening to and creating music from different genres and be competent in the objectives of units 1-6</i>	<i>To develop a love of listening to and creating music from different genres and be competent in the objectives of units 1-6</i>	<i>To become confident at recognising music from different genres, styles and cultures. To recognise some musical symbols and notation. To be competent in the objectives of units 1-6</i>	<i>To become confident at recognising music from different genres, styles and cultures. To recognise some musical symbols and notation. To be competent in the objectives of units 1-6</i>	<i>To have a deep love of listening to and creating musical patterns from different genres, styles and traditions. To perform, sing and play confidently and to be competent in the objectives of units 1-6</i>	<i>To have a deep love of listening to and creating musical patterns from different genres, styles and traditions. To perform, sing and play confidently and to be competent in the objectives of units 1-6</i>
<b><u>Character</u></b> <b><u>Muscle</u></b>	<b><i>Enthusiasm; Attention; Imagination</i></b>	<b><i>Enthusiasm; Confidence; Independence; Concentration</i></b>	<b><i>Enthusiasm; Confidence; Independence; Concentration</i></b>	<b><i>Enthusiasm; Confidence; Inventive;</i></b>	<b><i>Confidence; Inventive; Enthusiasm</i></b>	<b><i>Confidence; Positivity; Problem solving; Improving</i></b>	<b><i>Confidence; Positivity; Problem solving; Improving</i></b>
<b>UNIT 1 PULSE</b>	<p>I can imitate movements in response to music</p> <p>I can keep a steady pulse with some accuracy (eg clapping, marching, tapping)</p>	<p>I can create, explore, respond and identify long and short sounds.</p> <p>I can follow and create simple musical directions: fast, slow and stop/start</p>	<p>I can sing and play to a steady beat (pulse) and understand the difference between pulse and rhythm when singing, dancing or playing an instrument.</p>	<p>I can sing and play confidently and fluently, maintaining a steady pulse.</p> <p>I can maintain my part in a piece.</p> <p>I can follow and lead simple performance directions.</p>	<p>I can sing and play confidently and fluently, maintaining an appropriate pulse.</p> <p>I can maintain an independent part in a small group when playing or singing (eg a drone, ostinato, rhythm)</p>	<p>I can maintain a strong sense of pulse throughout pieces with and without syncopation.</p> <p>I can create simple rhythmic pieces which demonstrate understanding of rhythm / melodies / accompaniments</p>	<p>I can maintain a strong sense of pulse and recognise when going out of time.</p> <p>I can listen to and evaluate different genres of music; styles and traditions as well as follow basic shapes of</p>

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	I can explore, respond and identify long and short sounds.	I can keep a steady beat whilst playing an instrument (pulse) fairly accurately.	I recognise rhythmic pattern	I can comment and evaluate my own and others work.	I can respond to basic symbols (standard notation and graphical).		music and notation. I can maintain an independent part in a group whilst showing an awareness of others.
<b>UNIT 2: VOICE</b>	<p>I can sing songs, which contain a small range of notes (2 or 3 notes for example).</p> <p>I can perform actions to accompany songs. (Move like a snake, spider etc.)</p>	<p>I can sing and perform songs, which contain a small range of notes (3 - 5 notes for example), with growing confidence.</p> <p>I can follow performance instructions including starting and stopping with accuracy.</p> <p>I can recognise and represent higher and lower sounds using graphic notation.</p>	<p>I can sing, with accuracy, within a range of notes.</p> <p>I can follow and use performance instructions. (including, starting, stopping, dynamics and tempo)</p> <p>I can recognise and demonstrate the link between pitch and shape using graphic notation.</p>	<p>I can sing fluently.</p> <p>I can create, use and lead a group with performance instructions. (tempo, dynamics, start, stop,)</p> <p>I can hear a melody and create a graphic score represent it.</p>	<p>I can sing with an awareness of my breathing and pronunciation.</p> <p>I can sing fluently with confidence.</p> <p>I can use standard or graphic notation to create a melody.</p> <p>I can play and sing as part of an ensemble.</p> <p>I understand and can sing songs from different cultures.</p> <p>I can share opinions about a class performance using musical vocabulary.</p>	<p>I can sing and maintain an independent part.</p> <p>I can experiment and perform sounds made by my voice.</p> <p>I can follow and perform a vocal piece using a graphic / notated score.</p>	<p>I can experiment with and refine sounds with my voice.</p> <p>I can maintain a part in a performance with my voice.</p> <p>I can create and perform a vocal piece by following a graphic / notated score.</p>

