

St. John's CofE Primary School – Music Skills Progression

		EYFS	KS1	KS2	
		<i>Ruby Class</i>	<i>Sapphire Class</i>	<i>Diamond Class</i>	<i>Emerald Class</i>
Performing	Body & Vocal Sounds	<ul style="list-style-type: none"> • Be aware of simple body/vocal sound vocabulary e.g., clap, whisper • Imitate body/vocal sounds • Perform body/vocal sounds in time with a pulse • Copy changing rhythmic patterns using body/vocal sounds in time with a pulse 	<ul style="list-style-type: none"> • Use vocabulary independently when naming body/vocal sounds • Perform body/vocal sounds in time with an aural/visual pulse • Perform body/vocal sound ostinati in time with a pulse • Layer (one team per rhythm) body/vocal sounds ostinati in time with a pulse 	<ul style="list-style-type: none"> • Refine body/vocal sound vocabulary to include reference to tempo, dynamics, duration, timbre • Perform body/vocal sounds in time with a visual pulse set by conductor • Use body/vocal sounds ostinati to create a structured performance • Develop understanding of strong and weak beats 	<ul style="list-style-type: none"> • Use descriptive and musical body/vocal sound vocabulary spontaneously and with confidence • Maintain own steady pulse when performing body/vocal sounds • Create textured ostinati body/vocal sounds performance • Perform with control of strong and weak beats and syncopation
	Singing & Chanting	<ul style="list-style-type: none"> • Sing songs/chants in unison with teacher lead • Find singing voice and sing in tune within a limited range • Sing with energy and control of: <ul style="list-style-type: none"> - the shape of the melody - clearly enunciated lyrics - pulse/rhythm/tempo - some dynamic contrast • Repeat (group and solo) simple, sung melodic motifs (range of perfect 5th) • Sing solo in class (volunteers only) • Build repertoire for performance to an audience 	<ul style="list-style-type: none"> • Perform songs/chants (unison and two-part rounds) confidently from memory • Find singing voice and sing a melody in tune at their own pitch • Use and differentiate between own low/middle/high voice • Sing with energy, focus and control of: <ul style="list-style-type: none"> - good singing posture - the shape of the melody - clearly enunciated lyrics - pulse/rhythm/tempo - a range of dynamics - breathing in order to sing long notes • Repeat at correct pitch simple, sung melodic motifs (range of major 6th) • Internalise music by singing with 'thinking voice' • Sing with an awareness of fellow 	<ul style="list-style-type: none"> • Perform longer songs/chants (in two-parts and rounds in three parts) from memory with good vocal technique, posture, expression and diction • Find singing voice and sing in tune within own middle register • Improve vocal tone quality • Be aware of the need to warm up the voice • Repeat at correct pitch (group and solo) longer sung melodic motifs • learn to internalise longer passages • develop understanding of melodic phrases and breathe accordingly • internalise music by singing phrases in head and then next phrase aloud • understand characteristics of musical games, chants and rhymes 	<ul style="list-style-type: none"> • Perform longer songs/chants (two-part harmonies) from memory with good vocal technique, posture, expression and diction • Find singing voice and sing with good intonation in stepwise and leaping motion throughout extended register • Sing/chant/call and response matching timbre, dynamics, tone quality and expression to that of the group • Change vocal tone appropriate to its mood/genre/period the song was composed • Understand why vocal warmups are necessary • Repeat accurately longer, more complicated sung melodic motifs • Internalise longer, more complicated passages of music

