

Leamington Community Primary School

Progression of Skills - Music

Early Learning Goals:

Children sing songs, make music and dance, and experiment with ways of changing them.

Birth – 20 months	16 - 26 months	22 – 36 months	30 – 50 months	40 – 60+ months	Early Learning Goals
<p>Babies explore media and materials as part of their exploration of the world around them.</p> <p>Babies and toddlers need to explore the world and develop a range of ways to communicate before they can express their own ideas through arts and design. Explores and experiments with a range of media through sensory exploration and using whole body.</p> <p>Move their whole bodies to sounds they enjoy, such as music or a regular beat.</p> <p>Imitates and improvises actions they have observed, e.g. clapping or waving.</p> <p>Begins to move to music, listen to or join in rhymes or songs.</p>	<p>Explores and experiments with a range of media through sensory exploration and using whole body.</p> <p>Move their whole bodies to sounds they enjoy, such as music or a regular beat.</p> <p>Imitates and improvises actions they have observed, e.g. clapping or waving.</p> <p>Begins to move to music, listen to or join in rhymes or songs.</p> <p>Expresses self through physical action and sound.</p>	<p>Joins in singing favourite songs.</p> <p>Creates sounds by banging, shaking, tapping or blowing.</p> <p>Shows an interest in the way musical instruments sound.</p>	<p>Enjoys joining in with dancing and ring games.</p> <p>Sings a few familiar songs.</p> <p>Beginning to move rhythmically.</p> <p>Imitates movement in response to music.</p> <p>Taps out simple repeated rhythms.</p> <p>Explores and learns how sounds can be changed.</p> <p>Sings to self and makes up simple songs.</p> <p>Makes up rhythms.</p> <p>Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</p>	<p>Realises tools can be used for a purpose.</p> <p>Begins to build a repertoire of songs and dances.</p> <p>Explores the different sounds of instruments.</p>	<p>Children sing songs, make music and dance, and experiment with ways of changing them.</p> <p>They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p> <p>Children talk about the ideas and processes which have led them to make music, designs, images or products. They can talk about features of their own and others' work, recognising the differences between them and the strengths of others.</p>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Composition	<p>Improvised composition using sounds to represent a picture/scene/emotion</p>	<p>Rehearsed composition using sounds to represent a picture/scene/emotion.</p>	<p>Basic rhythmic or melodic composition as a class or in groups.</p>	<p>Layered composition (e.g. rhythm and melody) as class or in groups.</p>	<p>Student-led ensemble in groups using tuned and/or untuned instruments.</p>	<p>Student-led ensemble in groups using tuned and/or untuned instruments to convey an emotion or message (lyrics could be used here).</p>

Instruments	Experiment playing tuned/untuned percussion in groups starting to use different effects such as dynamics (loud, quiet)	Develop playing tuned/untuned percussion to create short rhythmic patterns and vary the tempo.	Select appropriate instruments for compositions and start to perform in groups for a specific audience. Begin to explore instruments from different cultures.	Develop skills to play tuned/untuned percussion instruments in groups and learn to recognise the importance of individual roles in an ensemble.	Start to take turns in leading and directing the group. Develop performing skills on both classroom instruments and individual instruments such as the clarinet or recorder.	Understand and use the correct techniques for a range of tuned/untuned percussion. Continue to use individual instruments confidently
Improvisation	Create own improvised sound effects inspired by stories and poems using a range of untuned instruments and vocal sounds. Begin to experiment with different types of sound (e.g. loud/soft).	Continue to develop use of improvisation for singing and composition.	Begin to explore basic rhythmic patterns to compose a piece. Begin to practise and improvise compositions as a group to perform to a specific audience.	Begin to practise using expression in their singing and develop listening to improvise as a group.	Continue to use expression when singing in groups and individually. Perform in student-led ensemble groups using tuned or untuned instruments and improvise with rhythm and expression.	Perform in student-led ensemble groups using tuned or untuned instruments, developing melodic and rhythmic improvisational skills.
Singing	Begin to sing simple songs with expression explore creative ways in which the voice can be used.	Continue to sing songs expressively and creatively. Begin to show an awareness of pitch.	Hold a melody line with confidence showing control in their singing.	Begin to sing in parts, showing expression and an understanding of pitch.	Show confidence in part singing; sing with increasing control and expression individually and in groups.	Show an awareness of musical shaping in their singing; show fluency, expression and accuracy and begin to show a balancing of dynamics when singing in parts.

Notation	Read and create own graphic scores using given graphics	Learn minims, crotchets and quavers through rhythmic word association.	Reading notated rhythms on a single line without word association.	Reading and writing notes A - C on a single line, progressing to A - E on two lines.	Reading and writing notes A - G on a three-line staff, incorporating bar lines and time signatures. Progress to a full staff.	Reading and writing notes middle C to top G on a treble clef staff, incorporating bar lines, time signatures and rests.
History	<i>Please note that the learning of the historical aspects of music is not developed until Key Stage 2, as advised in the revised 2013 National Curriculum.</i>		Introduce children to key composers and pieces.	Renaissance Music - Tudors	Romantic Music - Victorians	Modern Music - World War Two