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<b>UNIT 3: RHYTHM</b>	I can explore rhythm through play and create rhythms and suggest symbols to represent I can keep a steady pulse when playing I can recognise a different tempo. I can listen and take turns.	I can begin to understand the differences between pulse and rhythm through physical movement, playing and singing I can use graphic notation to record rhythms. I can listen to ideas and learn from others.	I can demonstrate I understand the differences between pulse and rhythm through physical movement, playing and singing. I can perform with a good sense of pulse and rhythm. I can use graphic notation to record rhythm and offer comments.	I can listen and play rhythmic patterns confidently and still maintain the pulse. I understand the difference between pulse and rhythm when I play and create graphic notation. I can talk about other friends work.	I can maintain simple rhythmic patterns and play confidently and fluently maintaining the pulse. I can aurally identify, recognize, respond to and use musically basic symbols. I can comment and evaluate my own and others work.	I can confidently maintain an independent part when playing an instrument in a small group. I can respond to and use musically basic symbols including Western notation. I can comment and evaluate my own and others work.	I can use a variety of musical devices, timbres, textures, techniques when creating and playing music. I maintain an independent part when playing an instrument. I can follow and interpret notation. I can comment and evaluate my own and others work.
<b>UNIT 4: PITCH</b>	I can sing broadly in tune with a limited pitch range. I can create music, and suggest symbols to represent sounds.	I can sing in tune and perform songs, which contain a small range of notes (3 - 5 notes for example), with growing confidence. I recognise and broadly control	I can sing in tune within a given pitch range, and perform with a good sense of pulse and rhythm. I can listen with increasing confidence to different genres	I can begin to create simple rhythmic patterns, melodies and accompaniments and sing fluently. I can begin to aurally identify, recognise, respond to and	I can sing within a given range using clear diction. I recognise and respond to musical symbols and standard notation. I can create simple melodies	I can begin to demonstrate increasing confidence, expression, and level of musicality through taking different roles in performance and rehearsal	I can begin to demonstrate increasing confidence, expression, and level of musicality through taking different roles in performance and rehearsal

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	I can record and comment on my voice and others.	changes in timbre, tempo, pitch and dynamics when playing instruments and vocally. I can use graphic notation to record pitch.	if music and make observations about a piece. I understand about musical dynamics and can demonstrate this. I can recognise and have an awareness of the link between shape and pitch using notation.	use musically graphic notation to represent basic changes in pitch within a limited range. I can comment and evaluate my own and others work.	including rhythmic patterns and accompaniments  I can listen and evaluate a range of live and recorded music from different traditions, genres and styles. I can comment and evaluate my own and others work.	(playing a solo melody, group ostinato, conductor, evaluator, pulse keeper). I can begin to use a variety of musical devices, timbres, textures, techniques etc when creating and making music. I can comment and evaluate my own and others work.	(playing a solo melody, group ostinato, conductor, evaluator, pulse keeper). I can begin to use a variety of musical devices, timbres, textures, techniques etc when creating and making music. I can listen and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately. I can comment and evaluate my own and others.
<b>UNIT 5: TECHNOLOGY</b>	To explore and change sounds and music through play and technology.	To use technology to create and change sounds.	To experiment changing and combining sounds, using technology. To	To use technology to create, change and combine sounds.	I can use my voice, sounds, technology and	I can use my voice, sounds, technology and	To experiment with voice, sounds, and technology and

