

Progression in Music at The Milford Academy

Musical Skill/Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
<u>Performing</u> <ul style="list-style-type: none"> • Singing 	Perform simple songs, rhymes & chants from memory.	Perform songs, rhymes & chants from memory.	Perform increasingly longer songs, rhymes & chants from memory.	Perform songs with accurate pitch.	Perform songs in unison with accurate pitch and begin to harmonise.	Perform songs in unison and in parts with accurate pitch and expression.	Perform songs in unison and in parts with accurate pitch and expression and control.	
	<ul style="list-style-type: none"> • Playing instruments 	Play loud & quiet sounds.	Take part in singing and playing instruments Actively respond to the rhythm and melody.	Sing and play with more expression. Have more control of pitch and respond to pitch changes.	Play clear notes on instruments with increasing confidence.	Play clear notes on instruments with the correct technique.	Use the correct technique when playing instruments with increased confidence, and accuracy.	Use the correct technique when playing instruments with increased confidence, expression, accuracy and independence.
		<ul style="list-style-type: none"> • Group performances. 	Perform as a group with correct timings.	Be able to perform as a group with awareness of others, e.g, not interrupting solos.	Perform as a group with awareness of others and with good diction.	Perform as a group with two or more parts. Perform in solo and as an ensemble.	Perform as a group with two or more parts and be confident to maintain tempo and pitch.	Perform as a group with two or more parts and maintain tempo and pitch. Have an awareness of the context of the music.

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<u>Listening</u> <ul style="list-style-type: none"> Describing heard music. Evaluating and appraising heard music. Identifying components and elements of heard music. 	Listen attentively to then copy simple patterns.	Describe heard music using simple musical language (high, fast, gentle, relaxing).	Be able to differentiate between high and low sounds.	Describe the tempo, dynamics and duration of a piece of music.	Begin to make comparisons in music using musical terminology (e.g tempo, pitch, dynamics).	Describe, compare and evaluate music using musical terminology. (e.g tempo, pitch, dynamics, texture and duration).	Describe, compare, evaluate and analyse musical pieces using all musical terminology.
	Describe heard music using simple adjectives (e.g fast, loud)	Listen to music and be able to say whether like or dislike it.	Listen to music and be able to express an opinion on it.	Express an opinion on a piece of music using musical terminology.	Express an opinion on a piece of music using an increased range of musical terminology.	Evidence opinions with musical terminology. Begin to describe differences in notes and chords (major, minor) and to evaluate the effect of these differences.	Evidence opinions with musical terminology. Discuss similarities and differences in pieces of music and explain how composers and performers achieve this.
	Recognise and describe different types of sounds (tapping, scratching).	Begin to recognise different instruments in heard music.	Become more confident in recognising instruments in heard music.	Begin to recognise orchestral instruments being played in a piece of music. Be able to independently find the beat in music.	Recognise orchestral instruments being played in heard music. Confidently identify the beat in a piece of music.	Identify a specific instrument within a piece of music and describe its effect on it.	Identify a specific instrument within a piece of music and describe its effect on it with increased confidence.

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Composing <ul style="list-style-type: none"> Rhythms Considering the Desired Impact Complexity of composition. 	Create own simple rhythm patterns.	Clap appropriately to rhythms.	Respond and move appropriately to rhythms and beats.	Be able to compose simple rhythm and continue patterns.	Combine different sounds and rhythms to a steady beat. Understand the difference between beat and rhythm.	Create music by ordering and combining sounds and draw upon musical knowledge to help make decisions.	Have increased confidence to create music by ordering and combining sounds in their own original style. Begin to use improvisation techniques.
	Recognise and play sounds at different speeds.	Choose and combine sounds to create a desired impact.	Select suitable instruments to create a desired effect.	Create music for a specific effect and begin to express what the purpose of a piece of music may be.	Create music for a specific effect by ordering and combining sounds.	Create more complex tunes thinking about the specific target audience and impact.	Understand when to use varying dynamics, pitch and expression to create an idea or mood.
	Understand how to move their body in time with music.	Respond to instructions on when to sing or how to play an instrument. Create short musical patterns with body percussion or voice.	Compose gradual changes in music, increasing and decreasing the pace or volume. Combine 3-4 notes in compositions.	Begin to be aware of layers in music to develop an understanding of texture. Select 5+ notes in compositions.	Compose structure with a clear beginning, middle and end. Using 5-8 notes in compositions.	Compose structure with a clear beginning, middle and end. Begin to explore adding lyrics to composed tunes.	Compose structure with a clear beginning, middle and end. Add lyrics to compositions.

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<p><u>Notation</u></p> <ul style="list-style-type: none"> Transcribing music using pictures, symbols (KS1) and notation (KS2). 		<p>Explore using pictures to represent sounds and compositions.</p> <p>Use these pictures or symbols to play instruments in a specific order.</p>	<p>Use pictures and symbols to represent sounds and compositions.</p> <p>Use these pictures and symbols to draw images of beat, melody and pattern.</p>	<p>Begin to recognise crochets, quavers and explore the beat that they represent.</p> <p>Be able to transcribe 5+ notes.</p>	<p>Further develop recognition and transcription of crochets, quavers, semibreves and crochet rests.</p> <p>Begin to recognise some notes on a treble clef staff.</p>	<p>Recognise and transcribe crochets, quavers, semibreves, crochet rests and quarter rests.</p> <p>Be more confident in recognising letters A-G on a treble clef staff.</p>	<p>Recognise and transcribe crochets, quavers, semibreves, crochet rests and quarter rests.</p> <p>Explore notating and composing their own pieces of music by writing notes on a treble clef staff.</p>

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<u>Knowledge of Music</u> <ul style="list-style-type: none"> • Composers • Genres • Eras • Cultures 		<p>Begin to become familiar with the different genres in Music (e.g Classical, Pop)</p>	<p>Become more familiar with the different genres in music (e.g Classical, Pop, Jazz, Dance).</p>	<p>Be familiar with the history of music and the main eras within that.</p> <p>Begin to recall some famous composers and place them on a timeline.</p>	<p>Describe the different purposes of music in different cultures throughout history.</p> <p>Continue to develop a knowledge of the timeline of famous composers.</p>	<p>Have knowledge of the main musical eras and the famous composers within them.</p> <p>Be aware of different music for different traditions.</p> <p>Find similarities and differences between composers.</p>	<p>Explore how music reflects time and cultures. Explain how music has changed over time.</p> <p>Be able to express an opinion on a specific composers' music.</p>

