Ashperton Primary Academy
Music Skills Progression EYFS – Year 6

Children will be taught…

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To perform	• sing songs, make music and experiment ways of changing them.	• Take part in singing, accurately following the melody. • Follow instructions on how and when to sing or play an instrument. • Make and control long and short sounds, using voice and instruments. • Imitate changes in pitch.	• Take part in singing, accurately following the melody. • Follow instructions on how and when to sing or play an instrument. • Make and control long and short sounds, using voice and instruments. • Imitate changes in pitch. •perform, playing a tuned instrument	• Sing from memory with accurate pitch. • Sing in tune. • Pronounce words within a song clearly. • Show control of voice. • Play notes on an instrument with care so that they are clear.	• Sing from memory with accurate pitch. • Sing in tune. • Maintain a simple part within a group. • Pronounce words within a song clearly. • Show control of voice. • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others. • learn a musical instrument and perform as part of an ensemble.	• Sing or play from memory with confidence. • Perform solos or as part of an ensemble. • Sing or play expressively and in tune. • Sing a harmony part confidently and accurately. • Sustain a drone or a melodic ostinato to accompany singing. • Perform with controlled breathing (voice) and skillful playing (instrument). • learn a musical instrument and perform independently.	• Sing or play from memory with confidence. • Perform solos or as part of an ensemble. • Sing or play expressively and in tune. • Hold a part within a round. • Sustain a drone or a melodic ostinato to accompany singing. • Perform with controlled breathing (voice) and skillful playing (instrument).
To compose	• explore different sounds of instruments. • tap out simple repeated rhythms • explore and learn how sounds can be changed	• Clap rhythms. • Choose sounds to create an effect. • Sequence sounds to create an overall effect. • Create short, musical patterns. • Create short, rhythmic phrases.	• Create a sequence of long and short sounds. • Clap rhythms. • Create a mixture of different sounds (long and short, loud and quiet, high and low). • Choose sounds to create an effect. • Sequence sounds to create an overall effect. • Create short, musical patterns. • Create short, rhythmic phrases.	• Compose and perform melodic songs. • Use sound to create abstract effects. • Create repeated patterns with a range of instruments. • Use digital technologies to compose pieces of music.	• Compose and perform melodic songs. • Create repeated patterns with a range of instruments. • Create accompaniments for tunes. • Use drones as accompaniments. • Choose, order, combine and control sounds to create an effect.	• Combine a variety of musical devices, including melody and rhythm. • Use drones and melodic ostinati • Use digital technologies to compose, edit and refine pieces of music.	• Create songs with verses and a chorus. • Create rhythmic patterns with an awareness of timbre and duration. • Combine a variety of musical devices, including melody, rhythm and chords. • Thoughtfully select elements for a piece in order to gain a defined effect. • Use digital technologies to compose, edit and refine pieces of music.
To transcribe			•Use symbols to represent a composition and use them to help with a performance.	• Devise non-standard symbols to indicate when to play and rest.	• Recognise the notes EGBDF and FACE on the musical stave. • Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.	• Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. • Read and create notes on the musical stave. • Use the treble clef to transcribe compositions. • Use and understand simple time signatures.	• Use the standard musical notation for a pair of quavers, crotchet, minim, and semibreve to indicate how many beats to play. • Read and create notes on the musical stave. • Understand that the pitch of a note changes when you add a # (sharp) or ♭ (flat) symbols.
To listen to, discuss and appraise music	• talk about the ideas and processes that have led them to make music. • talk about their work and others work and recognise the differences between them and strengths of others.	• Identify the beat of a tune. • Recognise changes in dynamics and pitch.	• Identify the beat of a tune. • Recognise changes in timbre, dynamics and pitch.	• Understand the terms duration, timbre, pitch, beat, tempo and use of silence to describe music. • Evaluate music using musical vocabulary to identify areas of likes and dislikes.	• Use the terms duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. • Understand layers of sounds and discuss their effect on mood and feelings.	• Choose from a wide range of musical vocabulary they have developed to accurately describe and appraise music.	• Choose from a wide range of musical vocabulary they have developed to accurately describe and appraise music. • Understand how lyrics often reflect the cultural context of music and have social meaning.
including key vocabulary	**Key Vocabulary:** -fast, slow, -long, short -high, low	**Key Vocabulary:** -beat -dynamics -pitch	**Key Vocabulary:** -beat -dynamics -pitch -timbre -compose -verse -chorus -call and response -verse and chorus	**Key Vocabulary:** -beat -dynamics -pitch -timbre -compose -call and response -verse and chorus -melody -duration -tempo -rest -notation -improvise -round	**Key Vocabulary:** beat -dynamics -pitch -timbre -compose -verse -chorus -call and response -verse and chorus -melody -duration -tempo -rest -notation -improvise -ostinato -drone -texture -structure -stave -minim, crochet and semibreve -drone -ostinato	**Key Vocabulary:** beat -dynamics -pitch -timbre -compose -verse -chorus -call and response -verse and chorus -melody -duration -tempo -rest -notation -improvise -texture -structure -stave -minim, crochet and semibreve -drone -ostinato -harmony -accompaniment -solo -unison -quavers -time signature -treble clef -scale	**Key Vocabulary:** beat -dynamics -pitch -timbre -compose -verse -chorus -call and response -verse and chorus -melody -duration -tempo -rest -notation -improvise -texture -structure -stave -minim, crochet and semibreve -drone -ostinato -harmony -accompaniment -quavers -time signature -treble clef - sharp and flat -cappella -chord -staccato -accent -dotted rhythm
	•listen with concentration and understanding to a range of high-quality live and recorded music.			• develop and understanding of music history • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians			
	•develop vocabulary to identify and discuss common musical instruments including an understanding of how they are used, classified and the varied sounds they can produce.						