

### Mill Lane Skills Progression for Music.

	Performing	Improvising and Composing	Listening and Understanding	Dimensions
EYFS	<ul style="list-style-type: none"> <li>Begins to build a repertoire of songs.</li> <li>Sings a few familiar songs.</li> <li>Beginning to move rhythmically.</li> <li>Imitates movement in response to music.</li> <li>Sings to self.</li> <li>Joins in singing favourite songs.</li> <li>Move their whole bodies to sounds they enjoy, such as music or a regular beat.</li> <li>Begins to move to music, listen to or join in rhymes or songs.</li> <li>Taps out simple repeated rhythms.</li> </ul>	<ul style="list-style-type: none"> <li>Makes music.</li> <li>Experiment with ways of changing songs and music.</li> <li>Represents their own ideas, thoughts and feelings through music.</li> <li>Makes up simple songs.</li> <li>Makes up rhythms.</li> <li>Creates sounds by banging, shaking, tapping or blowing.</li> <li>Expresses self through sound.</li> <li>Explores and learns how sounds can be changed.</li> </ul>	<ul style="list-style-type: none"> <li>Explores different sounds of instruments.</li> <li>Shows an interest in the way musical instruments sound.</li> </ul>	<ul style="list-style-type: none"> <li><b>Pitch:</b> Begins to recognise and respond to high and low sounds.</li> <li><b>Duration:</b> Begins to recognise and respond to steady beats and patterns of long and short sounds.</li> <li><b>Dynamics:</b> Begins to understand loud, quiet and silence.</li> <li><b>Tempo:</b> Begins to understand fast and slow.</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>Sings songs and chants.</li> <li>Begins to use untuned instruments correctly.</li> <li>Keep a steady beat.</li> <li>Repeat and clap short rhythmic patterns.</li> <li>Repeat short melodic patterns with my voice.</li> <li>Say whether I like or dislike a piece of music.</li> <li>Begins to follow instructions on how and when to sing and play an instrument.</li> </ul>	<ul style="list-style-type: none"> <li>Make different sounds with my voice.</li> <li>Make a sequence of sounds tunelessly.</li> <li>Begins to respond to different moods in music.</li> <li>Choose sounds to represent different things.</li> <li>Create music in response to different starting points.</li> <li>Begins to invent symbols to represent sounds.</li> </ul>	<ul style="list-style-type: none"> <li>Begins to listen to music with concentration and understanding.</li> <li>Talks about music with appropriate vocabulary, giving opinions.</li> <li>Hears different moods in music.</li> </ul>	<ul style="list-style-type: none"> <li><b>Pitch:</b> recognise and respond to high and low sounds.</li> <li><b>Duration:</b> recognise and respond to steady beats and patterns of long and short sounds.</li> <li><b>Dynamics:</b> Understand loud, quiet and silence.</li> <li><b>Tempo:</b> Understand fast and slow.</li> <li><b>Timbre:</b> Identify families of school percussion instruments and their properties by sound.</li> <li><b>Texture:</b> Recognise and respond to one sound and to many sounds.</li> <li><b>Structure:</b> Understand and identify the use of beginning, middle, end and the use of introduction and repetition.</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>Sing and follow a melody.</li> <li>Use tuned and untuned instruments to enhance performance.</li> <li>Show control when playing musical instruments so that they sound as they should.</li> <li>Repeat and clap simple rhythmic patterns.</li> <li>Identify the beat in music.</li> <li>Perform simple accompaniments keeping a steady pulse.</li> </ul>	<ul style="list-style-type: none"> <li>Respond to different moods in music.</li> <li>Choose sounds which create an effect.</li> <li>Create music in response to different starting points</li> <li>Create short musical patterns.</li> <li>Create short rhythmic phrases.</li> <li>Know how sounds can be made and changed to suit a situation.</li> <li>Invent symbols to represent sounds.</li> </ul>	<ul style="list-style-type: none"> <li>Express preference for different musical styles</li> <li>Listen to music with concentration and understanding.</li> <li>Know that music can be played or listened to for a variety of purposes.</li> </ul>	<ul style="list-style-type: none"> <li><b>Pitch:</b> recognise and respond to higher and lower sounds and general shapes of melodies; begin to recognise steps, leaps and repeated notes.</li> <li><b>Duration:</b> recognise, respond and distinguish between beat and rhythm. Understand that rhythmic patterns fit to the beat.</li> <li><b>Dynamics:</b> Understand getting louder and quieter.</li> </ul>

