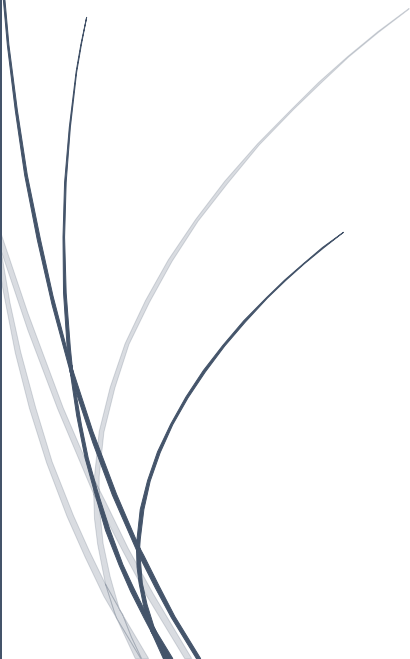# Marleigh Primary Academy

Music Skills Progression

Development Matters – Non-statutory Curriculum Guidance for EYFS
Marleigh Primary Academy
Music

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Birth to Three Years Old	Three and Four Years Old	Children in Reception
- Join in with songs and rhymes, making some sounds. - Make rhythmical and repetitive sounds. - Explore a range of sound makers and instruments and play them in different ways. - Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'	- Listen with increased attention to sounds. - Respond to what they have heard, expressing their thoughts and feelings. - Remember and sing entire songs. - Sing the pitch of a tone sung by another person ('pitch match'). - Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. - Create their own songs or improvise a song around one they know. - Play instruments with increasing control to express their feelings and ideas.	- Listen attentively, move to and talk about music, expressing their feelings and responses. - Watch and talk about dance and performance art, expressing their feelings and responses. - Sing in a group or on their own, increasingly matching the pitch and following the melody. - Explore and engage in music making and dance, performing solo or in groups.

EYFS Statutory Framework
Early Learning Goal: Music

Children at the expected level of development will:

Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Chris Quigley – Essentials Curriculum
Marleigh Primary Academy - Music Progression

Threshold Concept	Milestone 1 Years 1 and 2	Milestone 2 Years 3 and 4	Milestone 3 Years 5 and 6
To perform	- Take part in singing accurately following a melody. - Follow instructions on how and when to sing or play an instrument. - Make and control long and short sounds using voice and instruments. - Imitate changes in pitch.	- Sing from memory with accurate pitch - Sing in tune. - Maintain a simple part within a group. - Produce words in a song clearly. - Show control of voice. - Play notes on an instrument with care so they are clear. - Perform with control and awareness of others.	- Sing or play from memory with confidence. - Perform solos or as part of an ensemble. - Sing or play expressively and in tune. - Hold a part within a round. - Sing a harmony part confidently and accurately. - Sustain a drone or melodic repeat to accompany singing. - Perform with controlled breathing and skilful playing.
To compose	- Create a sequence of long and short sounds. - Clap rhythms. - Create a mixture of different sounds (loud and quiet, high and low). - Choose sounds to create an effect. - Sequence sounds to create an effect. - Create short musical patterns. - Create short rhythmic patterns.	- Compose and perform melodic songs. - Use sound to create abstract effects. - Create repeated patterns with a range of instruments. - Create accompaniments for tunes. - Use drones as accompaniments. - Choose, order, combine and control sounds to create an effect. - Use digital technologies to compose.	- Create songs with verse and chorus. - Create rhythmic patterns with an awareness of timbre and duration. - Combine a variety of musical devices, including melody rhythm and chords. - Select elements for a piece to gain a desired effect. - Use drones and melodic repeats on a pentatonic scale (black notes on a piano). - Convey the relationship between the lyrics and the melody. - Use digital technologies to compose edit and refine pieces of music.
To transcribe	Use symbols to represent a composition and use them to help with a performance.	- Devise symbols to indicate when to play and rest. - Recognize the notes EGBDF and FACE on the musical stave.	- Use standard musical notation of crotchet minim and semibreve to show how many beats to play. - Read and create notes on the musical stave. - Understand the purpose of the treble and the base clefs and use them in writing out compositions. - Understand and use the sharp and flat symbols.

			Recognize the symbols for a minim crotchet and semibreve and say how many beats they represent.	Use and understand simple time signatures.
To describe music		• Identify the beat of a tune. • Recognize changes of timbre dynamics and pitch.	• Use the terms duration timbre pitch beat tempo texture and use of silence to describe music. • Evaluate music using musical vocabulary to identify areas of likes and dislikes. • Understand layers of sounds and discuss their effect on moods and feelings.	• Choose from a wide range of musical vocabulary to accurately describe and appraise music including: -pitch -dynamics -tempo -timbre -texture -lyrics and melody -sense of occasion -expressive -solo • Describe how lyrics often reflect the cultural context of music and have social meaning.