

TRANNACK PRIMARY SCHOOL

Music Progression of Skills



30 – 50 months Sings a few familiar songs
Sing to self and makes up simple songs
40 – 60 months Begins to build a repertoire of songs and dances
ELG Children sing songs

KS1 - Use their voices expressively and creatively by singing songs and speaking chants and rhymes

KS2 - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

	EYFS F1 and F2		Y1	Y2	Y3	Y4	Y5	Y6
<p>Attainment Target 1: (CQ 'Perform')</p>	<p>Joins in singing favourite songs</p> <p>Sings a few familiar songs</p> <p>Can often sing an entire song <i>(nursery rhymes, pop songs, songs from TV programmes, songs from home)</i></p>	<p>Pitch matches, ie reproduces with his or her voice the pitch of a tone sung by another</p> <p>Able to sing the melodic shape <i>(moving melody, e.g. up and down, down and up)</i> of familiar songs</p> <p>Sings entire songs</p> <p>Begins to build a repertoire of songs</p> <p>May enjoy performing, solo and/or in groups</p> <p>Internalises music, e.g. sings songs inside his or her head</p>	<p>Speak and chant short phrases together</p> <p>Find their singing voice and develop an awareness of pitch over a small range of notes</p> <p>Sing in time</p> <p>Make changes in their voices to express different moods/ feelings</p> <p>Co-ordinate actions to go with songs</p> <p>Sing a variety of songs both accompanied and unaccompanied</p> <p>Sing echo songs</p> <p>Sing cumulative songs</p>	<p>Sing a variety of songs with more accuracy of pitch</p> <p>Sing words clearly and breathe at the end of phrases</p> <p>Sing with a sense of control of dynamics (volume) and tempo (speed)</p> <p>Echo sing short melodic phrases & call and response</p> <p>Identify if the pitch is getting higher or lower or is staying the same and copy with their voices</p> <p>Follow the leader starting and stopping together</p> <p>Sing simple songs and chants from memory</p> <p>Changing words to well know tunes, e.g. nursery rhymes</p>	<p>Sing songs in a variety of styles with confidence</p> <p>Sing an increasing number from memory</p> <p>Sing with awareness of phrasing</p> <p>Sing call and response</p> <p>Make up words and actions to go with well-known songs</p> <p>Understand that posture, breathing and dictation are important</p> <p>Show increasing accuracy of pitch and awareness of the shape of melody</p> <p>Convey the mood or meaning of the song</p> <p>Demonstrate an awareness of character or style in performance</p> <p>Adapt and improve a musical performance</p>	<p>Sing songs in a variety of styles with increasing awareness of the tone of their voices and the shape of melody</p> <p>Sing songs showing musical expression (phrasing, changes of tempo, dynamics) reflecting the mood and character of the song and its context</p> <p>Sing two/three part rounds with more confidence and increasing pitch accuracy</p> <p>Sing confidently as part of a small group or solo being aware of posture and good diction</p> <p>Practice and rehearse in order to improve a performance</p> <p>Explore the pentatonic scale CDEGA</p>	<p>Sing songs in a variety of styles showing accuracy and expression</p> <p>Sing part of 2 & 3 part rounds with confidence and pitch accuracy</p> <p>Sing a second part of a 2 part song with increasing confidence</p> <p>Sing songs linked to an era of history or linked to an event, e.g. protest song understanding is history and purpose</p> <p>Sing songs from memory</p> <p>Sing independently with increasing confidence and accuracy (solos)</p> <p>Understand and use rhythmic and melodic ostinato patterns to accompany songs or pieces of music</p> <p>Compose and perform a song with awareness of lyrics and melody</p>	<p>Sing a variety of songs (folk, reggae, pop) in unison together and in parts</p> <p>Sing a second part of a 2 part song with confidence</p> <p>Sing confidently in a wide variety of styles with expression</p> <p>Communicate the meaning and mood of a song</p> <p>Understand how the structure of how a round works</p> <p>Maintain own part in a round</p> <p>Perform from memory with attention to phrasing, dynamics and accuracy of pitch for a special occasion</p> <p>Be aware of different structures in music, e.g. 12 bar Blues scale</p>

