

Lacock C of E Primary School Music Skills Progression



	EYFS	KS1	LKS2	KS2
Listen and Appraise 	To talk about whether they like or dislike a piece of music.	Find the pulse.	Confidently identify and move to a pulse.	Confidently identify and move to a pulse.
	To listen attentively, move to and talk about music, expressing their feelings and responses.	Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady beat.	Talk about the musical dimensions working together eg if the song gets louder in the chorus (dynamics).	Talk about the musical dimensions working together eg if the song gets louder in the chorus (dynamics).
	Associate genres of music with characters and stories	Create rhythms for others to copy	Talk about the music and how it makes them feel. Listen carefully and respectfully to other people's thoughts about the music.	Talk about the music and how it makes them feel, using musical language to describe the music. Listen carefully and respectfully to other people's thoughts about the music. Think about the message of a song.
Improvising and Composing 	Create their own compositions	Listen and clap back, then listen and clap an answer (rhythms of words).	Improvise using instruments in the context of a song they are learning to perform	Improvise using instruments in the context of a song they are learning to perform
	Use body percussion to compose music	Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play using one or two notes.	Help create at least one simple melody using one, three or all five different notes.	Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song
	Improvise a song around something they know. Learn to create music patterns using tuned and untuned instruments	Take it in turns to improvise using one or two notes	Plan and create a section of music that can be performed within the context of the Charanga unit song. Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).	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 connects with the song. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).
Singing 	Learn how to sing nursery rhymes.	Learn about voices, singing notes of different pitches (high and low).	To sing in unison and in simple two-parts.	To sing in unison and to sing backing vocals.
	Learn how to sing in assemblies.	Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm.	To demonstrate a good singing posture. To follow a leader when singing.	To demonstrate a good singing posture. To follow a leader when singing.
	Learn to sing in a group or on their own Learn to remember and sing entire songs	Learn to start and stop singing when following a leader. Learn to find a comfortable singing position.	To enjoy exploring singing solo. To sing with an awareness of being 'in tune'. To rejoin the song if lost.	To experience rapping and solo singing. To listen to each other and be aware of how you fit into the group. To sing with an awareness of being 'in tune'.
Playing 	Learn how to use body percussion	Treat instruments carefully and with respect.	Treat instruments carefully and with respect.	Play a musical instrument with the correct technique within the context of the Unit song.
	Learn how to play different instruments	Play a tuned instrumental part with the song they perform	Play any one, or all 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.	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.
	Experiment with different instruments and their sounds.	Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part). Listen to and follow musical instructions from a leader. Play the part in time with a steady pulse.	Rehearse and perform their part within the context of the Charanga Unit song. 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.	Rehearse and perform their part within the context of the Charanga Unit song. Listen to and follow musical instructions from a leader. Lead a rehearsal session.
Performance 	To perform Nursery rhymes	Choose a song they have learnt from the Scheme and perform it.	Choose what to perform and create a program	Choose what to perform and create a program
	To perform in the Willow Class Nativity	They can add their ideas to the performance.	Present a musical performance designed to capture the audience.	Talk about the venue and how to use it to best effect.
	To perform in group or solo dance to music	Record the performance and say how they were feeling about it.	Record the performance and say how they were feeling about it. Communicate the meaning of the words and clearly articulate them.	Record the performance and compare it to a previous performance. Discuss and talk musically about a performance.