			performers and audience <ul style="list-style-type: none">• Build repertoire for performance to an audience	<ul style="list-style-type: none">• Sing/chant/call and response with an awareness of their fellow performers and communication with audience• Build further repertoire for performance to an audience	<ul style="list-style-type: none">• Sing major and minor note patterns accurately• Use breathing appropriately• Prepare for a performance by considering narration, performance space, setting up and other logistics
Instruments	<ul style="list-style-type: none">• Start to play percussion instruments musically e.g., controlling dynamics• Remember some percussion instrument names• Play percussion in time with a pulse in different metres (3 and 4 time) and at different tempi• Copy simple rhythms with control and a sense of the pulse• Layer two, simple rhythms (one rhythm per group)	<ul style="list-style-type: none">• Play percussion instruments with control of dynamics/duration/tempo• Remember more instrument names• Find the pulse of different metres and at different tempi• Accompany music/song/chant with simple ostinato• Perform simple, layered rhythmic textures• Understand the difference between pitched and un-pitched instruments• Perform simple melodic patterns (three notes) on tuned percussion, maintaining steady pulse	<ul style="list-style-type: none">• Play percussion instruments musically with refinement and control• Remember most instrument names• Play longer rhythms in time with a pulse in different metres and at different tempi• Layer two, simple rhythms• Learn to play the glockenspiel, reading from the Treble Clef• Accompany a song with a melodic ostinato on tuned percussion• Play a pentatonic melody on tuned percussion• Copy short melodies on tuned instruments	<ul style="list-style-type: none">• Play percussion musically with control, refinement and confidence• Name all school percussion instruments• Play more complicated rhythms in time with a pulse and at different tempi, making use of articulation and timbre• Layer up to four rhythms• Play longer, more complicated melody on tuned instrument• Recall and copy longer melodies on tuned percussion• Use tuned instruments to create chord accompaniment to a song• Develop ensemble playing, focusing on steady beat and placing notes accurately together• Play confidently and independently a solo part within a complex ensemble	
Performing from symbols/ notation	<ul style="list-style-type: none">• Clap/chant rhythms created using the syllable patterns of words e.g., spaghetti• Perform from simple graphic scores (written/physical	<ul style="list-style-type: none">• Clap/chant/play more complex rhythms created using the syllable patterns of word sequences• Perform rhythms from graphic scores/simple traditional notation	<ul style="list-style-type: none">• Use syllable patterns to create textured ostinati• Develop a ‘rhythm bank’ of notations (crotchet, minim, semibreve, rests, combinations of quavers/semiquavers)	<ul style="list-style-type: none">• Write and perform pieces using traditional or jazz chords notation• Develop ‘rhythm bank’ (triplets)• Create and perform from graphic scores that represent all the musical elements	

		<p>movement) that represent rhythms</p> <ul style="list-style-type: none"> • Read and perform from pictorial representations of pitch 	<p>(crotchet, quaver, minim, semibreve)</p> <ul style="list-style-type: none"> • Create and perform duration/tempo/dynamics from graphic score/physical representation • Sing the approximate shape of step-wise and leaping pitches represented pictorially/with movement (e.g., written line contour/arm movements) 	<ul style="list-style-type: none"> • Create and perform from graphic scores representing pitch and timbre • Understand pitch in relation to how notes appear on the stave • Read and write Treble Clef notes C – G • Work within a given structure • Understand the basic Italian performance directions (<i>f, p, mf, cresc., etc.</i>) 	<ul style="list-style-type: none"> • Understand pitch in relation to how notes appear on the stave • Read and write Treble Clef notes C- C • Work within given structure and texture • Add more Italian performance directions including structural instructions eg., coda, first/second time bars
	Following a conductor	<ul style="list-style-type: none"> • Follow ‘pick up instrument’ and ‘start/stop’ signals • Watch conductor when performing and understand visual representation of pulse • Follow conductor’s signal to play an instrument at a specific point during an accompaniment to a familiar song 	<ul style="list-style-type: none"> • Start singing a song/play instrument after conductor counts one bar in (simple time) • Follow conductor’s pulse and signals to change tempo and dynamics • Accent the conductor’s downbeat when performing rhythms • Conduct in time to the music • Understand how conductor’s signals relate to a musical structure e.g., follow ‘back to the chorus’ signal • Understand that different conductor signals relate to specific instruments 	<ul style="list-style-type: none"> • Start singing a song/play instrument after conductor beats one bar in (simple time) • Watch conductor when performing and understand signals for changes in tempo, dynamics and timbre • Develop awareness of phrasing • Follow phrasing ‘internally’ and come in correctly with own part • Act as conductor themselves to mark the pulse for others, indicating metre • Follow conductor cues for their own individual group • Be able to follow gestures from both hands of the conductor 	<ul style="list-style-type: none"> • Start singing/playing after conductor counts/beats one bar in (compound time) • Watch conductor when performing and understand signals for phrasing and changes in tempo, dynamics and timbre • Act as conductor to change the tempo/dynamics of a class performance • Take turns conducting without stopping or causing disruption to the tempo/metre • Follow conductor cues for their own individual instrument • Follow all nuanced conductor gestures
	Exploring Sounds	<ul style="list-style-type: none"> • Group instruments by how they are played • Explore loud/quiet, fast/slow, long/short, high/low • Explore how vocal/instrument/body sounds can be changed • Explore which instruments are 	<ul style="list-style-type: none"> • Recognise instrumental timbre by ear and group instruments accordingly or by how they are played • Explore how tempo/dynamics/pitch/duration can communicate meaning in music • Explore how changing vocal timbre and high/middle/low voice can create 	<ul style="list-style-type: none"> • Identify aurally which family of instruments (orchestral and World Music) a sound comes from and how that sound is made • Explore how the musical elements can be organised to communicate meaning in music 	<ul style="list-style-type: none"> • Identify instruments aurally (orchestral and World Music) • Explore how the musical elements can be organised to communicate meaning in a range of musical genres • Explore diatonic scales • Explore simple harmony and use primary triads to provide structure