	<ul style="list-style-type: none"> <li>Repeat short melodic patterns with my voice.</li> <li>Sing and clap increasing and decreasing tempo.</li> <li>Perform with others, taking instructions from the leader.</li> </ul>			<ul style="list-style-type: none"> <li><b>Tempo:</b> Understand getting faster and slower.</li> <li><b>Timbre:</b> Identify the way sounds are made.</li> <li><b>Texture:</b> Recognise and respond to different layers in music.</li> <li><b>Structure:</b> Understand and identify repetition and contrast.</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>Sing expressively and follow a melody.</li> <li>Begins to sing songs from memory with accurate pitch.</li> <li>Sing in tune.</li> <li>Understands the importance of pronouncing the words in a song well.</li> <li>Show control in my voice when I sing songs.</li> <li>Begins to sing rounds and partner songs, maintaining own part.</li> <li>Clap longer rhythmic patterns and discuss note durations.</li> <li>Use correct technique for a range of percussion instruments.</li> <li>Play notes on instruments with care so they sound clear.</li> <li>Play accompaniments for songs keeping a steady pulse</li> <li>Make connections between musical notation and musical sounds.</li> <li>Sing and clap increasing and decreasing tempo.</li> <li>Follow instructions about when to play and sing.</li> <li>Perform with control and awareness of what others in the group are singing or playing.</li> </ul>	<ul style="list-style-type: none"> <li>Compose and perform melodies and songs.</li> <li>Use sound to create abstract effects.</li> <li>Recognise and create repeated patterns with a range of instruments.</li> <li>Create accompaniments using drones or melodic ostinati.</li> <li>Know how many beats in a minim, crotchet and semibreve and recognise their symbols.</li> <li>Know the symbol for a rest in music and use silence for effect.</li> <li>Begin to write musical notation.</li> <li>Improve my work; explaining how it has been improved</li> </ul>	<ul style="list-style-type: none"> <li>Listen out for and discuss dynamics when listening to music</li> <li>Use musical words to describe what I like about a piece of music</li> <li>Listen to music with concentration and understanding</li> <li>Identify instruments heard and how they are played.</li> </ul>	<ul style="list-style-type: none"> <li><b>Pitch:</b> identify steps, leaps and repeated notes in melodies.</li> <li><b>Duration:</b> begin to understand 2, 3 and 4 metre and how rhythms fit into a steady beat.</li> <li><b>Dynamics:</b> Understand getting louder and quieter in finer graduations.</li> <li><b>Tempo:</b> Understand getting faster and slower in finer graduations.</li> <li><b>Timbre:</b> Identify a range of percussion and non-percussion instruments by name and the way they are played.</li> <li><b>Texture:</b> Recognise different combinations of layers in music.</li> <li><b>Structure:</b> Develop understanding of repetition (e.g. ostinato) and contrast (e.g. verse/chorus) structures.</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>Sing songs from memory with accurate pitch.</li> <li>Breathe well and pronounce words, change pitch and show control when singing.</li> <li>Perform songs with an awareness of the meaning of the words.</li> </ul>	<ul style="list-style-type: none"> <li>Combine sounds expressively.</li> <li>Create songs with an understanding of the relationship between lyrics and melody.</li> <li>Create rhythmic patterns.</li> <li>Begin to record my compositions using musical notation.</li> </ul>	<ul style="list-style-type: none"> <li>Understand that silence is often needed in music, known as rests.</li> <li>Discuss the use of dynamics when listening to music.</li> <li>Use musical words to describe what I like about a piece of music.</li> <li>Listen to music with concentration and understanding.</li> </ul>	<ul style="list-style-type: none"> <li><b>Pitch:</b> identify melodic shape and different scale patterns (pentatonic, major and minor).</li> <li><b>Duration:</b> understand 2, 3 and 4 metre and how rhythms fit into a steady beat.</li> <li><b>Dynamics:</b> Identify getting louder and quieter.</li> </ul>

