


Longfields Skills Progression Music

EYFS		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Range 3: CM Sings/vocalises whilst listening to music or playing with instruments/sound makers.</p> <p>Range 4: CM Joins in singing songs.</p> <p>Range 5: CM Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home.</p> <p>Range 5: BIE Sings to self & makes up simple songs.</p> <p>Range 6: CM Begins to build a collection of songs & dances.</p>	<p>Singing songs with control and using the voice expressively</p>	<ul style="list-style-type: none"> To find their singing voice and use their voices confidently. Sing a melody accurately at their own pitch. Sing with a sense of awareness of pulse and control of rhythm. Recognise phrase lengths and know when to breathe. Sing songs expressively. Follow pitch movements with their hands and use high, low and middle voices. Begin to sing with control of pitch (e.g. following the shape of the melody). Sing with an awareness of other performers 		<ul style="list-style-type: none"> Sing with confidence using a wider vocal range. Sing in tune. Sing with awareness of pulse and control of rhythm. Recognise simple structures. (Phrases). Sing expressively with awareness and control at the expressive elements. E.g. timbre, tempo, dynamics. Sing songs and create different vocal effects. Understand how mouth shapes can affect voice sounds. Internalise sounds by singing parts of a song 'in their heads.' 		<ul style="list-style-type: none"> Sing songs with increasing control of breathing, posture and sound projection Sing songs in tune and with an awareness of other parts. Identify phrases through breathing in appropriate places. Sing with expression and rehearse with others. Sing a round in two parts and identify the melodic phrases and how they fit together. Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice. 	
<p>Range 3: T Anticipates repeated sounds, sights & actions.</p> <p>Range 4: CM Shows an interest in the way sound makers & instruments sound & experiments with ways of playing them.</p> <p>Range 5: CM Taps out simple repeated rhythms.</p>	<p>Listening, Memory and Movement.</p>	<ul style="list-style-type: none"> Recall and remember short songs and sequences and patterns of sounds. Respond physically when performing, composing and appraising music. Identify different sound sources. Identify well-defined musical features. 		<ul style="list-style-type: none"> Identify melodic phrases and play them by ear. Create sequences of movements in response to sounds. Explore and chose different movements to describe animals. Demonstrate the ability to recognise the use of structure and expressive elements through dance. Identify phrases that could be used as an introduction, interlude and ending. 		<ul style="list-style-type: none"> Internalise short melodies and play these on pitched percussion (play by ear). Create dances that reflect musical features. Identify different moods and textures. Identify how a mood is created by music and lyrics. Listen to longer pieces of music and identify features. 	
<p>Range 4: BIE Creates rhythmic sounds & movements.</p> <p>Range 5: CM Taps out simple repeated rhythms.</p>	<p>Controlling pulse and rhythm</p>	<ul style="list-style-type: none"> Identify the pulse in different pieces of music. Identify the pulse and join in getting faster and slower together. Identify long and short sounds in music. Perform a rhythm to a given pulse. Begin to internalise and create rhythmic patterns. 		<ul style="list-style-type: none"> Recognise rhythmic patterns. Perform a repeated pattern to a steady pulse. Identify and recall rhythmic and melodic patterns. Identify repeated patterns used in a variety of music. (Ostinato). 		<ul style="list-style-type: none"> Identify different speeds of pulse (tempo) by clapping and moving. Improvise rhythm patterns. Perform an independent part keeping to a steady beat. Identify the metre of different songs through recognising the pattern of strong and weak beats. 	

