Eversholt Progression of Skills in Music

	EYFS	Year 1	Year 2	Year 3	Year 4
Instruments	Experiment with any instruments.	Un-pitched and pitched (Ocarina)		Tuned (j-sax, trumpet, p-bone)	
Listening and music appreciation	Builds a repertoire of songs	Respond physically when performing, composing and appraising music. Identify simple repeated patterns and follow basic musical instructions.	Identify different sound sources Identify and recognise repeated patterns and follow a wider range of musical instructions	Identify ways sounds are used to accompany a song. Listen with attention and begin to recall sounds.	Explore and select different melodic patterns. Listen to and recall patterns of sounds with increasing accuracy.
Music for a purpose	Uses dance to respond to music.	Make sounds and recognise how they can give a message. Talk about how music makes you feel or want to move. E.g. it makes me want to sleep, jump… Listen to short, simple pieces of music and talk about when and why they may hear it. E.g: a lullaby or Wedding march.	Respond to different moods in music and explain thinking about changes in sound. Listen to pieces of music and discuss where and when they may be heard explaining why using simple musical vocabulary. E.g. It's quiet and smooth so it would be good for a lullaby.	Recognise how music can reflect different intentions. Explore and comment on the ways sounds can be used expressively. Listen to and begin to respond to music drawn from different traditions and great composers and musicians.	Recognise and explore the ways sounds can be combined and used expressively and comment on this effect. Listen to, understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians.
Elements of music Pitch Dynamics (Volume) Tempo Timbre Texture Structure	Explore the sounds of different instruments. Volume, Pitch, Tempo	Identify well-defined musical features (Pitch, dynamics, tempo, structure). Recognise and explore how sounds can be organised, Identify and organise sounds using simple criteria e.g. loud, soft, high low. Identify long and short sounds in music. Begin to understand that musical elements can be	Identify well-defined musical features (Pitch, dynamics, tempo, structure). Begin to explore and choose and order sounds using the inter-related dimensions of music. Understand how musical elements create different moods and effects.	Analyse and comment on how sounds are used to create different moods. Begin to join simple layers of sound, e.g. a background rhythm and a solo melody. Begin to understand how different musical elements are combined and used to create an effect.	Join layers of sound, thinking about musical dynamics of each layer and understanding the effect. Understand how different musical elements are combined and used expressively.

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		used to create different moods and effects.			
Pulse and Rhythm	Clap along to the beat. Make up simple rhythms.	Identify the pulse and join in getting faster and slower together. Accompany a chant or song by clapping or playing the pulse or rhythm. Know about and experiment with sounds	Identify the pulse in different pieces of music. Perform a rhythm to a given pulse. Repeat short rhythmic and melodic patterns Begin to internalise and create rhythmic patterns.	Recognise rhythmic patterns. Perform a repeated pattern to a steady pulse. Create simple rhythmical patterns that use a small range of notes.	Identify and recall rhythmic and melodic patterns. Identify repeated patterns used in a variety of music. (Ostinato). Create rhythmical and simple melodic patterns using an increased number of notes.
Singing	Sings simple songs and rhymes	To find their singing voice and use their voices confidently. Sing a melody accurately at their own pitch. Sing with a sense of awareness of pulse and control of rhythm. Use voices in different ways such as speaking, singing and chanting	Sing songs expressively. Follow pitch movements with their hands and use high, low and middle voices. Begin to sing with control of pitch (e.g. following the shape of the melody). Sing with an awareness of other performers Recognise phrase lengths and know when to breathe. Use voices expressively and creatively. To sing with the sense of shape of the melody	Sing in tune. Sing with awareness of pulse and control of rhythm. Recognise simple structures. (Phrases). Sing songs and create different vocal effects. Understand how mouth shapes can affect voice sounds. Sing in unison, becoming aware of pitch.	Sing expressively with awareness and control at the expressive elements. E.g. timbre, tempo, dynamics. Sing with confidence using a wider vocal range. Internalise sounds by singing parts of a song 'in their heads.' Sing in unison maintaining the correct pitch and using increasing expression.
Playing tuned and un-tuned instruments	Explores the sounds of different instruments.	Identify how sounds can be changed. Identify and name classroom instruments. Play instruments in different ways and create sound effects. Create and choose sounds	To explore different sound sources. Change sounds to reflect different stimuli. Handle and play instruments with control. Identify different groups of instruments.	Recognise and explore different combinations of pitch sounds. Select instruments to describe visual images. Choose instruments on the basis of internalised sounds. Perform simple rhythmic and	Play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics.

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		Perform simple rhythmical patterns, beginning to show an awareness of pulse	Recall and remember short songs and sequences and patterns of sounds. Create and choose sounds for a specific effect. To perform rhythmical patterns and accompaniments, keeping a steady pulse.	musical parts, beginning to vary the pitch with a small range of notes.	
Rehearse and perform with others	Enjoy joining in songs and rhymes with a class or group.	Think about others when performing.	Perform together and follow instructions that combine the musical elements	Explore and perform different types of accompaniment.	Perform with awareness of different parts. Think about others while performing.
Compose	Captures experiences and responses with a range of media, such as music	Contribute to the creation of a class composition.	Create and chose sounds in response to a given stimulus.	Create textures by combining sounds in different ways. Create music that describes contrasting moods/emotions. Create descriptive music in pairs or small groups.	Compose music in pairs and make improvements to their own work. Create an accompaniment to a known song.
Notations	Records their thoughts and feelings from music in various ways.	Perform long and short sounds in response to symbols. Begin to represent sounds with simple sounds including shapes and marks.	Confidently represent sounds with a range of symbols, shapes or marks. Play and sing phrase from dot notation. Record their own ideas. Make their own symbols as part of a class score	Begin to recognise simple notations to represent music, including pitch and volume.	Understand and begin to use established and invented musical notations to represent music.

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Evaluation	Experiments with ways to change sounds.	Think about and make simple suggestions about what could make their own work better. E.g: play faster or louder.	Identify what improvements could be made to own work and make these changes, including altering use of voice, playing of and choice of instruments.	Comment on the effectiveness of own work, identifying and making improvements.	Comment on the effectiveness of own work, identifying and making improvements based on its intended outcome.