			Sing simple songs from memory	Sing in a round Sing short phrases or responses on their own	Understand and perform a steady beat Understand the difference between rhythm and pulse Explore accompaniment devices	Explore two or more pitched notes sounding together – harmony Explore different metres of 2 (march) & 3 (waltz) Play simple accompaniments such as drones and ostinati	Setting words to melody Perform songs in a way that reflects their meaning Perform with a sense of occasion	Perform pieces or songs in which there are subtle changes of mood or style Perform with greater awareness of communicating to an audience
30 – 50 months Taps out simple repeated rhythms Explores and learns how sounds can be changed ELGs Children make music			KS1 - Play tuned and untuned instruments musically		KS2 - Improvise and compose music for a range of purposes using the inter-related dimensions of music			
	EYFS F1 and F2	Y1	Y2	Y3	Y4	Y5	Y6	
Attainment Target 2: (CQ 'Compose')	<p>Creates sounds by banging, shaking, tapping or blowing</p> <p>Creates his or her own songs, often with a real sense of structure, e.g. a beginning and an end</p> <p>Merges elements of familiar songs with improvised singing</p> <p>Changes some or all of the words of a song</p> <p>Leads or is led by other children in their music making, ie being a conductor</p> <p>Listens and responds to others in pair/group music making</p> <p>Operates equipment such as CD players, MP3 players, handheld devices, keyboards</p> <p>Plays instruments with control to</p>	<p>Creates music based on a theme, e.g. sounds of the seaside</p> <p>Plays instruments (<i>including imaginary ones, such as air guitar</i>) to match the structure of the music</p> <p>Keeps a steady beat whilst playing instruments – child's own steady beat in own creative music making</p> <p>Creates rhythms using instruments and body percussion</p> <p>May play along to the beat of a song</p> <p>May play along with the rhythm in music</p>	<p>Play and explore instruments by shaking, scraping, rattling, tapping etc.</p> <p>Start and stop together</p> <p>Begin to develop a sense of beat using instruments and body percussion</p> <p>Respond to symbols or hand signs</p> <p>Explore and play loud, quiet and silence</p> <p>Copy a simple rhythm pattern or a number of beats played on an instrument</p> <p>Play along to music showing a developing awareness of beat</p> <p>Play with a sense of</p>	<p>Play with control</p> <p>Use two beaters on tuned instruments to create more sounds</p> <p>Maintain a steady beat with a song or a piece of music</p> <p>Explore different ways of creating sounds on an instrument</p> <p>Play fast or slow</p> <p>Play loud and quiet</p> <p>Perform a two note ostinato pattern to accompany a song or composition</p> <p>Perform a rhythm accompaniment to a song</p> <p>Work and perform alone or in a group</p>	<p>Consolidate the concepts of using long-short/ fast-slow/ high-low, loud and quiet sounds when exploring and creating music using voices or instruments</p> <p>Compose short pieces of music in groups – exploring and using the elements of music – texture, timbre, pitch, duration, dynamics, tempo & structure</p> <p>Create simple compositions combining rhythm and melody</p> <p>Explore rhythmic ostinato patterns</p> <p>Explore pitch notes moving by step and by leap in songs and music</p> <p>Explore timbre and identify percussion and orchestral instruments</p> <p>Explore making music to represent pictures/ stories or create a mood, e.g. tense of calm sounds</p>	<p>Explore sounds to create particular effects</p> <p>Explore the C pentatonic scale starting and ending on C. CDEGA</p> <p>Combining and controlling sounds to achieve a desired effect</p> <p>Compose a short simple musical piece</p> <p>Explore accompanying tunes and songs with a drone (two notes played together keeping a steady beat), e.g. C&G, D&A, G&D</p> <p>Explore music that describes feelings or moods using 'tense' or 'calm' sounds</p> <p>Explore a wide range of sound sources, including IT to capture, explore, change and communicate sounds</p>	<p>Create pieces of music for a number of instruments, tuned and untuned using musical structures</p> <p>Create own simple songs</p> <p>Explore different scales – major, pentatonic, Blues, Rage (Indian), modes</p> <p>Find out about the difference between major and minor</p> <p>Use IT to sequence, change, compose, record, share and improve compositions</p> <p>Compose a jingle for an advert or a fanfare</p> <p>Use more complex textures and a greater range of dynamics in compositions</p> <p>Create melodies to describe a character or object in a story or scene</p> <p>Create pieces in ternary form</p>	<p>Create pieces of music for a number of instruments, tuned and untuned using different musical structures</p> <p>Create music for different purposes and audiences</p> <p>Create own simple songs – verse and chorus</p> <p>Explore different scales – major, Blues, Rag (Indian), modes</p> <p>Accompany a 12 bar Blues song</p> <p>Create a 12 bar Blues song</p> <p>Use a range of IT record, sample, sequence, loop and manipulate sound to create soundscapes/ compositions</p> <p>Experiment with clusters of notes</p> <p>Compose music that will surprise, unsettle or move the listener</p>

