



Mytchett Primary Academy – Music Skills Progression



Controlling Sounds through Singing and Playing (Play and Perform)						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Take part in singing.</p> <p>Follow instructions on when to sing or to play an instrument.</p>	<p>Sing simple songs and chants (with actions) building rhythmic and melodic memory.</p> <p>Use voice to create sounds - humming, whispers, clicks and whistles.</p> <p>Start and stop together on direction.</p> <p>Begin to use correct technique when playing a range of percussion instruments.</p> <p>Keep a steady beat and copy simple rhythm patterns.</p>	<p>Sing simple songs and chants (with actions) building rhythmic and melodic memory.</p> <p>Use voice to create sounds - humming, whispers, clicks and whistles.</p> <p>Start and stop together on direction.</p> <p>Begin to use correct technique when playing a range of percussion instruments.</p> <p>Keep a steady beat and copy simple rhythm patterns.</p>	<p>Sing rounds (canons) and partner songs, maintaining own part with some support.</p> <p>Sing songs with a simple ostinato part.</p> <p>Sing with a developing understanding of expression and dynamics.</p> <p>Perform simple rhythmic and melodic patterns on variety of percussion instruments.</p> <p>Read and play 3 notes on an instrument (e.g. recorders) with care and a degree of accuracy.</p>	<p>Sing rounds (canons) and partner songs, maintaining own part with some support.</p> <p>Sing songs with a simple ostinato part.</p> <p>Sing with a developing understanding of expression and dynamics.</p> <p>Perform simple rhythmic and melodic patterns on variety of percussion instruments.</p> <p>Read and play 3 notes on an instrument (e.g. recorders) with care and a degree of accuracy.</p>	<p>Confidently sing part songs and canons with control, expression, phrasing and dynamics.</p> <p>Play percussion instruments with an understanding of pitch, 2, 3 and 4 metre and syncopated rhythms.</p> <p>Accurately maintain an independent part within a group in both instrumental and vocal performance.</p> <p>Read and play at least 5 notes on an instrument (e.g. recorders) with greater accuracy and independence.</p> <p>Perform with control, dynamics and awareness of others.</p>	<p>Confidently sing part songs and canons with control, expression, phrasing and dynamics.</p> <p>Play percussion instruments with an understanding of pitch, 2, 3 and 4 metre and syncopated rhythms.</p> <p>Accurately maintain an independent part within a group in both instrumental and vocal performance.</p> <p>Read and play at least 5 notes on an instrument (e.g. recorders) with greater accuracy and independence.</p> <p>Perform with control, dynamics and awareness of others.</p>
<p>Vocabulary: beat, voice, hum, voice</p>	<p>Vocabulary: beat, chant, melody, rhythm, voice, hum, whisper, whistle, clicking, steady, percussion, instruments, patterns</p>	<p>Vocabulary: beat, chant, melody, rhythm, voice, hum, whisper, whistle, clicking, steady, percussion, instruments, patterns</p>	<p>Vocabulary: beat, chant, melody, rhythm, voice, hum, whisper, whistle, clicking, steady, percussion, instruments, patterns, expression, dynamics, canons, ostinato, pitch, volume, loud, soft</p>	<p>Vocabulary: beat, chant, melody, rhythm, voice, hum, whisper, whistle, clicking, steady, percussion, instruments, patterns, expression, dynamics, canons, ostinato, pitch, volume, loud, soft, crescendo, diminuendo, descant</p>	<p>Vocabulary: beat, chant, melody, rhythm, voice, hum, whisper, whistle, clicking, steady, percussion, instruments, patterns, expression, dynamics, canons, ostinato, pitch, volume, loud, soft, crescendo, diminuendo, descant, metre (beats in a bar), phrases</p>	<p>Vocabulary: beat, chant, melody, rhythm, voice, hum, whisper, whistle, clicking, steady, percussion, instruments, patterns, expression, dynamics, canons, ostinato, pitch, volume, loud, soft, crescendo, diminuendo, descant, metre (beats in a bar), phrases</p>



