



BOWLAND FEDERATION OF SCHOOLS

MUSIC PROGRESSION OF SKILLS



Early Years Foundation Stage (EYFS)

Work as a Musician by...	
Singing	<ul style="list-style-type: none"> ♪ Sing simple songs, chants and rhymes from memory. ♪ Sing collectively at the same pitch. ♪ Respond to simple visual directions (stop, start, loud, quiet) ♪ Sing a range of call and response songs.
Listening	<ul style="list-style-type: none"> ♪ Listen attentively to music and songs. ♪ Try to move in time with music. ♪ Talk about music, expressing their feelings and thoughts.
Composing	<ul style="list-style-type: none"> ♪ Explore, use and refine a variety of effects to express their ideas and feelings. ♪ Return to and build on their previous learning, developing their ability to represent them. ♪ Create together and share ideas, resources and skills. ♪ Explore and engage in music making. ♪ Perform solo and in groups. ♪ Play instruments with increasing control including controlling volume (loud or quiet)

Musical Skills	
Pulse / Beat	<ul style="list-style-type: none"> ♪ Nod or tap a beat, following the teacher in response to different pieces of music.
Rhythm	<ul style="list-style-type: none"> ♪ Copy simple rhythm patterns following the teacher or picture prompts.
Pitch	<ul style="list-style-type: none"> ♪ Listen to sounds, comparing high and low sounds. ♪ Sing or say words and phrases in high and low voices.

Year 1

Work as a Musician by...	
Singing	<ul style="list-style-type: none"> ♪ Sing simple songs, chants & rhymes from memory, singing collectively & at the same pitch, responding to simple visual directions (e.g. stop, start, loud, quiet) & counting in. ♪ Sing a wide range of call & response songs, to control vocal pitch they hear with accuracy.
Listening	<ul style="list-style-type: none"> ♪ Respond to different music saying how it makes them feel, act, move ♪ Say whether or not they like a piece of music ♪ Identify repetitive elements (structure), silence (duration), loud & quiet (dynamics) & high & low sounds (pitch) within songs and pieces of music they listen to
Composing	<ul style="list-style-type: none"> ♪ Improvise simple vocal chants, using question & answer phrases ♪ Create musical sound effects & short sequences of sounds in response to stimuli e.g. a rainstorm or a train journey. Combine to make a story, choosing & playing classroom instruments (e.g. rainmaker) or sound-makers (e.g. rustling leaves) ♪ Understand the difference between creating a rhythm pattern & a pitch pattern ♪ Invent, retain & recall rhythm & pitch patterns & perform these for others, taking turns ♪ Use music technology, if available, to capture, change & combine sounds ♪ Recognise how graphic notation can represent created sounds. Explore & invent own symbols

Musical Skills	
Pulse / Beat	<ul style="list-style-type: none"> ♪ Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes ♪ Use body percussion (e.g. clapping, tapping, walking) & classroom percussion, playing repeated rhythm patterns (ostinati) & short, pitched patterns on tuned instruments to maintain a steady beat ♪ Respond to the pulse in recorded/live music through movement & dance e.g. Stepping (e.g. Mattachins from Capriol Suite by Warlock) Jumping (e.g. Trepak from The Nutcracker by Tchaikovsky) Walking on tiptoes (e.g. Scherzo from The Firebird Suite by Stravinsky)
Rhythm	<ul style="list-style-type: none"> ♪ Perform short copycat rhythm patterns accurately, led by the teacher ♪ Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat ♪ Perform word-pattern chants (e.g. ca-ter-pil-lar crawl, fish and chips)
Pitch	<ul style="list-style-type: none"> ♪ Sing familiar songs in both low & high voices & talk about the difference in sound ♪ Explore percussion sounds to enhance storytelling e.g. Ascending xylophone/glockenspiel notes to suggest Jack climbing beanstalk/turnip growing Quiet sounds created on a rainstick/maracas to depict a shower Regular strong beats played on a drum to replicate menacing footsteps ♪ Follow pictures & symbols to guide singing & playing e.g. 4 dots = 4 taps

