



This table shows the progression of skills over the year groups, from Early Years to the end of KS2 for Music

**NEWBOLD SCHOOL MUSIC SKILLS EYFS - YEAR 6**

**1a Listening to, responding to and making music**

EYFS	KS1*	LKS2	UKS2
<p>Responding to music through movement, altering movement to reflect the tempo, dynamics or pitch of the music.</p> <p>Expressing their response to different music and lyrics.</p> <p>Exploring lyrics by suggesting appropriate actions.</p> <p>Exploring the story behind the lyrics or music .</p> <p>Listening to and following a beat using body percussion and instruments.</p> <p>Considering whether a piece of music has a fast, moderate or slow tempo.</p>	<p>Recognising and understanding the difference between pulse and rhythm. Understanding that different types of sounds are called <b>timbres</b>.</p> <p>Recognising basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower).</p> <p>Describing the character, mood, or 'story' of music they listen to, both verbally and through movement.</p> <p>Describing the differences between two pieces of music Expressing a basic opinion about music (like/dislike).</p> <p>Recognising timbre changes in music they listen to. Recognising structural features in music they listen to.</p> <p>Listening to and recognising instrumentation.</p> <p>Beginning to use musical vocabulary to describe music.</p>	<p>Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary</p> <p>Understanding that music from different parts of the world, and different times, have different features.</p> <p>Recognising and explaining the changes within a piece of music using musical vocabulary</p> <p>Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.</p> <p>Beginning to show an awareness of metre.</p> <p>Recognising and beginning to discuss changes within a piece of music.</p> <p>Recognising the use and development of motifs in music.</p> <p>Identifying gradual dynamic and tempo</p>	<p>Using musical vocabulary to discuss the purpose of a piece of music.</p> <p>Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary, and explaining how these have developed over time.</p> <p>Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.</p> <p>Comparing, discussing and evaluating music using detailed musical vocabulary.</p> <p>Discussing musical eras in content, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.</p> <p>Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts (pop art,</p>

	<p>Identifying melodies that move in steps.</p>	<p>changes within a piece of music.</p> <p>Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p> <p>Identifying common features between different genres, styles and traditions of music.</p> <p>Recognising, naming and explaining the effect of the Interrelated dimensions of music</p> <p>Identifying scaled dynamics (crescendo/decrecendo) within a piece of music.</p>	<p>film music).</p> <p>Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary</p> <p>Identifying the way that features of a song can complement one another to create a coherent overall effect.</p> <p>Use musical vocabulary correctly when describing and evaluating the features of a piece of music.</p> <p>Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.</p>
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**1b Listening with attention and recall with increasing aural memory**

<p>Listening to sounds and matching to the object or instrument.</p> <p>Listening to sounds and identifying high and low pitch.</p> <p>Listening to and repeating a simple Rhythm.</p> <p>Listening to and repeating simple lyrics.</p> <p>Understanding that different instruments make different sounds and grouping them accordingly.</p>	<p>Listening to and repeating short, simple rhythmic patterns.</p> <p>Listening and responding to other performers by playing as part of a group.</p> <p>Listening to and repeating a short, simple melody by ear.</p> <p>Suggesting improvements to their own and others' work.</p>	<p>Beginning to or using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.</p>	<p>Developing and then confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.</p>
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## 2. Composing

<p>Playing untuned percussion 'in time' with a piece of music.</p> <p>Selecting classroom objects to use as Instruments.</p> <p>Experimenting with body percussion and vocal sounds to respond to music.</p> <p>Selecting appropriate instruments to represent action and mood.</p> <p>Experimenting with playing instruments in different ways.</p>	<p>Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.</p> <p>Combining instrumental and vocal sounds within a given structure.</p> <p>Creating simple melodies using a few Notes, then 5. Choosing dynamics, tempo and timbre for a piece of music.</p> <p>Creating a simple graphic score to represent a composition. Then use letter names.</p> <p>Beginning to make improvements to their work as suggested by the teacher.</p> <p>Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.</p> <p>Successfully combining and layering several instrumental and vocal patterns within a given structure.</p>	<p>Composing a coherent piece of music in a given style with voices, bodies and instruments then with at least four different layers and a clear structure.</p> <p>Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).</p> <p>Using letter name, graphic and rhythmic notation and key musical vocabulary to label and record their Compositions.</p> <p>Suggesting and implementing improvements to their own work, then other's work, using musical vocabulary.</p> <p>Beginning to improvise musically within a given style.</p> <p>Developing melodies using rhythmic variation, transposition, inversion, and looping.</p>	<p>Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama).</p> <p>Improvising coherently within a given style.</p> <p>Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical Interest.</p> <p>Using staff notation to record rhythms and melodies.</p> <p>Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with Confidence.</p> <p>Suggesting and demonstrating improvements to own and others' work.</p> <p>Improvising coherently and creatively within a given style, incorporating given features.</p> <p>Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments.</p>
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<b>3. Performing</b>			
<p>Using their voices to join in with well-known songs from memory.</p> <p>Remembering and maintaining their role within a group performance.</p> <p>Moving to music with instruction to perform actions.</p> <p>Participating in performances to a</p>	<p>Using their voices expressively to speak and chant then using their voices expressively when singing, Singing short songs from memory, with melodic and rhythmic accuracy</p> <p>Maintaining the pulse (play on the beat) using hands, and tuned and untuned instruments.</p>	<p>Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.</p> <p>Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.</p>	<p>Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.</p> <p>Working 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.</p>

<p>small audience.</p> <p>Stopping and starting playing at the right time.</p>	<p>Copying back short rhythmic and melodic phrases on percussion instruments.</p> <p>Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.</p> <p>Performing from graphic notation.</p> <p>Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse. Performing expressively using dynamics and timbre to alter sounds as appropriate.</p> <p>Singing back short melodic patterns by ear and playing short melodic patterns from letter notation.</p>	<p>Performing from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology.</p> <p>Singing longer 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.</p> <p>Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.</p> <p>Playing syncopated rhythms with accuracy, control and fluency. Playing simple chord sequences.</p>	<p>Performing with accuracy and fluency from graphic and simple staff notation.</p> <p>Playing a simple chord progression with accuracy and fluency.</p> <p>Performing a solo or taking a leadership role within a performance.</p> <p>Performing with accuracy and fluency from graphic and staff notation and from their own notation.</p> <p>Performing by following a conductor's cues and directions.</p>
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\* Skills are built upon as the children move up the year groups. Expectations are higher as the children progress.

\*\* In Early Years, teachers use prior experience and follow children's interests. They use a variety of planning resources including the **Jolly Phonics** programme of Music and the **Sticky Kids Music and Movement programme**. The Children have opportunities to perform in our **Christmas Nativity, The King's Kids Parent and Family Celebration, Harvest and Spring Festivals** as well as our weekly **Friday Achievement Assembly**.

\*\*\* In KS1 and KS2 the children have the opportunity to showcase their individual musical ability in our weekly **Friday Achievement Assembly**. They also partake in weekly **Singing Assemblies** as well performing in our **Christmas Nativity, Harvest Festivals, Spring Festivals** and services at **Newbold Church**.