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Creating and Developing Musical Ideas (Create and Compose)						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Clap short, rhythmic patterns.</p> <p>Make different sounds (high and low – pitch; loud and quiet – dynamics; fast and slow – tempo; quality of the sound – smooth, crisp, scratchy, rattling, tinkling etc.)</p>	<p>Create and clap own rhythms.</p> <p>Create patterns of sound – long/short, high/low, loud/soft (quiet).</p> <p>Use instruments to reflect a topic or add sound effects to a story.</p> <p>Invent symbols to represent sound and create a simple graphic score for pitch or duration that others can follow.</p>	<p>Create and clap own rhythms.</p> <p>Create patterns of sound – long/short, high/low, loud/soft (quiet).</p> <p>Use instruments to reflect a topic or add sound effects to a story.</p> <p>Invent symbols to represent sound and create a simple graphic score for pitch or duration that others can follow.</p>	<p>Represent sounds on a graphic score with symbols for a group performance.</p> <p>Create a soundscape using tuned and un-tuned percussion.</p> <p>Compose four bars of music using 3 notes with an understanding of note value and time signature.</p> <p>Staff notation: recognise notes on the stave and note values of quaver, crotchet and minim.</p> <p>Understand and use Italian musical terminology within vocal and instrumental composition.</p> <p>Begin to take part in improvisation sessions with confidence.</p>	<p>Represent sounds on a graphic score with symbols for a group performance.</p> <p>Create a soundscape using tuned and un-tuned percussion.</p> <p>Compose four bars of music using 3 notes with an understanding of note value and time signature.</p> <p>Staff notation: recognise notes on the stave and note values of quaver, crotchet and minim.</p> <p>Understand and use Italian musical terminology within vocal and instrumental composition.</p> <p>Begin to take part in improvisation sessions with confidence.</p>	<p>Represent sounds on a graphic score with symbols for group performance with an awareness of balance, tempo and dynamics.</p> <p>Improvise with confidence and an awareness of rhythm, context and purpose.</p> <p>Group soundscape composition with instruments and vocals and a conductor.</p> <p>Compose four bars of music using up to 5 notes with an understanding of note value and time signature and melody.</p> <p>Staff notation: recognise notes on the stave and note values of semiquaver, quaver, crotchet, minim and semibreve.</p>	<p>Represent sounds on a graphic score with symbols for group performance with an awareness of balance, tempo and dynamics.</p> <p>Improvise with confidence and an awareness of rhythm, context and purpose.</p> <p>Group soundscape composition with instruments and vocals and a conductor.</p> <p>Compose four bars of music using up to 5 notes with an understanding of note value and time signature and melody.</p> <p>Staff notation: recognise notes on the stave and note values of semiquaver, quaver, crotchet, minim and semibreve.</p>
<p>Vocabulary: clap, pattern, rhythm,</p>	<p>Vocabulary: clap, pattern, rhythm, long/short, high/low, loud/soft (quiet), sound effects, symbols, score, graphic, pitch, duration</p>	<p>Vocabulary: clap, pattern, rhythm, long/short, high/low, loud/soft (quiet), sound effects, symbols, score, graphic, pitch, duration, percussion</p>	<p>Vocabulary: clap, pattern, rhythm, long/short, high/low, loud/soft (quiet), sound effects, symbols, score, graphic, pitch, duration, tuned, un-tuned, percussion, treble clef, bass clef, time signature (beats in a bar), quaver, crotchet and minim. (See glossary for Italian vocabulary)</p>	<p>Vocabulary: clap, pattern, rhythm, long/short, high/low, loud/soft (quiet), sound effects, symbols, score, graphic, pitch, duration, tuned, un-tuned, percussion, treble clef, bass clef, time signature (beats in a bar), quaver, crotchet and minim. (See glossary for Italian vocabulary)</p>	<p>Vocabulary: clap, pattern, rhythm, long/short, high/low, loud/soft (quiet), sound effects, symbols, score, graphic, pitch, duration, tuned, un-tuned, percussion, treble clef, bass clef, time signature (beats in a bar), quaver, crotchet and minim. (See glossary for Italian vocabulary), tempo, dynamics, stave, semiquaver, quaver, crotchet, minim and semibreve.</p>	<p>Vocabulary: clap, pattern, rhythm, long/short, high/low, loud/soft (quiet), sound effects, symbols, score, graphic, pitch, duration, tuned, un-tuned, percussion, treble clef, bass clef, time signature (beats in a bar), quaver, crotchet and minim. (See glossary for Italian vocabulary), tempo, dynamics, stave, semiquaver, quaver, crotchet, minim and semibreve.</p>



