Music Skills Progression Document

Nursery

Nursery Music Vocabulary		
Listen	Words	Dance.
Sing	Instrument	Tap
Song	Move	Shake
Count	Beat	Scrape
Voice	Copy	Blow

	Skill/EYFS Framework Statement
CL	Sing a large repertoire of songs.
PD	Use large-muscle movements to wave flags and streamers, paint and make marks.
EAD	Listen with increased attention to sounds
	Respond to what they have heard, expressing their thoughts and feelings.
	Remember and sing entire songs.
	Sing the pitch of a tone sung by another person ('pitch match').
	Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
	Create their own songs, or improvise a song around one they know.
	Play instruments with increasing control to express their feelings and ideas.

Nursery Music Experiences
Christmas concert Graduation Singing assembly

Music Skills Progression Document

Reception

Reception Core Music Vocabulary		
Beat	Quiet	Sing
Clap	Melody	Song
Listen	Chant	Tempo
Instrument	Rhythm	Speed
Volume	Sound	Symbol.
Loud		

	Skill/EYFS Framework Statement
EAD	Explore, use and refine a variety of artistic effects to express their ideas and feelings.
	Return to and build on their previous learning, refining ideas and developing their ability to represent them.
	Create collaboratively sharing ideas, resources and skills.
	Listen attentively, move to and talk about music, expressing their feelings and responses.
	Sing in a group or on their own, increasingly matching the pitch and following the melody.
	Explore and engage in music making and dance, performing solo or in groups.
EAD-ELG	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.
PD	Combine different movements with ease and fluency.
CL	Listen carefully to rhymes and songs, paying attention to how they sound.
	Learn rhymes, poems and songs.

Reception Music Experiences
Christmas concert
Singing assembly

MUSIC Skills Progression Document

Key Stage 1 (Yrs 1&2)

Key Stage 1 Core MUSIC Vocabulary					
Voice	Symbol,	Pattern	Song	Dynamics	Rap
Pitch	High	Fast	Melody	Pitch	Chant
High	Low	Slow	Shape,	Repeat,	Beat.
Low	Listen	Loud	Rhythm pattern	Rest	
Sound effect	Music	Quiet	Mood	Sequence	

Skill/NC Statement
Listen to music with sustained concentration.
Find the pulse whilst listening to music and using movement.
Use the correct musical language to describe a piece of music
Recognise different instruments.
Discuss feelings and emotions linked to different pieces of music.
Begin to understand that the rhythm is a mixture of long and short sounds that happen over the pulse.
Listen to, copy and repeat a simple rhythm or melody.
Understand that pitch describes how high or low sounds are.
Understand that tempo describes how fast or slow the music is.
Understand that dynamics describe how loud or quiet the music is.
Learn and perform chants, rhythms, raps and songs
Learn to follow the conductor or band leader.
Sing songs musically and understand how to warm up and project the voice whilst demonstrating good posture
Listen with concentration and understanding to a range of high-quality live and recorded music.
Build an understanding of the pulse and internalise it when listening to a piece of music.
Improvise a simple rhythm using different instruments including the voice.
Understand that texture describes the layers within the music.
Begin to describe a piece of music using a developing understanding of the interrelated musical dimensions.
Use his/her voice expressively and creatively by singing songs and speaking chants and rhymes with growing confidence.
Develop an understanding of melody, the words and their importance in the music being listened to.

Sing a song in two parts
Use tuned and untuned classroom percussion to play accompaniments and tunes.
Use tuned and untuned classroom percussion to compose and improvise.
Play instruments using the correct techniques with respect.
Practise, rehearse and present performances to audiences with a growing awareness of the people watching.
Experiment with, create, select and combine sounds using the inter-related dimensions of music

MUSIC Skills Progression Document

Lower Key Stage 2 (Yrs 3&4)

Lower Key Stage 2 Core MUSIC Vocabulary					
Crotchets	Rhythm	Melody	Tunefully	Dynamics	Recall
Quavers	Beat	Perform	Aural	Expression	Tempo
Pentatonic	Duration	Pitch	Compose	Improvise	Timbre
Ostinato	Structure	Solo	Texture	Musician	

Skill/NC Statement
Listen with direction to a range of high quality music.
Confidently recognise a range of musical instruments
Find the pulse within the context of different songs/music with ease.
Understand that improvisation is when a composer makes up a tune within boundaries.
Understand that composition is when a composer writes down and records a musical idea.
Sing songs with multiple parts with increasing confidence.
Play and perform in solo or ensemble contexts with confidence
Develop an understanding of formal, written notation which includes crotchets and rests.
Begin to listen to and recall sounds with increasing aural memory.
Confidently recognise a range of musical instruments and the different sounds they make.
Confidently recognise and explore a range of musical styles and traditions and know their basic style indicators
Confidently recognise and explore a range of musical styles and traditions and know their basic style indicators.
Use musical language to appraise a piece or style of music.
Copy increasingly challenging rhythms using body percussion and untuned instruments where appropriate
Sing as part of an ensemble with confidence and precision.
Play and perform in solo or ensemble contexts with increasing confidence.
Develop an understanding of formal, written notation which includes minims and quavers.

MUSIC Skills Progression Document

Upper Key Stage 2 (Yrs 5&6)

Upper Key Stage 2 Core MUSIC Vocabulary				
Chord	Melody	Posture	Composition	Phrases
Composer	Notation	Projection	Expressively	Soundscape
Ensemble	Notes	Accompaniments	Notation	Theme
Harmony	Percussion	Audience	Variation	Venue

Skill/NC Statement
Compose complex rhythms from an increasing aural memory
Understand how pulse, rhythm and pitch work together.
Improvise with increasing confidence using own voice, rhythms and varied pitch
Sing as part of an ensemble with increasing confidence and precision.
Play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression.
Use and develop an understanding of formal, written notation which includes staff, semibreves and dotted crotchets.
Develop an increasing understanding of the history and context of music.
Listen with attention to detail and recall sounds with increasing aural memory
Sing as part of an ensemble with full confidence and precision.
Play and perform in solo or ensemble contexts with increasing accuracy, control, fluency and expression.
Create a simple composition and record using formal notation.
Develop a deeper understanding of the history and context of music.
Appropriately discuss the dimensions of music and recognise them in music heard.
Listen with attention to detail and recall sounds with increasing aural memory and accuracy
Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
Deepen an understanding and use of formal, written notation which includes staff, semibreves and dotted crotchets.
Improvise and compose music for a range of purposes using the inter-related dimensions of music.