



Music Progression of Skills

Threshold Concept	EYFS	Milestone 1 (Years 1 and 2)	Milestone 2 (Years 3 and 4)	Milestone 3 (Years 5 and 6)
Perform	Sing a range of well known nursery rhymes and songs. Perform songs, poems and rhymes with others.	<ul style="list-style-type: none"> - play a range of tuned and untuned percussion instruments musically. -use their voices expressively to sing a wide range of songs (including rhymes and chants). -keep to a steady pulse. -start and finish with everybody else. 	<ul style="list-style-type: none"> - play simple melodies and rhythms on tuned percussion and more complex rhythms on untuned percussion. - sing with a growing sense of pitch, good diction and expression. - sing songs with more than one part. - perform in different group sizes. 	<ul style="list-style-type: none"> play melodies from different genres on tuned percussion and extended rhythm patterns. - becoming aware of flats and sharps when playing. - play a musical ostinato. - sing confidently with a good control of pitch in unison and 2 or 3 parts. - perform with a good idea of the mood to be created. - practise, rehearse and perform a variety of solo and ensemble performances with confidence and an awareness of the audience. - reflect on and refine my work.
Listen and appraise	Move to music and try and move in time.	<ul style="list-style-type: none"> listen to a range of music written and performed for different purposes with growing concentration. - experience a live performance. - say whether or not they like a piece of music. - recognise beginning, middle and end, recognise a repeated refrain. 	<ul style="list-style-type: none"> listen to music from other cultures, countries and times. - say whether or not they like a piece of music and give a reason why. listen with attention to detail and recall sounds heard. - reflect on the moods created by different pieces of music. - identify contrasting sections of a song such as the verse and refrain. 	<ul style="list-style-type: none"> listen to different styles of music including classical, jazz, blues, pop and rock. - develop an understanding and ability to identify music from different times and cultures. (Begin to create a timeline) - make informed suggestions of suitable pieces of music for various occasions. - analyse and compare different music using appropriate musical vocabulary.

<p>Create and Compose</p>	<p>Share their creations</p>	<p>choose how to represent different things e.g. sound effects for stories or to reflect different moods.</p> <ul style="list-style-type: none"> - compose a simple piece of music with a beginning, middle and an ending. - start to use pictorial representation to record what they have composed. 	<ul style="list-style-type: none"> -compose and perform their own melodies with a limited range of notes. - improvise simple rhythmic patterns. - record compositions in a variety of ways including graphic notation and musical notation. - start to compose using different structures. 	<p>compose using different structures.</p> <ul style="list-style-type: none"> - combine all the musical elements they have learned to compose in different genres and styles for different moods and occasions. - record their compositions using staff and graphic notations.
<p>Inter related dimensions</p>	<p>play instruments loudly/quietly; fast/slow Able to use and remember sequences and patterns of movements related to music and rhythm.</p>	<p>name tuned and untuned classroom percussion instruments.</p> <ul style="list-style-type: none"> - identify fast/slow, loud/quiet, high/low and long/short and spot them in pieces of music. - explore different ways to play instruments. 	<p>name a wider range of instruments including orchestral and instruments from around the world.</p> <ul style="list-style-type: none"> - start to use and understand staff and other notations. - recognise changes in duration, pitch, dynamics and tempo, timbre and texture. - recognise call and response or verse and chorus. 	<p>name and sort orchestral instruments into their families.</p> <ul style="list-style-type: none"> - use and understand staff and other musical notations – reading notes accurately. - recognise more complex changes in duration, dynamics, pitch, tempo, timbre, structure and texture and use these in their own work.