Year 2

Work as a Musician by...	
Singing	<ul style="list-style-type: none"> ♪ Sing songs regularly with a pitch range of do-so with increasing voice control ♪ Sing songs with a small pitch range, pitching accurately ♪ Know the meaning of dynamics (loud/quiet) & tempo (fast/slow) & be able to demonstrate these when singing by responding to (a) the leader's directions & (b) visual symbols (e.g. crescendo, decrescendo, pause)
Listening	<ul style="list-style-type: none"> ♪ Listen with growing concentration to music of a longer duration ♪ Identify sections of music which sound the same or different e.g. verse/chorus ♪ Identify fast(er) & slow(er) (tempo) & long & short sounds (duration) within songs and pieces of music they listen to
Composing	<ul style="list-style-type: none"> ♪ Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch) ♪ Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation ♪ Use graphic symbols & dot notation to keep a record of composed pieces ♪ Use music technology, if available, to capture, change & combine sounds

Musical Skills	
Pulse / Beat	<ul style="list-style-type: none"> ♪ Understand that the speed of the beat can change, creating a faster or slower pace (tempo) ♪ Mark the beat of a listening piece (e.g. Bolero by Ravel) by tapping or clapping & recognising the tempo as well as changes in tempo ♪ Walk in time to the beat of a piece of music or song (e.g. La Mourisque by Susato)
Rhythm	<ul style="list-style-type: none"> ♪ Play copycat rhythms, copying a leader & inventing rhythms for others to copy on untuned percussion ♪ Create rhythms using word phrases as a starting point (e.g. Hel-lo Si-mon or Can you come and play?) ♪ Read & respond to chanted rhythm patterns and represent them with graphic symbols & dot notation ♪ Create & perform their own chanted rhythm patterns with the same notation
Pitch	<ul style="list-style-type: none"> ♪ Play a range of singing games based on the cuckoo interval (so-mi, e.g. Little Sally Saucer) matching voices accurately, supported by a leader playing the melody (played on piano, acoustic instrument or backing track) ♪ Sing short phrases independently within a singing game or short song ♪ Respond independently to pitch changes heard in melodic phrases, indicating with actions (e.g. stand up/sit down, hands high/hands low) ♪ Recognise dot notation & match it to 3-note tunes played on tuned percussion

Work as a Musician by...	
Singing	<ul style="list-style-type: none"> ♪ Sing a widening range of unison songs of varying styles and structures with a pitch range of do–so (e.g. Extreme Weather), tunefully and with expression. Perform forte and piano, loud and soft. ♪ Perform actions confidently and in time to a range of action songs (e.g. Heads and Shoulders). ♪ Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. ♪ Perform as a choir in school assemblies with expression, good diction & a growing sense of pitch.
Listening	<ul style="list-style-type: none"> ♪ Listen with attention to detail & recall sounds heard within a range of musical styles ♪ Begin to use musical words to describe and talk about music e.g. pulse, rhythm, pitch, melody, tempo, dynamics, timbre • Say whether or not they like a piece of music & say why ♪ Talk about the moods created by different pieces of music e.g. calming/frightening
Composing	<ul style="list-style-type: none"> ♪ Become more skilled in improvising (using voices & instruments), inventing short 'on-the-spot' responses using a limited note-range. ♪ Structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end. Pupils should compose in response to different stimuli, e.g. stories, verse, images (paintings and photographs) and musical sources. ♪ Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi). ♪ Compose song accompaniments on untuned percussion using known rhythms and note values
Performing	<ul style="list-style-type: none"> ♪ Develop facility in playing tuned percussion or a melodic instrument such as recorder. Play and perform melodies following staff notation using a small range (e.g. Middle C–E/do–mi) as a whole class or in small groups (e.g. trios and quartets). ♪ Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes ♪ Watch a recording and/or discuss the performance & offer helpful and thoughtful comments and feedback about others' music/singing ♪ Practise, rehearse and present performances with awareness of an audience
Reading Notation	<ul style="list-style-type: none"> ♪ Introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch. ♪ Introduce and understand the differences between crotchets, paired quavers and crotchet rests. ♪ Apply word chants to rhythms, understanding how to link each syllable to one musical note.

