



### Music Skills and Progression Overview

<p><b>Level Expected at the end of EYFS:</b>  <b><u>Expressive Arts and Design</u></b>          Children at the expected level of development will:          - Sing a range of well-known nursery rhymes and songs;          - Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.</p>		
	<p><b>KS1</b></p>	<p><b>KS2</b></p>
<p><b>Performing</b></p>	<p>Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes.          Children can:          a. sing with good diction;          b. begin to be able to sing in tune songs with a limited range;          c. sing in time to a steady beat.</p> <p>Pupils should be taught to play tuned and untuned instruments musically.          Children can:          a. name a variety of instruments;          b. perform with a good sense of beat and rhythm;          c. perform together in an ensemble;          d. change the tempo or dynamics while playing an instrument.</p>	<p>Pupils should be taught to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.          Children can:          a. sing with good diction;          b. sing in tune;          c. sing a song with two or more parts, showing confidence at being able to maintain tempo and pitch;          d. perform with accuracy and expression, showing an understanding of the context of the music;          e. use correct technique to play instruments with improved confidence and accuracy.</p>

Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded music.  
Children can:

- begin to recognise different genres of music;
- begin to recognise instruments being played in a piece of music;
- express their opinion about pieces of music.

Pupils should be taught to listen with attention to detail and recall sounds with increasing aural memory.  
Children can:

- find the beat in a piece of music;
- explain the tempo, dynamics, metre, timbre and duration of a piece of music;
- recognise orchestral instruments and describe their effect in a piece of music.

Pupils should be taught to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.  
Children can:

- recognise a range of music genres (including from around the world) and describe their characteristics;
- name a variety of composers and artists associated with different genres of music;
- recognise instruments being played in a piece of music;
- express their opinion about pieces of music using appropriate musical vocabulary;
- discuss similarities and differences in pieces of music and explain how composers and performers achieve this.

Composing	<p>Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>Children can:</p> <ol style="list-style-type: none"> <li>a. compose a simple tune using three or four notes;</li> <li>b. create sound effects for a picture or story, thinking about how music can create a mood;</li> <li>c. write down their compositions using symbols, pictures or patterns.</li> </ol>	<p>Pupils should be taught to improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Children can:</p> <ol style="list-style-type: none"> <li>a. create more complex tunes, thinking about their audience;</li> <li>b. add lyrics to a composition;</li> <li>c. compose music that has a recognisable structure (beginning, middle and end) that shows variation in timbre and dynamics.</li> </ol>
Knowledge of Music		<p>KS2 Music National Curriculum</p> <p>Pupils should be taught to develop an understanding of the history of music.</p> <p>Children can:</p> <ol style="list-style-type: none"> <li>a. name some composers and genres of music from different eras;</li> <li>b. name different musical periods.</li> </ol>