



St Barnabas  
C of E Primary School

## Skills Progression

Subject area:  
Music

## Subject Intent:

By the time our Year 6 pupils are ready to move to High School they will have developed a life-long interest and enjoyment of music, through playing a variety of instruments, singing a wide selection of songs and listening to music from all cultures and styles. They will have increased their skills and knowledge of composition, singing clarity and performance, thereby significantly improving their self-confidence when faced with new situations.

### EYFS Development Matters

#### Characteristics of effective teaching and learning

**Playing and exploring** – children investigate and experience things, and ‘have a go’

**Active learning** – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements

**Creating and thinking critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things

#### Early Learning Goals: being Imaginative and Expressive

Sing a range of well-known nursery rhymes and songs;

Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Listen and Appraise</b>	Children in Reception will:  Listen attentively, move to and talk about music, expressing their feelings and responses.	Find the pulse. Pulse, rhythm, pitch. Identify some instruments. How music makes you feel.	Learn how to enjoy moving to music by dancing, marching, being animals or pop stars. To learn how songs can tell a story or describe an idea.	Confidently identify and move to the pulse. To think about what the words of a song mean. To take it in turn to discuss how the song makes them feel. Listen carefully and respectfully to other people's thoughts about the music.	Confidently identify and move to the pulse. To talk about the musical dimensions working together eg if the song gets louder in the chorus (dynamics). Talk about the music and how it makes them feel. Listen to other people's thoughts about the music. Use musical words when discussing.	Move to the pulse with ease. Think about the message of songs. Compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Use musical words. Talk about the musical dimensions working together in the songs.	Move to the pulse with ease. Think about the message of songs. Compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Use musical words. Talk about the musical dimensions working together in the songs. Talk about the music and how it makes you feel, using musical language.
Skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Musical games/pulse/rhythm</b>	Copy back simple rhythms and songs	Copy back rhythms. Pulse, rhythm and pitch work together in different songs. Pitch copy back using the voice.	Find the pulse. Copy back short rhythmic phrases whilst keeping the pulse by marching. Create rhythms for others to copy back, including using the voice.	Find the pulse. Using 2 notes, copy back short rhythmic phrases whilst keeping the pulse. Create rhythms for others to copy back, including using pitch.	Find the pulse. Using 2 notes, copy back short rhythmic phrases whilst keeping the pulse. Create rhythms for others to copy back, including using pitch. Use notation.	Copy back rhythms based on the words of the main song, that include syncopation/off beat. Copy back one, two and three-note riffs using simple and syncopated rhythm patterns and notation.	Copy back rhythms based on the words of the main song, that include syncopation/off beat. Copy back by ear and notation one, two and three-note riffs using simple and syncopated rhythm patterns and notation.
<b>Singing</b>	Sing together as part of a group. 3-4 Year olds will be learning to:  Remember and sing entire songs.	Sing as part of a group. How to warm up the voice and have a good singing position. Begin to follow a	Learn about voices singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices – you can	Sing in unison and in simple two-parts. Demonstrate a good singing posture. Follow a leader when singing. Enjoy exploring singing solo. Sing with	Sing in unison and in simple two-parts. Demonstrate a good singing posture. Follow a leader when singing. Enjoy exploring singing	Sing in unison and to sing backing vocals. Enjoy exploring singing solo. Listen to the group when singing. Demonstrate a	Sing in unison and to sing backing vocals. Enjoy exploring singing solo. Listen to the group when singing. Demonstrate a good

	<p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Children in Reception will be learning to:</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody</p>	conductor.	rap (spoken word with rhythm). Learn to find a comfortable singing position. Learn to start and stop singing when following a leader.	awareness of being 'in tune'. Have an awareness of the pulse internally when singing.	solo. Sing with awareness of being 'in tune'. Re-join the song if lost. Listen to the group when singing.	good singing posture. Experience rapping and solo singing. Listen to each other and be aware of how you fit into the group. Sing with awareness of being 'in tune'	singing posture. Experience rapping and solo singing. Listen to each other and be aware of how you fit into the group. Sing with awareness of being 'in tune'
<b>Skill</b>	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Playing instruments/Improvisation/</b>	<p>Explore playing different instruments.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>	Play an instrument as part of a group. Explore/create simple musical sounds with voices and instruments.	Treat instruments with respect. Play a tuned instrumental part that matches their musical challenge in time with the steady pulse. Listen to and follow musical instructions from a leader. Clap and Improvise. Sing, Play and Improvise – Use voices and instruments	Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation. Improvise using instruments in the context of the song they are learning to perform.– Listen and sing back. Using instruments, listen and play your own answer using one note, then 2 notes, then 3 notes.	Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation. Rehearse and perform their part. Experience leading the playing. Listen and sing back melodic patterns using instruments, Listen and play your own answer using one, two or three notes. Take it in turns to improvise using three different notes.	Know and be able to talk about different ways of writing music down – e.g. staff notation, symbols. The notes C, D, E, F, G, A, B + C on the treble staff. Play a musical instrument with the correct technique. Select and learn an instrumental part from memory or using notation. To lead a rehearsal session. Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)	Know and be able to talk about different ways of writing music down – e.g. staff notation, symbols. The notes C, D, E, F, G, A, B + C on the treble staff. Play a musical instrument with the correct technique. Select and learn an instrumental part from memory or using notation. To lead a rehearsal session. Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)
<b>Skill</b>	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Composition</b>	<p>Explore playing different instruments.</p> <p>Create their own songs or improvise a song around one they know.</p>	Create your own simple melodies.	Help create three simple melodies using one, three or five different notes. Learn how the notes of the composition can be written down and changed if necessary.	Help create one simple melody using one, three or five different notes. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition using graphic/pictorial notation.	Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition using	Create simple melodies using up to five different notes and simple rhythms that work musically. Explain the keynote or home note. Make musical decisions about how the melody connects with the song. Record the composition using graphic/pictorial notation.	Create simple melodies using up to five different notes and simple rhythms that work musically. Explain the keynote or home note and the structure of the melody. Make musical decisions about how the melody connects with the song. Record the composition using graphic/pictorial notation.

					graphic/pictorial notation.		
Skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Performance</b>	<p>Children in Reception will:</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Perform together in an ensemble/band. Use the voice expressively/creatively by singing songs and speaking chants and rhymes. Play tuned and un-tuned instruments.</p>	<p>Choose a song and perform it. Add ideas to the performance. Record the performance and say how they were feeling about it.</p>	<p>Choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. Talk about the best place to be when performing and how to stand or sit. Record the performance and say how they were feeling, what they were pleased with what they would change and why.</p>	<p>Choose and present a musical performance designed to capture the audience. Communicate the meaning of the words and clearly articulate them. Talk about the best place to be when performing and how to stand or sit. Record the performance and say how they were feeling, what they were pleased with what they would change and why.</p>	<p>Choose and present a musical performance designed to capture the audience. Communicate the meaning of the words and clearly articulate them. Talk about the best place to be when performing and how to stand or sit. Record the performance and discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</p>	<p>Choose and present a musical performance designed to capture the audience. Communicate the meaning of the words and clearly articulate them. Talk about the venue and how to use it to best effect. Record the performance and compare it to a previous performance. . Record and discuss musically about it – “What went well?” and “It would have been even better if...?”</p>