<p>Range 3: CM Moves while singing/vocalising, whilst listening to sounds & music, while playing with sound makers/instruments.</p> <p>Range 4: CM Creates sounds by rubbing, shaking, tapping, striking or blowing.</p> <p>Range 5: CM Develops an understanding of how to create & use sounds intentionally.</p> <p>Range 5: BIE Experiments and creates movement in response to music, stories and ideas</p> <p>Range 6: CM Makes music in a range of ways e.g. plays with sound creatively, plays along to the beat of the song they are singing or music they are listening to.</p>	<p>Exploring sounds, melody and accompaniment.</p>	<ul style="list-style-type: none"> Accompany a chant or song by clapping or playing the pulse or rhythm. To explore different sound sources. Make sounds and recognise how they can give a message. Identify and name classroom instruments. Create and chose sounds in response to a given stimulus. Identify how sounds can be changed. Change sounds to reflect different stimuli. 	<ul style="list-style-type: none"> Identify ways sounds are used to accompany a song. Analyse and comment on how sounds are used to create different moods. Explore and perform different types of accompaniment. Explore and select different melodic patterns. Recognise and explore different combinations of pitch sounds. 	<ul style="list-style-type: none"> Subdivide the pulse while keeping to a steady beat. Skills development for this element are to be found within 'Control of instruments' and 'Composition'.
<p>Range 4: CM Shows an interest in the way sound makers & instruments sound & experiments with ways of playing them.</p> <p>Range 5: CM Explores & learns how sounds & movements can be changed.</p> <p>Range 6: CM Makes music in a range of ways e.g. plays with sound creatively, plays along to the beat of the song they are singing or music they are listening to.</p>	<p>Control of instruments</p>	<ul style="list-style-type: none"> Play instruments in different ways and create sound effects. Handle and play instruments with control. Identify different groups of instruments. 	<ul style="list-style-type: none"> Identify melodic phrases and play them by ear. Select instruments to describe visual images. Choose instruments on the basis of internalised sounds 	<ul style="list-style-type: none"> Identify and control different ways percussion instruments make sounds. Play accompaniments with control and accuracy. Create different effects using combinations of pitched sounds. Use ICT to change and manipulate sounds
<p>Range 6: CM Makes music in a range of ways e.g. plays with sound creatively, plays along to the beat of the song they are singing or music they are listening to.</p>	<p>Composition</p>	<ul style="list-style-type: none"> Contribute to the creation of a class composition. Basic skills developments for composition in KS1 are to be found within 'Exploring sounds'. 	<ul style="list-style-type: none"> Create textures by combining sounds in different ways. Create music that describes contrasting moods/emotions. 	<ul style="list-style-type: none"> Identify different starting points or composing music. Explore, select combine and exploit a range of different sounds to compose a soundscape. Write lyrics to a known song.

			<ul style="list-style-type: none"> • Improvise simple tunes based on the pentatonic scale. • Compose music in pairs and make improvements to their own work. • Create an accompaniment to a known song. • Create descriptive music in pairs or small groups 	<ul style="list-style-type: none"> • Compose a short song to own lyrics based on everyday phrases. • Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition
	Reading and writing notation	<ul style="list-style-type: none"> • Perform long and short sounds in response to symbols. • Create long and short sounds on instruments. • Play and sing phrase from dot notation. • Record their own ideas. • Make their own symbols as part of a class score 		<ul style="list-style-type: none"> • Perform using notation as a support. • Sing songs with staff notation as support.
<p>Range 3: BIE Expresses self through physical actions & sound.</p> <p>Range 4: BIE Creates rhythmic sounds & movements.</p> <p>Range 5: BIE Uses movement & sounds to express experiences, expertise, ideas & feelings.</p> <p>Range 6: Chooses particular movements, instruments/sounds, colours & materials for their own imaginative purposes.</p>	Performance skills	<ul style="list-style-type: none"> • Perform together and follow instructions that combine the musical elements. 	<ul style="list-style-type: none"> • Perform in different ways, exploring the way the performers are a musical resource. • Perform with awareness of different parts. 	<ul style="list-style-type: none"> • Present performances effectively with awareness of audience, venue and occasion.
<p>Range 3: BIE Expresses self through physical actions & sound.</p> <p>Range 5: BIE Experiments & creates movement in response to music, stories & ideas.</p>	Evaluating and appraising	<ul style="list-style-type: none"> • Choose sounds and instruments carefully and make improvements to their own and others' work. 	<ul style="list-style-type: none"> • Recognise how music can reflect different intentions 	<ul style="list-style-type: none"> • Improve their work through analysis, evaluation and comparison.
EYFS				
CofEL	Playing & Exploring	Active Learning	Thinking Creatively & Critically	
	<ul style="list-style-type: none"> • Acting out experiences with other people. 	<ul style="list-style-type: none"> • Being proud of how they have accomplished something – not just the end result. 	<ul style="list-style-type: none"> • Playing with possibilities (what if? What else?) • Finding new ways to do things. 	

	<ul style="list-style-type: none"> • Representing their experiences in play. • Pretending objects are things from their experience. 	<ul style="list-style-type: none"> • Persisting with an activity or toward their goal when challenges occur. • Showing high levels of involvement, energy, fascination. 	<ul style="list-style-type: none"> • Making predictions. • Testing their ideas
<p>Statutory EAD ELG:</p>	<p>Creating with Materials</p>	<p>Being Imaginative & Expressive</p>	<p>Children at the expected level of development will:</p>
	<ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories. 	<ul style="list-style-type: none"> • 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. 	