		<p>capable of more than one timbre e.g., tambourine</p> <ul style="list-style-type: none"> • Explore how changing vocal timbre/tempo/dynamics can express different emotions • Explore their own high/middle/low voice 	<p>different meaning in the music</p> <ul style="list-style-type: none"> • Compare the effect of melodies that move by leap/step • Understand difference between purely rhythmic and pitched patterns • Explore the effect of layering two different instrumental timbres 	<ul style="list-style-type: none"> • Select instruments appropriately and know their strengths and limitations • Explore pentatonic scale • Explore harmony through drones • Explore effect of changing the starting pitch of a well know song • Experiment with leaping and stepwise melodic movement • Explore the effect of using different metres and understand simple time signatures • Explore layers and layering to create texture • Understand the science behind sound, how it is produced and how it travels 	<ul style="list-style-type: none"> • Explore relationship between lyrics and melody and how they convey a mood • Explore how ICT can manipulate sound • Be confident with choice of instruments and be able to justify their usage • Explore melody using an extended range of notes • Explore concords, discords, drones • Be able to hear a harmony and echo notes from higher and lower in pitch • Explore use of metre and time signature and how changing the metre can change the feel of the music • Experiment with vocal range and timbre • Understand the scientific difference between pitched and unpitched sounds
	Improvisation & Imagination	<ul style="list-style-type: none"> • Use 'internal voice' to create rhythms from spoken phrases • Improvise simple vocal melodies e.g., lullaby • Improvise a sung response to a sung question (range of 3rd) • Use imagination when listening to and creating musical representations of animals/emotion/etc. • Discuss own ideas/thoughts/feelings and the processes which have led them to make music e.g., explain their instrument choice 	<ul style="list-style-type: none"> • Improvise ostinati/layered rhythms/question and answer phrases with/without longer word phrases as stimulus • Compose a simple melody (vocal/instrumental) using three or four notes • Improvise a sung response to a sung question/Call & Response (range of 5th) • Use imagination when creating descriptive vocal/instrumental sounds and sequences in response to a given stimulus • Contribute to the creation of a class composition, choosing sounds carefully and explaining their ideas/choices • Use imagination when listening to 	<ul style="list-style-type: none"> • Improvise more complex, syncopated and longer rhythms/ostinati • Improvise simple accompaniments using beat and rhythm patterns • Improvise simple melodies using 'internal voice' rhythms • Improvise pentatonic melodies within a given set of five notes • Improvise sung/instrumental response to a sung/instrumental motif (range of 5th) • Improvise and develop a given motif • Use imagination and make choices when using all the musical elements in response to a given stimulus during composition 	<ul style="list-style-type: none"> • Improvise complex rhythms/ostinati appropriate to the instrument on a range of percussion, using articulation and syncopation • Improvise complex accompaniments with attention to balance and musical effect • Improvise independently an effective melody of a greater range with attention to tonality • Improvise sung/instrumental response to a sung/instrumental motif (range of 8ve) • Improvise and develop a longer given motif, suggesting variations • Use imagination when creating more complex music