Work as a Musician by...	
Singing	<ul style="list-style-type: none"> ♪ Continue to sing a broad range of unison songs with the range of an octave (do-do) (e.g. One More Day—a traditional sea shanty) pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo). ♪ Sing rounds and partner songs in different time signatures (2, 3 and 4 time) (e.g. Our Dustbin) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony (e.g. Hear the Wind). ♪ Perform a range of songs with expression, good diction & a growing sense of pitch.
Listening	<ul style="list-style-type: none"> ♪ Listen with attention to detail & refer to & compare the different sounds instruments make such as brass, woodwind, metallic/wooden percussion, string, electronic(keyboards) ♪ Begin to use musical words to describe and talk about music e.g. pulse, rhythm, pitch, melody, tempo, dynamics, texture, timbre • Say whether or not they like a piece of music & say why? ♪ Talk about the moods created by different pieces of music e.g. calming/frightening?
Composing	<ul style="list-style-type: none"> ♪ Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 notes suitable for the instruments being learnt. Sing and play these phrases as self-standing compositions. ♪ Arrange individual notation cards of known note values to create sequences of 2-, 3- or 4-beat phrases, arranged into bars. ♪ Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip. ♪ Capture and record creative ideas using any of: graphic symbols, staff notation or technology
Performing	<ul style="list-style-type: none"> ♪ Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation ♪ Copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A). ♪ Watch a recording and/or discuss the performance & offer helpful and thoughtful comments and feedback about others' music/singing ♪ Practise, rehearse and present performances with awareness of an audience
Reading Notation	<ul style="list-style-type: none"> ♪ Understand the differences between minims, semi-breves, crotchets, paired quavers and rests. ♪ Read and perform pitch notation within a defined range (e.g. C-G/do-so). ♪ Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.

Work as a Musician by...	
Singing	<ul style="list-style-type: none"> ♪ Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and appropriate style. ♪ Sing three-part rounds, partner songs, and songs with a verse and a chorus. ♪ Perform a range of songs in school assemblies and in school performance opportunities with a good understanding of the mood to be created & with good posture
Listening	<ul style="list-style-type: none"> ♪ Use musical words to talk about & compare music e.g. pulse, rhythm, pitch, melody, tempo, dynamics, texture, timbre ♪ Identify solo, duet & ensemble voices, repetition or musical contrasts ♪ Begin to identify music from different periods & cultures ♪ Make suggestions of suitable pieces of music for various occasions
Composing	<ul style="list-style-type: none"> ♪ Improvise freely over a drone, developing sense of shape and character, using tuned percussion and/or melodic instruments. ♪ Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano). ♪ Compose music to evoke a specific atmosphere, mood or environment or create music to accompany a silent film or to set a scene in a play or book. ♪ Capture and record creations
Performing	<ul style="list-style-type: none"> ♪ Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one staff. ♪ Watch a recording and/or discuss the performance & offer helpful and thoughtful comments and feedback about others' music/singing ♪ Practise, rehearse and present performances with awareness of an audience ♪ Reflect on & refine their own performances
Reading Notation	<ul style="list-style-type: none"> ♪ Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers. ♪ Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.

Work as a Musician by...	
Singing	<ul style="list-style-type: none"> ♪ Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style. ♪ Continue to sing three- and four-part rounds (e.g. Calypso by Jan Holdstock) or partner songs, and experiment with positioning singers randomly within the group – i.e. no longer in discrete parts – in order to develop greater listening skills, balance between parts and vocal independence. ♪ Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience with a good understanding of the mood to be created.
Listening	<ul style="list-style-type: none"> ♪ Use musical words to talk about & compare music e.g. pulse, rhythm, pitch, melody, tempo, dynamics, texture, timbre ♪ Begin to identify music from different periods & cultures ♪ Make suggestions of suitable pieces of music for various occasions
Composing	<ul style="list-style-type: none"> ♪ Create music with multiple sections that include repetition and contrast. ♪ Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody. ♪ Use available music software/apps to create and record, discussing how musical contrasts are achieved.
Performing	<ul style="list-style-type: none"> ♪ Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one staff. ♪ Watch a recording and/or discuss the performance & offer helpful and thoughtful comments and feedback about others' music/singing ♪ Practise, rehearse and present performances with awareness of an audience. ♪ Reflect on & refine their own performances
Reading Notation	<ul style="list-style-type: none"> ♪ Read and play from notation a four-bar phrase, confidently identifying note names and durations.