



**Music Progression of Skills**

<b>Threshold Concept</b>	<b>EYFS</b>	<b>Milestone 1 (Years 1 and 2)</b>	<b>Milestone 2 (Years 3 and 4)</b>	<b>Milestone 3 (Years 5 and 6)</b>
Perform	Sing a range of well known nursery rhymes and songs. Perform songs, poems and rhymes with others.	<ul style="list-style-type: none"> <li>- play a range of tuned and untuned percussion instruments musically.</li> <li>-use their voices expressively to sing a wide range of songs (including rhymes and chants).</li> <li>-keep to a steady pulse.</li> <li>-start and finish with everybody else.</li> </ul>	<ul style="list-style-type: none"> <li>- play simple melodies and rhythms on tuned percussion and more complex rhythms on untuned percussion.</li> <li>- sing with a growing sense of pitch, good diction and expression.</li> <li>- sing songs with more than one part.</li> <li>- perform in different group sizes.</li> </ul>	<ul style="list-style-type: none"> <li>play melodies from different genres on tuned percussion and extended rhythm patterns.</li> <li>- becoming aware of flats and sharps when playing.</li> <li>- play a musical ostinato.</li> <li>- sing confidently with a good control of pitch in unison and 2 or 3 parts.</li> <li>- perform with a good idea of the mood to be created.</li> <li>- practise, rehearse and perform a variety of solo and ensemble performances with confidence and an awareness of the audience.</li> <li>- reflect on and refine my work.</li> </ul>
Listen and appraise	Move to music and try and move in time.	<ul style="list-style-type: none"> <li>listen to a range of music written and performed for different purposes with growing concentration.</li> <li>- experience a live performance.</li> <li>- say whether or not they like a piece of music.</li> <li>- recognise beginning, middle and end, recognise a repeated refrain.</li> </ul>	<ul style="list-style-type: none"> <li>listen to music from other cultures, countries and times.</li> <li>- say whether or not they like a piece of music and give a reason why.</li> <li>listen with attention to detail and recall sounds heard.</li> <li>- reflect on the moods created by different pieces of music.</li> <li>- identify contrasting sections of a song such as the verse and refrain.</li> </ul>	<ul style="list-style-type: none"> <li>listen to different styles of music including classical, jazz, blues, pop and rock.</li> <li>- develop an understanding and ability to identify music from different times and cultures. (Begin to create a timeline)</li> <li>- make informed suggestions of suitable pieces of music for various occasions.</li> <li>- analyse and compare different music using appropriate musical vocabulary.</li> </ul>

<p>Create and Compose</p>	<p>Share their creations</p>	<p>choose how to represent different things e.g. sound effects for stories or to reflect different moods.</p> <ul style="list-style-type: none"> <li>- compose a simple piece of music with a beginning, middle and an ending.</li> <li>- start to use pictorial representation to record what they have composed.</li> </ul>	<ul style="list-style-type: none"> <li>-compose and perform their own melodies with a limited range of notes.</li> <li>- improvise simple rhythmic patterns.</li> <li>- record compositions in a variety of ways including graphic notation and musical notation.</li> <li>- start to compose using different structures.</li> </ul>	<p>compose using different structures.</p> <ul style="list-style-type: none"> <li>- combine all the musical elements they have learned to compose in different genres and styles for different moods and occasions.</li> <li>- record their compositions using staff and graphic notations.</li> </ul>
<p>Inter related dimensions</p>	<p>play instruments loudly/quietly; fast/slow Able to use and remember sequences and patterns of movements related to music and rhythm.</p>	<p>name tuned and untuned classroom percussion instruments.</p> <ul style="list-style-type: none"> <li>- identify fast/slow, loud/quiet, high/low and long/short and spot them in pieces of music.</li> <li>- explore different ways to play instruments.</li> </ul>	<p>name a wider range of instruments including orchestral and instruments from around the world.</p> <ul style="list-style-type: none"> <li>- start to use and understand staff and other notations.</li> <li>- recognise changes in duration, pitch, dynamics and tempo, timbre and texture.</li> <li>- recognise call and response or verse and chorus.</li> </ul>	<p>name and sort orchestral instruments into their families.</p> <ul style="list-style-type: none"> <li>- use and understand staff and other musical notations – reading notes accurately.</li> <li>- recognise more complex changes in duration, dynamics, pitch, tempo, timbre, structure and texture and use these in their own work.</li> </ul>