		<ul style="list-style-type: none"> • Take part in roleplay (imitated and spontaneous) when listening to programme music 	<p>programme music, taking part in suggested roleplay spontaneously and acting out the 'story'</p>	<ul style="list-style-type: none"> • Discuss (and explain) their own ideas and use of the musical elements during composition process 	<ul style="list-style-type: none"> • Discuss, explain and refine their choices with reference to the use of the musical elements • Compose a simple song with focus on the relationship between lyrics and melody
Responding	Listening & Appraising	<ul style="list-style-type: none"> • Identify, distinguish between and describe environmental sounds • Describe sounds as loud/quiet, high/low, fast/slow, long/short • Recognise repeated sounds and sound patterns • Make the connection that music can represent ideas and tell a story • Discuss features of their own and others' work, recognising their similarities/differences • Express a like/dislike of a piece of music and identify why they like some music more than others 	<ul style="list-style-type: none"> • Identify sound sources/instrumental timbres by ear and describe how instrument is being played • Listen for and describe the dynamics/tempo/note durations/pitch within a short passage of music • Find pulse within a piece of music • Differentiate between pulse and rhythm • Categorise music according to character/context e.g., lullaby, and describe how the composer uses the simpler musical elements accordingly • Identify simple structure e.g., verse/chorus • Identify texture (up to 2 instruments) • Listen to and discuss music of different countries, cultures, periods, genres • Express how they feel about/want to move to a piece of music and identify which features in the music make them feel this way • Appraise and improve their own work 	<ul style="list-style-type: none"> • Distinguish between the timbres of the different orchestral instrument families e.g., strings, woodwind • Listen to longer passages and identify the changes in the musical elements • Describe the effect of the use of different metre/rhythms • Identify the musical characteristics of a piece of programme music and how the composer has used all musical elements to communicate meaning • Identify more complex structures • Identify texture (three instruments) • Understand how ensemble instruments work together to make one overall sound • Explore, analyse and compare further music of different countries/cultures/periods/genres • Identify musical phrases/motifs/ostinati within a simple song/piece • Listen to music critically and discuss different ways of improving their own work 	<ul style="list-style-type: none"> • Distinguish between the timbres of instruments within an orchestral family e.g., violin, cello, double bass • Listen with sustained concentration to longer, more complex music, using appropriate vocabulary when describing the changing musical elements • Listen for rhythmic devices used in World Music and understand that music of other cultures uses different conventions • Identify how meaning is achieved in more complex programme music, discussing the composer's use of the musical elements • Identify longer, complex structures • Recognise a round or a canon and be able to describe how it works • Identify the timbral textures of different musical ensembles e.g., orchestra, jazz band • Comment on tonality/simple harmony • Explore and discuss the development of song form within historical/social context • Understand how music within the Western Classical tradition developed • Recall a musical motif • Learn about and explore techniques used in movie soundtracks

					<ul style="list-style-type: none"> • Improve their own and others' work by analysis and evaluation
	Movement	<ul style="list-style-type: none"> • Develop a personal repertoire of free movement in response to music • Start to find and demonstrate pulse with movement • Join in with simple action songs, in time with the pulse • Respond physically to tempo/dynamics/duration/pitch • Copy response to programme music with simple roleplay • Copy and remember choreographed dance moves, matching the moves to the correct part of the music 	<ul style="list-style-type: none"> • Move freely, spontaneously and with enjoyment in response to music • Demonstrate pulse independently with body movement/clapping and whilst moving around room • Join in with more complex action songs, in time with a pulse • Develop an understanding of pulse and rhythm through dance • Respond to music physically demonstrating an understanding of tempo/dynamics/duration/pitch/timbre • Respond independently to programme music with simple roleplay • Learn more complex, choreographed movements, consistently matching them to the correct part of the music • Know the difference between left and right to support coordination and shared movement with others 	<ul style="list-style-type: none"> • Move independently and expressively in response to music, without inhibition • Clap/move in time to music, showing the strong beats • Coordinate more complex movements in time with a pulse • Use imagination when listening and moving to longer, more complex programme music, interpreting the musical elements • Create simple choreography for performance within a song • Follow directions and cues from conductor when moving to music • Enter on cue without prompts within a choreographed piece 	<ul style="list-style-type: none"> • Move independently, expressively and interpretively in response to music, without inhibition • Subdivide the pulse and match movement appropriately • Use imagination and creativity when responding physically to programme music, creating and remembering fixed choreography • Devise, combine and structure rhythms through dance • Create and remember choreography independently