

**Music Progression of Skills at Redfield Educate Together**

	EYFS	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Play and Perform</b> - Controlling sounds through singing and playing							
KS1: Use voices expressively  KS2: Sing songs in unison and two parts	Take part in singing.	Use voices in different ways such as speaking, singing and chanting.	Use voices expressively and creatively and to sing with the sense and shape of the melody.	To sing in unison, becoming aware of pitch.	To sing in unison maintaining the correct pitch and using increasing expression.	To sing in unison with clear diction, controlled pitch and sense of phrase.	To sing in solo, unison and in parts with clear diction, controlled pitch and with a sense of phrase.
KS1: Play tuned and untuned instruments  KS2: to play with control and accuracy	Follow instructions on when to sing or play an instrument.	To create and choose sounds; perform simple rhythmical patterns; begin to show an awareness of pulse.	To create and choose sounds for a specific effect; perform rhythmical patterns keeping a steady pulse.	To perform simple rhythmic and musical parts; begin to vary pitch with a small range of notes.	To perform parts with an increasing number of notes; show musical expression .	To perform parts in a range of contexts with increasing accuracy and expression.	To play and perform with accuracy, fluency, control and expression.
KS1: Rehearse and perform with others  KS2: present with an awareness of the audience		To think about others when performing.	To think about others when performing.	To think about others when performing.	To think about others when performing.	To maintain own part and be aware of how the different parts fit together.	To think about the audience when performing and how to create a specific effect.
<b>Create and Compose</b> – Creating and developing musical ideas							
KS1: Create musical patterns  KS2: Improvise, developing rhythmic and melodic material when performing	Clap short, rhythmic patterns	To know about and experiment with sounds.	Repeat short, rhythmic and melodic patterns.	To create simple rhythmical patterns that use a small range of notes.	To create rhythmical and simple melodic patterns using an increased number of notes.	To create increasingly complicated rhythmic and melodic phrases within given structures.	To create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures.
KS1: Explore, choose and organise sounds and musical ideas  KS2: Organise with musical structures	Make different sounds – high, low, fast, slow	To explore how sounds can be organised; use simple criteria to assess – loud, soft, high, low.	To explore, chose and order sounds.	To join simple layers of sound.	To join layers of sound by understanding the effect.		

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<b>Respond and Review</b> – appraising skills							
KS1: Explore ideas and feelings about music KS2: Analyse and compare sounds	Take notice of others when performing.	To talk about how music makes them feel or want to move.	To respond to different moods in music and explain changes in sound.	To explore and comment on how sounds can be used expressively.	To recognise sounds being used expressively and comment on the effect.	To describe, compare and evaluate different types of music.	To describe, compare and evaluate different types of music using musical vocabulary.
KS1: Make improvements KS2: Reflect and improve on own and others work		To make simple suggestions for improvements e.g. faster, louder.	Identify and make changes e.g. altering voice, choice of instrument.	To comment on effectiveness of own work and making improvements.	To comment on effectiveness of own work and making improvements based on intended outcome.	To comment on success of own and others work and making improvements based on intended outcome.	To evaluate success of own and others work and making improvements based on intended outcome.
<b>Listen and Apply</b> – knowledge and understanding							
KS1: recall sounds with increasing aural memory KS2: Internalize and recall sounds	Choose sounds to represent different things e.g. thunder, sea, happy, sad.	To identify simple repeated patterns and follow basic musical instructions.	To identify and recognize repeated patterns and follow a wider range of musical instructions.	To listen with attention and begin to recall sounds.	To listen and recall patterns of sounds with increasing accuracy.	To listen and recall a range of sounds and patterns of sounds confidently.	To listen to, internalize and recall sounds and patterns of sounds with accuracy and confidence.
KS1: pitch, duration, dynamics, tempo, timbre, texture and silence KS2: use musical elements to communicate different moods and effects		To begin to understand that musical elements can be used to create different moods and effects.	To understand how musical elements create different moods and effects.	To begin to understand how different musical elements are combined and used to create an effect.	To understand how different musical elements are combined and used expressively.	To begin to identify the relationship between sounds and how music can reflect different meanings.	To identify and explore the relationship between sounds and how music can reflect different meanings.
KS1: understand that sounds can be described using signs and symbols KS2: understand music production		To begin to represent sounds with simple shapes and marks.	Confidently represent sounds with symbols, shapes and marks.	To begin to recognize simple notations to represent music including pitch and volume.	To understand and use established musical notations.	To use a range of musical notations.	To use and apply a range of musical notations to plan, revise and refine musical material.
KS1: Know how music is used for particular purposes KS2: Know how time and place can influence music		To listen to music and talk about when/why it might be heard e.g. lullaby	To comment on why using simple musical vocabulary e.g. quiet and smooth for a lullaby.	To listen and respond to music from a range of traditions and composers.	To listen and respond to a range of live and recorded music.	To discuss differences in music and how music has changed over time.	To develop an understanding of the history of music from different cultures.