	<p>play loud/quiet (dynamics), fast/slow (tempo)</p> <p>Shows control to hold and play instruments to produce a musical sound</p>		<p>purpose, e.g. marching music</p> <p>Match selected sounds with pictures of instruments, e.g. tambourine</p>		<p>Improvise short simple musical pieces using tuned and untuned instruments</p> <p>Combine sounds, movements and words (narrative)</p> <p>Using a range of IT to sequence, compose, record and share work.</p>	<p>Use a range of IT to sequence, compose, record and share work</p> <p>Create pieces using a verse and chorus structure</p>		<p>Create melodies to describe aspects of a story or picture</p> <p>Add harmonies that fit with these melodies</p>
<p>30 – 50 months Enjoys joining in with dancing and ring games Beginning to move rhythmically Imitates movement in response to music Creates movement in response to music. ELG Children dance</p>		<p>KS1 – Listen with concentration and understanding to a range of high-quality live and recorded music</p>		<p>KS2 - Listen with attention to detail and recall sounds with increasing aural memory</p>				
	<p>EYFS F1 and F2</p>	<p>Y1</p>	<p>Y2</p>	<p>Y3</p>	<p>Y4</p>	<p>Y5</p>	<p>Y6</p>	

<p>Attainment Target 3: (CQ 'Describe music')</p>	<p>Shows an interest in the way musical instruments sound</p> <p>Can identify and match an instrumental sound</p> <p>Matches music to pictures/ visual resources</p> <p>Has strong preferences for songs he or she likes to sing and/or listen to</p> <p>Claps or taps to the pulse of the music he or she is listening to or is singing</p> <p>Physically interprets the sound of instruments</p> <p>Physically imitates the actions of musicians, e.g. pretending to play instruments</p> <p>Enjoys joining in with dancing and ring games</p> <p>Imitates movement in response to music.</p>	<p>Thinks abstractly about music and expresses this physically or verbally</p> <p>Distinguishes and describes changes in music and compares pieces of music</p> <p>Associates genres of music with characters and stories</p> <p>Accurately anticipates changes in music, e.g. when music is going to get faster/louder/ slower</p> <p>Moves to the sound of instruments, e.g. walks, jumps or hops to the sound of a beating drum</p> <p>Moves in time to the pulse of the music being listened to and physically responds to the changes in the music</p> <p>Beginning to move rhythmically</p> <p>Replicates familiar choreographed dances and able to choreograph own dances to familiar music</p> <p>Creates movement in response to music.</p>	<p>Listen to a piece of music and move in time to its steady beat.</p> <p>Identify simple repeated patterns</p> <p>Recognise the sounds of class percussion instruments used in the classroom – identify and name them</p> <p>Match selected sounds from listening only</p> <p>Join in with body percussion pattern games and songs</p> <p>Identify structure in music – a beginning and ending</p>	<p>Listen with increased concentration</p> <p>Recognise & respond to the mood of a piece of music. Begin to use music terminology when describing how the mood is created (i.e. the mood is sad because the music is played very slowly and quietly)</p> <p>Respond through movement/ dance to different musical characteristics and moods (angrily, sadly, cheerfully, etc.)