



Primary - Planning

Progression of Skills
for Music



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Listening, appraising
& responding

Composing

Performing



Progression of Skills

Music

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	Key Stage 1		Key Stage 2				
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>All children will listen to and respond to wide a range of high-quality live and recorded music across a range of musical genres, including popular, classical and world music.</p>							
Listening, appraising & responding	<ul style="list-style-type: none"> ➤ All children will respond to music through movement, altering the movement to reflect changes in tempo, dynamic and pitch. 	<ul style="list-style-type: none"> ➤ All children will recognise and understand the difference between pulse and rhythm. 	<ul style="list-style-type: none"> ➤ All children will begin to recognise timbre changes in the music they listen to. 	<ul style="list-style-type: none"> ➤ All children will begin discussing the stylistic features of different genres, styles and musical traditions of music using musical vocabulary. 	<ul style="list-style-type: none"> ➤ All children will identify gradual dynamic and tempo changes within a piece of music. 	<ul style="list-style-type: none"> ➤ All children will recognise and confidently discuss the stylistic features of different genres, styles and musical traditions of music using musical vocabulary. 	<ul style="list-style-type: none"> ➤ All children will discuss musical eras in content, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.
Composing	<ul style="list-style-type: none"> ➤ All children will express their responses to different music and lyrics. 	<ul style="list-style-type: none"> ➤ All children will understand that different types of sounds are called timbres. 	<ul style="list-style-type: none"> ➤ All children will begin to recognise structural features in the music they listen to. 	<ul style="list-style-type: none"> ➤ All children will begin to identify different styles of music. 	<ul style="list-style-type: none"> ➤ All children will identify common features between different genres, styles and musical traditions of music. 	<ul style="list-style-type: none"> ➤ All children will compare, discuss and evaluate music using detailed musical vocabulary. 	<ul style="list-style-type: none"> ➤ All children will recognise and confidently discuss the impact of different composers on the development of musical styles.
Performing	<ul style="list-style-type: none"> ➤ All children will explore lyrics by suggesting appropriate actions. ➤ All children will explore the story behind the lyrics or music. ➤ All children will listen to and follow a beat using both body percussion and untuned percussion instruments. ➤ All children will consider whether a piece 	<ul style="list-style-type: none"> ➤ All children will recognise basic tempo, dynamic and pitch changes (faster/slower; louder/quieter; faster/slower). ➤ All children will describe the 'character', mood, or 'story' of a piece of music they listen to, both verbally and through movement. ➤ All children will describe the differences between two pieces of music. ➤ All children will express a basic 	<ul style="list-style-type: none"> ➤ All children will listen to and recognise different instrumentation. ➤ All children will understand that music from different parts of the world and from different points in history have different features. 	<ul style="list-style-type: none"> ➤ All children will recognise and explain changes within a piece of music, both verbally and through movement. ➤ All children will describe timbre, dynamic and textual details of a piece of music, both verbally and through movement. 	<ul style="list-style-type: none"> ➤ All children will identify scaled dynamics (crescendo/diminuendo) within a piece of music. ➤ All children will use musical vocabulary to discuss a piece of music. 	<ul style="list-style-type: none"> ➤ All children will compare, discuss and evaluate music using detailed musical vocabulary. ➤ All children recognise simple structures in music that is being performed/listened to, e.g. binary, ternary, verse/chorus, etc. 	<ul style="list-style-type: none"> ➤ All children will recognise and confidently discuss the stylistic features of the music and relate it to other aspects of the Arts (e.g. film music, current era pop music, etc.) ➤ All children will identify the way features of a song can complement one another to create a coherent overall effect. ➤ All children will use musical



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EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

All children will listen to and respond to wide a range of high-quality live and recorded music across a range of musical genres, including popular, classical and world music, *cont.*

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<p>of music has a fast, moderate or slow tempo.</p>	<p>opinion about a piece of music (whether they like or dislike a piece of music).</p> <ul style="list-style-type: none"> ➤ All children will begin to develop a basic understanding of how music is organised, e.g. beginning, middle and end; verse, chorus, verse, chorus, etc. 					<p>musical vocabulary correctly when describing and evaluating the features of a piece of music.</p> <ul style="list-style-type: none"> ➤ All children will evaluate how the venue, occasion and purpose affects the way a piece of music sounds.
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	Key Stage 1		Key Stage 2			
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

All children will listen with attention to detail and recall sounds with increasing aural memory.

