

NORTH HEATH COMMUNITY PRIMARY SCHOOL

Music – Progression of individual skills

**EYFS**

**Performing**

Take part in singing

Sing a range of nursery rhymes and songs

Perform songs, rhymes and poems with others

Clap familiar repeating patterns

Follow instructions on when to sing or to play an instrument

Follow and imitate simple patterns using body movements (clapping etc) percussion instruments

Begin to move in time with music

**Listening and appraising**

Begin to say what they like and dislike about the music

Respond to different moods of music, in different ways

Identify when sounds in music change

**Knowledge of Music**

Begin to understand that music can tell a story

**Performing (singing)**

Year 1 / 2

Follow instructions on how and when to sing

Take part in singing, following the melody with increasing accuracy

Make and control long and short sounds, using voice and instruments

Imitate changes in pitch- high and low

Sing rhythmic patterns in contrasting tempo; keeping to the pulse

Year 3 / 4

Sing from memory with accurate pitch and maintaining the tune

Maintain a simple part within a group.

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**Music – Progression of individual skills**

	Sing in tune controlling breathing
	Perform with control of volume and an awareness of what others are singing
	Sing in unison maintaining the correct pitch and using increasing expression
<b>Year 5 / 6</b>	Sing from memory with confidence showing control, phrasing and expression
	Perform solos or as part of an ensemble.
	Hold a part within a round
	Sing a harmony part
	Sustain a drone or a melodic ostinato to accompany singing
	Perform with controlled and conscious breathing (voice)

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**Music – Progression of individual skills**

**Playing and performing (instruments)**

<b>Year 1/2</b>	Experiment with different sounds using a range of instruments
	Follow instructions about when to play an instrument.
	Begin to perform simple rhythmic patterns and accompaniments keeping a pulse
	Perform with others
	Make and control long and short sounds, using instruments
<b>Year 3 / 4</b>	Play notes on an instrument with care so that they are clear
	Confidently perform simple patterns and accompaniments keeping a pulse
	Sustain a rhythm to accompany singing
	Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent
<b>Year 5 / 6</b>	Play from memory with awareness of others
	Play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression
	Read/work out notes on the musical stave
	Play more complex instrumental parts

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**Music – Progression of individual skills**

**Composing**

<b>Year 1/2</b>	Create a sequence of long and short sounds
	Create a mixture of different sounds (long and short, loud and quiet, high and low)
	Sequence sounds to create an overall effect
	Order sounds to create a beginning, middle and end in a composition.
	Use symbols, pictures or patterns to represent sounds
<b>Year 3/4</b>	Choose and order different sounds to create a specific mood or feeling
	Create repeated patterns with a range of instruments.
	Create accompaniments for tunes
	Compose and perform melodic songs
	Use digital technologies to compose pieces of music
<b>Year 5 / 6</b>	Create songs with verses and a chorus
	Combine a variety of musical devices, including melody, rhythm and chords.
	Use digital technologies to compose, edit and refine pieces of music.
	Thoughtfully select elements for a piece in order to gain a defined effect.
	Convey the relationship between the lyrics and the melody.
	Use drones and melodic ostinati (based on the pentatonic scale).

**Listening and appraising**

<b>Year 1/2</b>	Say what they like/dislike about a piece of music
	Respond to different moods in music, explaining how a piece of music makes them feel
	Clap the beat in different pieces of music
	Recognise the sounds of different instruments.
	Listen to and copy short rhythmic and melodic patterns

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**Music – Progression of individual skills**

	Begin to recognise different genres of music
<b>Year 3 / 4</b>	Listen to and compare traditional songs from within the UK
	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 the layers of sounds and discuss their effect on mood and feeling.
<b>Year 5 / 6</b>	Use a range of words to describe and appraise music: duration, timbre, pitch, dynamics, tempo, texture, structure, beat, rhythm, metre, silence, riff, ostinato, melody, harmony, chord, flat, sharp, dotted rhythm, staccato, legato, crescendo, diminuendo).
	Use these words confidently to identify strengths and weaknesses in own and others' music

**Knowledge of Music**

<b>Year 3 / 4</b>	Describe different purposes of music in history/ other cultures
	Compare music from different periods in history
	Name some composers and genres of music from different eras
<b>Year 5 / 6</b>	Listen to and compare music from around the world
	Contrast the work of famous composers and show preferences
	Describe different purposes of music in history/ other cultures.
	Investigate how technology has impacted on music.