	<ul style="list-style-type: none"> <li>• Sing rounds and partner songs, maintaining own part.</li> <li>• Perform a simple part rhythmically with correct note durations.</li> <li>• Maintain rhythmic and melodic ostinato.</li> <li>• Maintain an independent part within a group, using controlled playing.</li> <li>• Sing and clap increasing and decreasing tempo.</li> <li>• Follow instructions about when to play and sing.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Use musical notation to record sequences of pitch.</li> <li>• Know and use standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.</li> <li>• Read the musical stave and work out the notes EGBDF and FACE.</li> <li>• Draw a treble clef at the correct position on the stave.</li> <li>• Improve my work; explaining how it has been improved.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to music with layered parts, noticing how the layers fit together.</li> <li>• Develop an awareness of the music's context, purpose and the composer's intent.</li> <li>• Identify some of the structural and expressive aspects of music heard (e.g. rhythmic ostinato on the drum).</li> <li>• Give opinions, using appropriate musical vocabulary to justify these.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Tempo:</b> Understand getting faster and slower in finer graduations.</li> <li>• <b>Timbre:</b> Identify a wide range of non-percussion instruments by name and the way they are played.</li> <li>• <b>Texture:</b> Identify solo, unison, drone, layers and simple harmony (e.g. drone; melodic ostinati).</li> <li>• <b>Structure:</b> Develop understanding of conventional musical structures (e.g. rondo, theme and variations, drone/ostinato).</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>• Sing or play from memory with confidence.</li> <li>• Hold the pitch of a song confidently and breathe in the correct places.</li> <li>• Sing or play expressively and in tune.</li> <li>• Perform showing expression.</li> <li>• Sing simple part songs with control and an awareness of phrasing.</li> <li>• Maintain my part whilst singing songs from memory in parts.</li> <li>• Start to take the lead in a performance.</li> <li>• Follow instructions about when to play and sing.</li> <li>• Play simple parts with accuracy.</li> <li>• Accurately maintain an independent part within a group, using controlled playing.</li> <li>• Quickly read notes and know how many beats they represent.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate imagination and confidence in the use of sound.</li> <li>• Create musical patterns.</li> <li>• Improvise and compose including the use of simple chord structures.</li> <li>• Know and use standard musical notation to both perform and record my music.</li> <li>• Use musical notation to record groups of pitches (chords).</li> <li>• Choose the most appropriate tempo for a piece of music</li> <li>• Begins to compose music which meets specific criteria.</li> <li>• Suggest improvements to my own work and that of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that silence is often needed in music, known as rests.</li> <li>• Discuss the use of dynamics when listening to music</li> <li>• Explain why I think music is successful or unsuccessful.</li> <li>• Listen to music with a variety of textures, noticing different types of harmony.</li> <li>• Compare and contrast different music, with an awareness of the music's context, purpose and the composer's intent.</li> <li>• Identify some of the structural and expressive aspects of music heard (e.g. major or minor chords used).</li> <li>• Identify different ensemble combinations, instruments heard and their role within the ensemble (e.g. ostinato; melody).</li> <li>• Understand how lyrics reflect the cultural context and have social meaning.</li> <li>• Understand the different cultural meanings and purposes of music.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Pitch:</b> identify a range of different scale patterns (pentatonic, major and minor, chromatic).</li> <li>• <b>Duration:</b> understand more complex rhythms and metres, e.g. counting in 6 or 8.</li> <li>• <b>Dynamics:</b> Understand how a wide range of dynamics can be manipulated for expressive effect.</li> <li>• <b>Tempo:</b> Understand how a wide range of tempi can be manipulated for expressive effect.</li> <li>• <b>Timbre:</b> Identify families of instruments and different ensemble combinations (e.g. samba band, orchestra, choir).</li> <li>• <b>Texture:</b> Begin to understand types of harmony (e.g. simple parts; use of chords as an accompaniment).</li> <li>• <b>Structure:</b> Understand a wider range of musical structures (e.g. rondo, theme and variations, drone/ostinato, leitmotifs).</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>• Sing in harmony confidently and accurately.</li> <li>• Confidently sing part songs with control, expression and an awareness of phrasing.</li> </ul>	<ul style="list-style-type: none"> <li>• Compose music which meets specific criteria.</li> <li>• Suggest improvements to my own work and that of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to and evaluate music commenting on style and period.</li> <li>• Listen to music with a range of different metres.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Pitch:</b> identify a range of different scale patterns (pentatonic, major and minor, chromatic).</li> </ul>

	<ul style="list-style-type: none"> <li>• Read music with increasing confidence.</li> <li>• Take the lead in a performance.</li> <li>• Follow instructions about when to play and sing.</li> <li>• Play simple parts with accuracy and awareness of pitch, metre and balance.</li> <li>• Accurately maintain an independent part within a group, using controlled playing techniques in a variety of metres.</li> </ul>	<ul style="list-style-type: none"> <li>• Improvise and compose including the use of scales, complex rhythm patterns and simple chord structures.</li> <li>• Within a group, create and play with an awareness of balance.</li> <li>• Represent sounds with detailed symbols.</li> <li>• Recognise and use simple rhythms, rests and an increased number of pitches.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify some of the structural and expressive aspects of music heard (e.g. chromatic scales used in the melody).</li> <li>• Confidently discuss tempo when listening to a piece of music.</li> <li>• Confidently discuss the use of dynamics when listening to music.</li> <li>• Identify orchestral instruments and their families.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Duration:</b> understand more complex rhythms and metres, e.g. counting in 6, 8, 5 or 7.</li> <li>• <b>Dynamics:</b> Understand how a wide range of dynamics can be manipulated for expressive effect.</li> <li>• <b>Tempo:</b> Understand how a wide range of tempi can be manipulated for expressive effect.</li> <li>• <b>Timbre:</b> Identify families of instruments and different ensemble combinations (e.g. jazz band, orchestra, choir, blues group).</li> <li>• <b>Texture:</b> Begin to understand types of harmony (e.g. simple parts; use of chords as an accompaniment), and how they can be used for effect.</li> <li>• <b>Structure:</b> Understand a wider range of musical structures (e.g. rondo, theme and variations, drone/ostinato, leitmotifs, 12 bar blues).</li> </ul>
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