RPS Music Progression of Skills							
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
National Curriculum	<u>Communication and language</u> • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. <u>Expressive Arts and Design</u> • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person. • Sing the melodic shape of familiar songs. • Create their own songs/improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Sing in a group or on their own.	Children should be taught to: • Use their voices expressively and creatively by singing songs and speaking chants and rhymes. • Play tuned and untuned instruments. • Listen with concentration and understanding to a range of high-quality live and recorded music. • Experiment with, create, select and combine sounds using the inter-related dimensions of music.		Children should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Children 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. • Improvise and compose music for a range of purposes using the inter-related dimensions of music. • Listen with attention to detail and recall sounds with increasing aural memory. • Use and understand staff and other musical notations. • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. • Develop an understanding of the history of music.		

	• Explore and engage in music making and dance. • Sing a range of well-known nursery rhymes and songs. • Perform songs with others and try to move in time with the music.						
Listen and appraise	• To learn that music can touch your feelings. • To learn how they can enjoy moving to music.		• To enjoy moving to music. • To learn how songs can tell a story or describe an idea.	• To confidently identify and move to the pulse. • To think about what the words of a song mean. • To take it in turns to discuss how the song makes them feel. • Listen carefully and respectfully to other people's thoughts about the music.	• To confidently identify and move to the pulse. • To talk about the musical dimensions working together in the songs. • Listen carefully and respectfully to other people's thoughts about the music. • When you talk, try to use the musical vocabulary.	• To identify and move to the pulse with ease. • To think about the message of songs. • To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. • When you talk, try to use musical vocabulary. • Talk about the musical dimensions working together. • Talk about music and how it makes you feel.	• To identify the pulse with ease. • To think about the message of songs. • To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. • Listen carefully and respectfully to other people's thought about the music. • Use musical vocabulary when talking about music. • To talk about the musical dimensions working together. • Talk about music and how it makes you feel.
Singing	• To sing along with a pre-recorded song and add actions. • To sing along with the backing track.	• To learn about voices, singing notes of different pitches (high and low). • Learn that they can make different types of sounds with their voices. • Learn to start and stop singing when following a leader.	• To learn about voices, singing notes of different pitches (high and low). • Learn that they can make different types of sounds with their voices. Learn to start and stop singing when following a leader. • Learn to find a comfortable singing position.	• To sing in unison and in simple two-parts. • To demonstrate a good singing posture. • To follow a leader when singing. • To enjoy exploring singing solo. • To sing with awareness of being 'in tune'. • To have an awareness of the pulse internally when singing.	• To sing in unison and in simple two-parts. • To demonstrate a good singing posture. • To follow a leader when singing. • To enjoy exploring singing a solo. • To sing with an awareness of being 'in tune'. • To rejoin the song if lost. • To listen to the group when singing.	• To sing in unison and to sing backing vocals. • To enjoy exploring singing solo. • To listen to the group when singing. • To demonstrate a good singing posture. • To follow a leader when singing. • To experience rapping and solo singing.	• To sing in unison and to sing backing vocals. • To demonstrate a good singing posture. • To follow a leader when singing. • To experience rapping and solo singing. • To listen to each other and be aware of how you fit into the group.

						• To listen to each other and be aware of how you fit into the group. • To sing with awareness of being 'in tune'.	• To sing with awareness of being 'in tune'.
Playing	• Adding a simple instrumental part whilst performing nursery rhymes or songs.	• Treat instruments carefully and with respect. • Play a tuned instrumental part with the song they perform. • Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts. • Listen to and follow musical instructions from a leader.	• Treat instruments carefully and with respect. • Learn to play a tunes instrumental part that matches their musical challenge, using one of the differentiated parts. • Play the part in time with the steady pulse. • Listen to and follow music instructions from a leader.	• To treat instruments carefully and with respect. • Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation. • To rehearse and perform their part. • To listen to and follow musical instructions from a leader.	• To treat instruments carefully and with respect. • Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation. • To rehearse and perform their part. • To listen to and follow musical instructions from a leader. • To experience leading the playing by making sure everyone plays in the playing section of the song.	• Play a musical instrument with the correct technique. • Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. • To rehearse and perform their part • To listen to and follow musical instructions from a leader. To lead a rehearsal session.	
Improvisation	• Create their own songs/improvise a song around one they know.	• Listen and clap back – then listen and clap your own answer. • Use voices/instruments to listen and sign back and then listen and play your own answer back (2 notes). • Take it is turns to improvise using one or two notes.		• Using instruments, listen and play your own answer using one or two notes. Take it in turns to improvise using one, two or three notes.		• Play and improvise using 3 notes.	
Composition	• Create their own songs/improvise a song around one they know.	• Help to create a simple melody using one, two or three notes. • Learn how the notes of the composition can be written down and changed if necessary.	• Help to create three simple melodies using one, three or five different notes. • Learn how the notes of composition can be written down and changed if necessary.	• Help create at least one simple melody using one, three or five different notes. • Plan and create a section of music that can be performed within the context of a song. • Talk about how it was created. • Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way appropriate that recognizes the connection between sound and symbol.		• Create simple melodies using up to 5 different notes and simple rhythms that work musically with the style of the song. • Explain the keynote or home note and the structure of the melody. • Listen to and reflect upon the developing composition and make musical decisions about how the melody connect with the song. Record the composition in any way appropriate that recognises the connection between sound and symbol.	
Performance	• Perform any of the nursery rhymes by singing	• Choose a song they have learnt and perform it. • Add their ideas to the performance.		• To choose what to perform and	• To choose what to perform and create a programme.	• To choose what to perform and create a programme.	

	and adding actions or dance. • Perform any nursery rhymes or songs adding a simple instrumental part. • Record the performance to talk about.	Record the performance and say how they were feeling about it.	create a programme. • To communicate the meaning of the words and clearly articulate them. • To talk about the best place to be when performing and how to stand or sit. • To record the performance and say how they were feeling, what they were pleased with, what they would change and why.	• Present a musical performance designed to capture the audience. • To communicate the meaning of the words and clearly articulate them. • To talk about the best place to be when performing and how to stand or sit. • To record the performance and say how they were feeling, what they were pleased with, what they would change and why.	• To communicate the meaning of the words and clearly articulate them. • To talk about the venue and how to use it to best effect. • To record the performance and compare it to previous performance. To talk and discuss musically about it.