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<ul style="list-style-type: none"> ➤ All children will listen to sounds and identify high or low pitches. ➤ All children will listen to and repeat a simple rhythm, either as part of a song or with untuned percussion. ➤ All children learn a variety of different song using the call and response technique. ➤ All children will listen to and repeat lyrics. ➤ All children will understand that different instruments make different sounds and group them accordingly. 	<ul style="list-style-type: none"> ➤ All children will listen to sounds and match them to the correct object or instrument. ➤ All children will listen to and repeat short, simple rhythmic patterns, either as part of a song or with untuned percussion. ➤ All children will listen to and respond to other performers by playing as part of a group. ➤ All children will listen to sounds in the local environment and consider whether they are loud or quiet; high in pitch or low. ➤ All children will understand the difference between creating a pulse pattern and a pitch pattern. 	<ul style="list-style-type: none"> ➤ All children will begin to use appropriate musical vocabulary to describe music. ➤ All children will suggest improvements to their own and others' work. 	<ul style="list-style-type: none"> ➤ All children will begin to use musical vocabulary related to the area of study when discussing improvements to their own work and others'. 	<ul style="list-style-type: none"> ➤ All children use musical vocabulary when discussing improvements to their own work and others'. 	<ul style="list-style-type: none"> ➤ All children will develop confidence in using musical vocabulary to discuss and evaluate their own work and others'. 	<ul style="list-style-type: none"> ➤ All children will confidently use musical vocabulary to discuss and evaluate their own work and others'.
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	Key Stage 1		Key Stage 2			
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Listening, appraising & responding	<p>All children will listen with attention to detail and recall sounds with increasing aural memory, cont.</p> <ul style="list-style-type: none"> ➤ All children will respond to the pulse in recorded or live music through movements or dance. 					
Composing						
Performing						



	Key Stage 1		Key Stage 2			
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All children will create sounds and musical compositions using the interrelated aspects of music.

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<ul style="list-style-type: none"> ➤ All children will experiment with body percussion and vocal sounds to respond to music. ➤ All children will investigate different instruments and select the most appropriate for a specific purpose. ➤ All children will experiment with playing instruments in different ways. 	<ul style="list-style-type: none"> ➤ All children will select and create short sequences of sound with voices or instruments to represent a given idea or character. ➤ All children will combine instrumental and vocal sounds within a given structure. ➤ All children will work together to choose dynamics and timbre for a piece of music. ➤ All children will begin to make improvements to their work as suggested by the teacher. 	<ul style="list-style-type: none"> ➤ All children will select and create longer sequences of appropriate sounds to represent a given idea. ➤ Children will design comic strips to structure a composition of their own devising. ➤ All children will choose appropriate dynamics, tempo and timbre for a piece of work. ➤ All children will begin to suggest improvements to their own work. 	<ul style="list-style-type: none"> ➤ All children will organise, order and structure musical ideas (i.e. beginning, middle and end). ➤ All children will create simple lyrics for a variety of songs. ➤ All children will create accompaniments for songs using untuned percussion. ➤ All children will suggest and implement improvements to their own work using musical vocabulary. 	<ul style="list-style-type: none"> ➤ All children will compose a piece of music in a given style with voices, bodies or instruments. ➤ All children will use planning sheets and words or symbols to compose a piece of music. ➤ All children will combine melodies and rhythms to create a multi-layered composition. ➤ All children will create simple melodies from approximately five notes using steps and leaps. ➤ All children will suggest improvements to other people's work using musical vocabulary. 	<ul style="list-style-type: none"> ➤ All children will compose a detailed piece of music from a given stimulus with voices, bodies and instruments. ➤ All children will use a mixture of staff notation and graphic scores to compose a piece of music in a given style. ➤ All children will begin to improvise musically within a given style. ➤ All children will select, discuss and refine musical choices both alone and with others, using musical vocabulary with confidence. ➤ All children will suggest and demonstrate improvements to their own and others' work. 	<ul style="list-style-type: none"> ➤ All children will create music with multiple sections that include repetition and contrast. ➤ All children will compose a multi-layered piece of music from a given stimulus with voices, bodies and percussion. ➤ All children will develop melodies using rhythmic variation and changes in dynamic, pitch and texture. ➤ All children will use a variety of textures and timbres when arranging a composition to show a specific mood, e.g. solos, small groups, whole class. ➤ All children will constructively critique their
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Listening, appraising & responding	<p>All children will create sounds and musical compositions using the inter-related aspects of music, cont.</p>						critique their own and others' work using musical vocabulary.
Composing							
Performing							



