

MPS MUSIC SKILLS PROGRESSION	KS1			LKS2		UKS2	
	ASPECT	End of EYFS	End of Year 1	End of Year 2	End of Year 3	End of Year 4	End of Year 5
Listening		<i>Listen to a piece of music, identifying if it fast or slow, happy or sad.</i>	<i>Describe how an instrument has been used to represent a sound or a character e.g. in Peter and the Wolf.</i>	<i>Recognise changes in the music, using words like pitch and tempo.</i>	<i>Describe how a piece of music makes them feel, making an attempt to explain why. Recall sounds with increasing aural memory.</i>	<i>Explain how different musical elements (pitch, tempo, rhythm, melody and dynamics) have been used to create mood and effects.</i>	<i>Identify and explore the relationship between sounds and how different meanings can be expressed through sound and music.</i>
Composing		<i>Make sound in different ways, including hitting, blowing and shaking.</i>	<i>Carefully choose instruments to combine layers of sound.</i>	<i>Use standard and inverted symbols to represent sounds.</i>	<i>Shape their own compositions by considering dynamics, timbre and tempo.</i>	<i>Improvise and notate musical phrases to develop compositions.</i>	<i>Compose a piece of music based on a theme.</i>
Vocabulary		<i>Talk about the song/pieces of music which they enjoy.</i>	<i>Describe basic elements of a piece of music e.g. pace, volume and emotion.</i>	<i>Use relevant music vocabulary e.g. pitch, rhythm, pulse and tempo when talking about the elements of music within a piece.</i>	<i>Use the elements of music (pitch, tempo, timbre, dynamics) when describing or comparing music.</i>	<i>Maintain own part in a performance with confidence accuracy and an awareness of what others are playing.</i>	<i>Describe how music can be used to create expressive effects and convey emotion.</i>
Performing	<i>Perform songs and rhymes with others.</i>	<i>Perform with awareness of others.</i>	<i>Use instruments and own voice in different ways. To include speaking, singing and chanting for different effect.</i>	<i>Perform own part with increased control and accuracy when singing or playing both tuned and untuned instruments.</i>	<i>Perform significant parts from memory and from notation, either on a musical instrument or vocally.</i>	<i>Maintain own part in a performance with confidence, accuracy and an awareness of what others are playing.</i>	<i>Take the lead in performances and provide suggestions to others.</i>
Singing	<i>Sing a range of well known nursery rhymes and songs.</i>	<i>Sing with a sense of shape and melody.</i>	<i>Use own voice in different ways including using a louder or softer tone. Sing some repeated phrases.</i>	<i>Sing songs confidently both solo and in groups.</i>	<i>Maintain a simple part within an ensemble.</i>	<i>Maintain a more complex part with an ensemble.</i>	<i>Identify how sounds can be combined and used expressively, layering sounds and singing in tune with other performers.</i>
Pulse and rhythm	<i>Try to move in time with music.</i>	<i>Copy a simple rhythm by clapping or using percussion.</i>	<i>Identify the difference between rhythm and pulse.</i>	<i>Create and repeat extended rhythmic patterns, vocally or by using clapping.</i>	<i>Create and repeat extended rhythmic patterns, using a range of percussion and tuned instruments.</i>	<i>Create simple rhythmic patterns with an awareness of timbre and duration.</i>	<i>Create complex rhythmic patterns, using a variety of instrumentation with an awareness of timbre and duration.</i>
Notation		<i>Begin to represent sounds with drawings.</i>	<i>Follow a simple piece of written rhythmic notation.</i>	<i>Use written symbols both standard and invented to represent sounds.</i>	<i>Follow a basic melody line, using standard notation.</i>	<i>Perform from simple notation on tuned and untuned instruments.</i>	<i>Recognise/use staff and use unconventional notation when composing.</i>
Appreciation and understanding		<i>State what they like or dislike about a piece of music.</i>	<i>Explain what they like or dislike about a piece of music and why.</i>	<i>Compare and contrast two pieces of music on the same theme. Listen to music from different periods of history.</i>	<i>Appreciate and listen to music drawn from different traditions and cultures.</i>	<i>Appreciate and understand high quality music from a range of composers, both live and recorded. Recognise and describe music and musical instruments from different periods of history. Explore the influence historical events have had on music.</i>	<i>Listen to and comment on the work of musicians and composers, indicating personal preferences. Explore and explain the influence which various historical events have had on music.</i>