



Dodford First School Music Skills Progression Document

**Achieve, Believe, Create and Fly High**

**EYFS**

<b>Three and Four-Year-Olds</b>	<b>Communication and Language</b>  <b>Physical Development</b>  <b>Expressive Arts and Design</b>	<ul style="list-style-type: none"><li>• Sing a large repertoire of songs.</li><li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li><li>• Listen with increased attention to sounds.</li><li>• Respond to what they have heard, expressing their thoughts and feelings.</li><li>• Remember and sing entire songs.</li><li>• Sing the pitch of a tone sung by another person ('pitch match').</li><li>• Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li><li>• Create their own songs, or improvise a song around one they know.</li><li>• Play instruments with increasing control to express their feelings and ideas.</li></ul>
<b>Reception</b>	<b>Communication and Language</b>  <b>Physical Development</b>  <b>Expressive Arts and Design</b>	<ul style="list-style-type: none"><li>• Listen carefully to rhymes and songs, paying attention to how they sound.</li><li>• Learn rhymes, poems and songs.</li><li>• Combine different movements with ease and fluency.</li><li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li><li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li><li>• Create collaboratively, sharing ideas, resources and skills.</li><li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li><li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li><li>• Explore and engage in music making and dance, performing solo or in groups</li></ul>



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<b>ELG</b>	<b>Expressive Arts and Design</b>  <b>Being Imaginative and Expressive</b>	<ul style="list-style-type: none"> <li>• Sing a range of well-known nursery rhymes and songs.</li> <li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>
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**Key Stage One and Key Stage Two**

<b>Threshold Concept: PERFORM</b>	<b>Milestone One</b>	<b>Milestone Two</b>
<b>This concept involves understanding that music is created to be performed.</b>	<ul style="list-style-type: none"> <li>• Take part in singing, accurately following the melody.</li> <li>• Follow instructions on how and when to sing or play an instrument.</li> <li>• Make and control long and short sounds, using voice and instruments.</li> <li>• Imitate changes in pitch</li> </ul>	<ul style="list-style-type: none"> <li>• Sing from memory with accurate pitch</li> <li>• Sing in tune.</li> <li>• Maintain a simple part within a group.</li> <li>• Pronounce words within a song clearly.</li> <li>• Show control of voice.</li> <li>• Play notes on an instrument with care so that they are clear.</li> <li>• Perform with control and awareness of others.</li> </ul>

<b>Threshold Concept: COMPOSE (Creating and Exploring)</b>	<b>Milestone One</b>	<b>Milestone Two</b>
<b>This concept involves appreciating that music is created through a process which has a number of techniques.</b>	<ul style="list-style-type: none"> <li>• Create a sequence of long and short sounds.</li> <li>• Clap rhythms.</li> <li>• Create a mixture of different sounds (long and short, loud and quiet, high and low).</li> <li>• Choose sounds to create an effect.</li> <li>• Sequence sounds to create an overall effect.</li> <li>• Create short, musical patterns.</li> <li>• Create short, rhythmic phrases.</li> </ul>	<ul style="list-style-type: none"> <li>• Compose and perform melodic songs.</li> <li>• Use sound to create abstract effects.</li> <li>• Create repeated patterns with a range of instruments.</li> <li>• Create accompaniments for tunes.</li> <li>• Use drones as accompaniments.</li> <li>• Choose, order, combine and control sounds to create an effect.</li> <li>• Use digital technologies to compose pieces of music.</li> </ul>



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<b>Threshold Concept: TRANSCRIBE (Musical Activities)</b>	<b>Milestone One</b>	<b>Milestone Two</b>
<b>This concept involves understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.</b>	<ul style="list-style-type: none"><li>• Use symbols to represent a composition and use them to help with a performance</li></ul>	<ul style="list-style-type: none"><li>• Devise non-standard symbols to indicate when to play and rest.</li><li>• Recognise the notes EGBDF and FACE on the musical stave.</li><li>• Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.</li></ul>

<b>Threshold Concept: DESCRIBE MUSIC (Listening and Appraising)</b>	<b>Milestone One</b>	<b>Milestone Two</b>
<b>This concept involves appreciating the features and effectiveness of musical elements</b>	<ul style="list-style-type: none"><li>• Identify the beat of a tune.</li><li>• Recognise changes in timbre, dynamics and pitch.</li></ul>	<ul style="list-style-type: none"><li>• Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.</li><li>• Evaluate music using musical vocabulary to identify areas of likes and dislikes.</li><li>• Understand layers of sounds and discuss their effect on mood and feelings.</li></ul>