	Key Stage 1		Key Stage 2			
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

All children will perform both individually and as part of a group in order to hone their musical abilities.

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<ul style="list-style-type: none"> ➤ All children will use their voices to join in well-known songs from memory. ➤ All children will practise remembering and maintaining their role within a group performance. ➤ All children will move to music with instructions to perform actions. ➤ All children will participate in performances to a small audience. ➤ All children will practise stopping and starting playing at the right time. 	<ul style="list-style-type: none"> ➤ All children will use their voice expressively to speak, sing or chant. ➤ All children will sing songs from memory, maintaining the overall shape of the melody and keeping in time. ➤ All children will maintain the pulse by walking or playing on the beat using hands and untuned percussion. ➤ All children will copy back short rhythmic and melodic phrases using their voices or untuned percussion instruments. ➤ All children will respond to simple musical instructions such as tempo and dynamic changes as part of a class 	<ul style="list-style-type: none"> ➤ All children will use their voices expressively when singing, including through the use of dynamics (loud and quiet). ➤ All children will sing short songs from memory with melodic and rhythmic accuracy. ➤ All children will perform expressively using dynamics and timbre to alter sounds as appropriate. ➤ All children will sing back short melodic patterns by ear. 	<ul style="list-style-type: none"> ➤ All children will sing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. ➤ All children will sing with clear diction to communicate lyrics effectively. ➤ All children will sing and play in time with peers, with some degree of accuracy and awareness of their part in the group performance. ➤ All children will have the opportunity perform as part of a mini concert or show to their peers. 	<ul style="list-style-type: none"> ➤ All children will sing songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. ➤ All children will perform a series of playground songs and chants using actions and keeping a steady beat. ➤ All children will sing and play in time with peers, with accuracy and an awareness of their part in the group performance. 	<ul style="list-style-type: none"> ➤ All children will work as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group. ➤ All children will perform with accuracy from graphic scores and rhythmic notation. ➤ All children will play syncopated rhythms with accuracy, control and fluency. ➤ All children will sing songs in two or more parts in a variety of different styles from memory, with accuracy, fluency, control and expression. ➤ All children will play a simple chord 	<ul style="list-style-type: none"> ➤ All children will sing songs in two or more secure parts from memory with accuracy, fluency, control and expression. ➤ All children will work as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with a group. ➤ All children will perform with accuracy from graphic notation and that of their own devising. ➤ All children will perform by following a conductor's cues and directions.
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All children will perform both individually and as part of a group in order to hone their musical abilities, *cont.*

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	<p>performance.</p> <ul style="list-style-type: none"> ➤ All children will understand that symbols and pictures can be used to represent and organise sound. ➤ All children will perform a simple accompaniment on a percussion instruments. ➤ All children will perform from graphic notation. 				<p>progression with accuracy.</p>	
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