



CRAWSHAWBOOTH PRIMARY SCHOOL

MUSIC - PROGRESSION IN SKILLS

EYFS: Understanding the World

Being Imaginative and Expressive

- Sing a range of well-known nursery rhythms and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time and music.

		Developing a sense of pulse and rhythm		Adding melody to pulse and rhythm		Developing as a musician	
		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Building Blocks	PULSE	Keep a steady pulse in a group and be able to pick out two different tempos in music.	Keep a steady pulse alone with a musical accompaniment. Demonstrate at least 2 time signatures (3/4 & 4/4).	Keep a steady pulse alone and with others, without musical accompaniment; demonstrate 2/3, 3/4 and 4/4 different tempos.	Keep a steady pulse on an instrument in 2/3, 3/4 and 4/4, using different tempi, with other pupils accompanying with an ostinato.	Perform at least 3 contrasting tempi, regularly and accurately, on a tuned instrument.	Follow directions to change tempo accurately, playing alone and with others.
	RHYTHM	Repeat short, basic rhythms and perform simple rhythmic ostinato.	Repeat longer basic rhythms (2 bars or more); perform from notation (using crotchets, quavers and minims).	Perform longer rhythms (more than 2 bars), using crotchets, quavers, minims and their rests.	Perform pieces with at least 2 simultaneous rhythms, recognise and clap back rhythms using single quaver rests.	Perform pieces using off-beat and dotted rhythms and single quaver rests.	Perform pieces which use off-beat rhythms and syncopated rhythms in 3 different time signatures and tempi.
	MELODY (AND NOTATION)	Sing back short melodies that use 2–3 pitched notes and develop an understanding of pattern work in music and rhythmic grids.	Sing back short melodies using at least 3 pitched notes. Perform from musical notation including crotchets and minims.	Perform and compose, using at least 3 pitched notes and simple rhythms (crotchets, quavers, minims and rests).	Perform and compose using 5 pitched notes or 4 chords.	Perform and compose using 5–8 pitched notes. Capture the work in different formats so it can be recreated.	Perform and compose using 8 pitched notes. Capture the work in different formats, including staff notation so it can be recreated.

Strands of Learning	ACTIVE LISTENING	Identify musical features in a range of high-quality, live and recorded music; replicate basic rhythms.	Identify changing elements (e.g. music gets faster/louder); replicate these differences in a simple performance.	Identify and describe musical features in music from different traditions. Sing or play back simple melodies from the music.	Compare music from different traditions. Perform music heard aurally that contains 2 parts at the same time.	Whilst listening, identify and perform syncopated/off-beat rhythms. Explain why the music used those rhythms.	Describe key features in music including: tempo, metre, instrumentation, melody. Understand features of at least 4 different types/genres of music.
	COMPOSING AND IMPROVISING	Improvise simple rhythms based on given stimuli (e.g. rhythm grids).	Repeat longer basic rhythms (2 bars or more) and add imitations and variations to those rhythms.	Create basic 3 note tunes and simple rhythms using crotchets, quavers, minims and their rests.	Improvise and compose tunes using 5 notes. Create more developed rhythmic patterns (4 bars).	Create 4 bar melodies including some off-beat rhythms. Use different tempi and time signatures.	Improvise and compose longer pieces using up to 8 notes with a variety of rhythms, tempi and time signatures.
	PERFORMING	Play simple rhythms on untuned percussion and using body percussion.	Play longer phrases on untuned percussion and using body percussion.	Use tuned percussion, melodic instruments and voices to perform melodies and simple rhythms (3 + notes).	Perform melodies with 5 notes (or 4 chords) with more complex rhythms on tuned instruments.	Perform 5-8 note melodies or developed chord progressions (2+ chords per bar).	Perform with confidence and accuracy alone or as part of a group.
	SINGING	Sing songs in unison, both with and without accompaniment or backing tracks.	Sing simple songs in rounds.	Sing songs accompanied by ostinatos from the group.	Sing songs in 2 parts.	Sing pieces with a range of notes in at least 2 parts.	Sing musically, responding to performance directions, e.g., phrasing. Sing more extended harmonic parts.