</p> <p>Listen/ respond to music that has long and short sounds, and/ or changes in tempo, timbre and dynamics</p> <p>Listen to a variety of music and talk about the instruments, composer and (if appropriate) the musicians</p> <p>Compare different beginnings and endings</p>	<p>Listen to and recall a short musical sequence</p> <p>Describe the main features of longer pieces</p> <p>Listen to live/ recorded extracts of different kinds of music</p> <p>Identify where appropriate: - a steady beat, a specific rhythm pattern, the speed (tempo) - the volume (dynamics) and the melody (pitch)</p> <p>Explore more abstract use of sounds</p> <p>Listen to and talk about musical features within music which picture a character or scene, e.g. Peter and the Wolf, Carnival for the Animals etc.</p> <p>Listen for the verse and chorus structure of songs</p>	<p>Recognise and identify a range of percussion instruments used in school</p> <p>Recognise and explore a range of orchestral instruments</p> <p>Begin to identify different metres of 2 (march – left/right) and 3 (waltz)</p> <p>Identify structure in a song or a piece of music</p> <p>Listen to different styles of dance music and compare, e.g. tango, waltz, ballet, disco etc.</p> <p>Listen to pieces with a binary structure, e.g. AB</p>	<p>Recognise a character's theme in a piece of music</p> <p>Recognise and listen to a growing number of orchestral instruments</p> <p>Recognise and explore different genres of music, e.g. Blues, folk</p> <p>Understand the context of a piece or a song</p> <p>Evaluate how venue, occasion and purpose affect the way music is created and heard</p> <p>Listen to pieces which use ternary form (ABA)</p>	<p>Listen to and talk about musical features within music which picture a character or scene</p> <p>Distinguish differences in timbre and texture between a wide variety of instruments and instrumentation</p> <p>Identify and discuss 'what happens' within simple musical structures, e.g. verse, chorus, middle 8 and instrumental</p> <p>Listen to compositions where a theme or motive is central to the piece</p> <p>Recognition and appreciation of an increasing wider repertoire</p> <p>Use appropriate language, including some Italian terms used in music.</p>
<p>30 – 50 months Explores and learns how sounds can be changed Taps out simple repeated rhythms. Make up rhythms Uses movement to express feelings.</p> <p>40 – 60 months Explores the different sounds of instruments Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences</p>		<p>KS1 - Experiment with, create, select and combine sounds using the interrelated dimensions of music</p>		<p>KS2 - Use and understand staff and other musical notations</p>				