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Responding and Reviewing (Listen and Appraise)						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Take note of others when performing.</p>	<p>Talk about music heard with appropriate vocabulary.</p> <p>Begin to explore how music can affect emotions.</p> <p>Recognise how music enriches our lives.</p> <p>Compare 2 contrasting pieces of music for dimensions such as pitch or tempo.</p> <p>Think of ways to improve their compositions.</p>	<p>Talk about music heard with appropriate vocabulary.</p> <p>Begin to explore how music can affect emotions.</p> <p>Recognise how music enriches our lives.</p> <p>Compare 2 contrasting pieces of music for dimensions such as pitch or tempo.</p> <p>Think of ways to improve their compositions.</p>	<p>Recognise the family groups within the orchestra and the importance of the conductor.</p> <p>Describe and give opinions of the music heard with some use of musical vocabulary.</p> <p>Discuss the emotional impact of a piece.</p> <p>Identify some of the structural and expressive aspects of the music heard (starts slowly and gets faster)</p> <p>Share ways to improve the composition of others.</p>	<p>Recognise the family groups within the orchestra and the importance of the conductor.</p> <p>Describe and give opinions of the music heard with some use of musical vocabulary.</p> <p>Discuss the emotional impact of a piece.</p> <p>Identify some of the structural and expressive aspects of the music heard (starts slowly and gets faster)</p> <p>Share ways to improve the composition of others.</p>	<p>Identify different ensemble combinations and instruments heard and their role within the ensemble (e.g. ostinato; melody).</p> <p>Describe and give opinions of the music heard with confident use of an extended range of musical terminology.</p> <p>Listen to music of differing genres (e.g. jazz, classical, blues) and compare and contrast the different styles.</p> <p>Discuss ways to improve the composition of others using musical dimensions as a guide.</p>	<p>Identify different ensemble combinations and instruments heard and their role within the ensemble (eg ostinato; melody).</p> <p>Describe and give opinions of the music heard with confident use of an extended range of musical terminology.</p> <p>Listen to music of differing genres (eg jazz, classical, blues) and compare and contrast the different styles.</p> <p>Discuss ways to improve the composition of others using musical dimensions as a guide.</p>
<p>Vocabulary: sad, happy, cross</p>	<p>Vocabulary: sad, happy, cross, composers, pitch, tempo, similarities, differences</p>	<p>Vocabulary: sad, happy, cross, composers, pitch, tempo, similarities, differences</p>	<p>Vocabulary: sad, happy, cross, composers, pitch, tempo, similarities, differences, orchestra, brass, percussion, woodwind, strings, conductor</p>	<p>Vocabulary: sad, happy, cross, composers, pitch, tempo, similarities, differences, orchestra, brass, percussion, woodwind, strings, conductor, impact, emotions, structure, expressive</p>	<p>Vocabulary: sad, happy, cross, composers, pitch, tempo, similarities, differences, orchestra, brass, percussion, woodwind, strings, conductor, impact, emotions, structure, expressive, ensemble, combinations, ostinato</p>	<p>Vocabulary: sad, happy, cross, composers, pitch, tempo, similarities, differences, orchestra, brass, percussion, woodwind, strings, conductor, impact, emotions, structure, expressive, ensemble, combinations, ostinato</p>