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	<p>To comment and respond to recordings of own voice, other classroom sounds.</p> <p>To create music and suggest symbols to represent the sounds.</p>	<p>To demonstrate an understanding of musical structure</p> <p>To comment and respond to recordings of own and other's compositions.</p>	<p>comment and respond to a variety of live and recorded music, making statements and observations about musical structure.</p> <p>To demonstrate a deeper understanding of musical structure, through discussing musical structure.</p>	<p>To recognise and use basic musical structure.</p> <p>To offer comments about mine and other's work and accept suggestions from others with a focus on musical structure.</p>	<p>instruments in creative ways.</p> <p>I can recognise, respond and use basic musical structure.</p> <p>I can comment on and evaluate the features of own and other's music, with a focus on the structure used.</p>	<p>instruments in creative ways.</p> <p>I can use and identify key features of music.</p> <p>I can comment on and evaluate the features of my own and others music with a focus on the structure used.</p>	<p>instruments in creative ways.</p> <p>To use a variety of musical devices when making music to include timbres, textures, techniques.</p> <p>To listen, evaluate and share opinions about range of live and recorded music from different traditions, genres.</p> <p>To share opinions about own and others music and be willing to justify these, using technical vocabulary.</p>
<b>UNIT 6: 20<sup>th</sup> CENTURY MUSIC</b>	To comment and respond to recorded music from different	To listen to recorded music, and use one element, from different	I can listen to and recognise some features of film music.	To listen to and use features of recorded music from different genres,	To listen to and use features of recorded music from different genres,	To listen to and use features of recorded music from different genres,	To listen to and use features of recorded music from different genres,

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	traditions genres, styles and times.	traditions genres, styles and times.	I can draw musical symbols to represent sounds and perform songs altering the mood of my voice. I can comment and evaluate my own and others work.	traditions and styles. I can comment and evaluate my own and others work	traditions and styles. To demonstrate quality of key musical skills and techniques. I can comment and evaluate my own and others work	traditions and styles To demonstrate quality of key musical skills and techniques. To experiment with voice sounds, technology and instruments in creative ways. To listen to and critique my work and others.	traditions and styles To demonstrate quality of key musical skills and techniques. To experiment with voice sounds, technology and instruments in creative ways. To listen to and critique my work and others and be able to justify my comments.
<b><u>KNOWLEDGE</u></b>	To develop a love and interest of sound, rhythm and the arts. To build up a repertoire of simple songs/nursery rhymes.	To develop a love and interest of sound, rhythm and the arts as well as develop a love and appreciation of all kinds of music from different styles and genres.	To be able to identify and recognise different styles of music as well as begin to begin to understand and read simple music symbols and comment about my work.	To be able to identify and recognise different styles of music as well as begin to begin to understand and read simple graphic notation. To be able to create and perform simple melodies and sing confidently. I can evaluate and give	To be able to listen to, create and perform a simple piece confidently. To identify different styles of music from different genres, traditions cultures. I can create musical patterns and read standard graphic notation.	As year 4 but also to follow a musical score and sing and play a small piece competently. To read confidently standard musical notation as well as experiment with voice sounds, technology and instruments in creative ways.	As Year 5 but also to use a variety of musical devices when making music to include timbres, textures, techniques. To sing, play and perform in a group or a solo confidently. To critique own and others work and be able to

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				feedback about my work and others.	I can sing within a given range showing clear and good diction. I can evaluate and give feedback about my work and others.	I can evaluate and give feedback about my work and others.	justify my reasons.
<b>RESPOND AND REVIEW APPRAISAL SKILLS</b>	To think and be able to talk about how music makes you feel, eg: happy, sad, excited!	To be able to express how they feel when they hear a piece of music or play a musical instrument. How can they make their performance better?	To begin to listen and analyse different pieces of music/genres and respond by identifying changes in mood and sound. To make changes to their own work to improve by changing sound or instrument.	To listen and be able to identify and comment on different musical genres/styles. To respond to a piece of music confidently and when performing their own composition to perform with expression. To analyse and improve on their own compositions.	To listen and be able to identify and comment on different musical genres/styles. To respond to a piece of music confidently and when performing their own composition to perform with expression. To analyse and say why they have altered their work.	To describe, analyse and compare different musical styles. To become confident at musical notation and begin to use musical terms in their work. To comment on their own and others work suggesting improvements.	To describe, analyse and compare different musical styles. To be confident at musical notation and use a range of musical vocabulary in their work. To comment and evaluate own and others work suggesting ways to improve.