ELG Children experiment with ways of changing music and dance. They represent their own ideas, thoughts and feelings through music and dance.								
	EYFS F1 and F2	Y1	Y2	Y3	Y4	Y5	Y6	
Attainment Target 4: (CQ 'Transcribe')	Explores and learns how sounds can be changed Taps out simple repeated rhythms Creates visual representation of sounds, instruments and pieces of music Creates sounds in vocal sound games Adds sound effects to stories using instruments	Explores and describes the different sounds of instruments, e.g. scratchy sound, soft sound Makes up rhythms Taps rhythms to accompany words, e.g. tapping syllables Represent their own ideas, thoughts and feelings through music and dance Makes music and experiments with ways of changing songs, music and dances. Combines moving, singing and playing instruments, e.g. marching, tapping a drum whilst singing Finds and records sounds using recording devices	Sort and explore how sounds can be organised, e.g. wood, metal, shaker (timbre) Explore different sounds made by the voice and hands (timbre) Make high and low sounds (pitch) Make long and short sounds (duration) Make loud and quiet sounds (dynamics) Make fast and slow sounds (tempo) Create a beginning and ending to a piece (structure) Add sound effects to a story, e.g. Peace at Last Choose musical sound effects to follow a story line or match a picture Begin to use symbols to portray the sounds they have made	Explore how sounds are made (tapped, blown, scrapped, shaken) and can be changed Recognise the sounds of the percussion instruments used – their names, how they are played and which ones can make high and low sounds Identify different qualities of sounds such as smooth, scratchy, clicking, ringing (timbre) Compose percussion patterns using long and short sounds (duration) Tap out rhythm patterns of words and sentences (rhythm = duration) Create word rhythms Experiment with changes in high and low (pitch) Create sound pictures (compositions) in responses to a stimulus (visual or aural) How sounds can be manipulated to convey different sound effects and moods, e.g. seaside Create short repeated rhythmic patterns (ostinato) Explore and create music on a variety of tuned and untuned instruments	Explore graphic notation Explore rhythm patterns using standard notation to record using crotchets, quavers, minims and semi-breves. Follow simple hand directions from a leader indicating pitch and tempo Use music technology to record or compose	Create and use symbols to indicate play and rest Read and create rhythm grids Learn the standard notation for the musical stave EGBDF and FACE Learn about the C major scale and treble clef Understand symbols for a crotchet, quaver, minim and semi-breve and the beats they represent Compose simple tunes and record them using symbols	Use crotchets, quavers, minims and semi-breves in my music making Read and create rhythm grids, using notation (graphic or standard) Play with help from conventional or graphic notation Use appropriate notations to record their own and others compositions, e.g. graphic or grid (staff notation can be used where appropriate) Use music technology to record my compositions	Use appropriate notations to record my own or others compositions Read and play with confidence from conventional or graphic notation Understand how to make a chord using the 1-3-5 notes of a scale, e.g. CEG, GBD Be aware of the bass clef and the notes in preparation for playing a keyboard
					KS2 only Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians			
	EYFS F1 and F2	Y1	Y2	Y3	Y4	Y5	Y6	

Attainment Target 5					Listen and discuss the style of music from around the British Isles – Scotland, Wales, Ireland and England. What makes this music sound Scottish?	Listen to and talk about musical features within music which picture a character or scene Recognise and talk about some contrasting styles of music Recognise music from different countries Explore music from a range of composers past and present Listen to pieces in binary form from different musical eras and compare	Compare two different pieces of instrumental music from different countries and discuss the similarities and differences Recognise music from different cultures Identify key elements that give it its unique sound Recall the names and works of some great composers and musicians	Recognise and identify features of expression (phrasing, melody, harmony, different dynamics, metre and tempo) in an extract of live or recorded music
					KS2 only Develop an understanding of the history of music			
	EYFS F1 and F2	Y1	Y2	Y3	Y4	Y5	Y6	
Attainment Target 6				Listen with concentration to longer pieces/ extracts of music Explore the music that was being played at the time of a history topic being studied in class Identify instruments in a piece of music	Recognise music from different times Recognise that music has changed over the years and has its own 'history' Talk about the words or styles of the song/ piece of music	Study a style or period of music that has made music what it is today, e.g. baroque, swing, medieval Explore the history of an instrument linking it with music written for it	Compare two different pieces of instrumental music from different countries and discuss the similarities and differences.	

Threshold concept: Attainment Target 1: Perform This concept involves understanding that music is created to be performed.	Milestone 1 – end KS1			Milestone 2 – yr 4			Milestone 3 – end KS2		
	EM	EXP	EXC	EM	EXP	EXC	EM	EXP	EXC

