

## St Andrew's C. Of E (V.C.) Primary School – Progression in Music skills

EYFS	KEY STAGE 1	LOWER KEY STAGE 2	UPPER KEY STAGE 2
<p>Nursery</p> <ul style="list-style-type: none"> <li>Remember and sing entire songs.</li> <li>Sing the pitch of a tone sung by another person ('pitch match').</li> <li>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>Create their own songs or improvise a song around one they know.</li> <li>Play instruments with increasing control to express their feelings and ideas.</li> </ul>	<p>Year 1</p> <ul style="list-style-type: none"> <li>Sing confidently and accurately, holding their part in a part songs.</li> <li>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>Experiment with playing tuned and untuned instruments</li> <li>Combine sounds to create an effect</li> <li>Listen to music recognising changes in pitch, tempo and dynamics</li> <li>Listen to music recognising changes in pitch, tempo and dynamics</li> <li>Give their opinion on a range of music.</li> </ul>	<p>Year 3</p> <ul style="list-style-type: none"> <li>Sing accurately a range of songs</li> <li>Perform on a tuned musical instrument (the keyboard) as part of a group and individually, maintaining a pulse and with accurate pitch and rhythm.</li> <li>Compose simple rhythmic patterns and melodies</li> <li>Listen with attention to detail, recalling sounds and using musical vocabulary - pitch, duration, dynamics, tempo,.</li> <li>Listen to, review and evaluate music across a range of styles of music</li> </ul>	<p>Year 5</p> <ul style="list-style-type: none"> <li>Hold a part within an ensemble, singing and playing instruments with correct pitch, rhythmical accuracy and control.</li> <li>When composing, use a variety of musical devices eg. Timbre and texture</li> <li>To begin to use rhythmic &amp; pitched notation. (stave notation)</li> <li>Describe and evaluate music performed and listened to, using appropriate vocabulary -: pitch, duration, dynamics, tempo, timbre, texture</li> <li>Compare &amp; contrast music heard &amp; performed, including music of some of the 'great composers'</li> </ul>
<p>Reception</p> <ul style="list-style-type: none"> <li>Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>Explore and engage in music making and dance, performing solo or in groups.</li> </ul>	<p>Year 2</p> <ul style="list-style-type: none"> <li>Sing accurately simple unison songs.</li> <li>Play tuned and untuned instruments with control and accuracy.</li> <li>Experiment with, create, select and combine sounds to create an effect (varying tempo, dynamics, pitch, choice of instruments)</li> <li>Listen to a range of music describing changes in pitch, tempo and dynamics.</li> <li>To be able to compare different pieces or styles of music.</li> </ul>	<p>Year 4</p> <ul style="list-style-type: none"> <li>Sing confidently and accurately, holding their part in a part songs.</li> <li>Perform on a range of instruments as part of a group and individually, with correct pitch, rhythmical accuracy and control.</li> <li>Use a written graphic score or technology e.g Garageband for composing and performing.</li> <li>Listen, describe and respond to music from using musical vocabulary : pitch, duration, dynamics, tempo, timbre</li> <li>Listen to, review and evaluate music from a range of musical traditions (world music)</li> </ul>	<p>Year 6</p> <ul style="list-style-type: none"> <li>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with accuracy, fluency, control and expression</li> <li>Improvise and compose music for a range of purposes</li> <li>To use rhythmic &amp; pitched notation including stave notation</li> <li>Compare &amp; contrast music heard &amp; performed aware of context, purpose &amp; intent, using appropriate musical vocabulary: pitch, duration, dynamics, tempo, timbre, texture and structure.</li> <li>Have an understanding of musical history</li> </ul>