Shropshire Music Service

Progression of Music Curriculum Skills from EYFS to Key Stage Two

Draft 1.0
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Early Years Foundation Stage

Statements for Music in the Early Years Foundations Stage are based on 'Early Years Outcomes' (Department for Education, September 2013) and the Sounds of Intent Framework (University of Roehampton, 2002).

National Curriculum Links

KS1	**Pupils should be taught to:**
1a	Use their voices expressively and creatively by singing songs and speaking chants and rhymes
1b	Play tuned and untuned instruments musically
1c	Listen with concentration and understanding to a range of high-quality live and recorded music
1d	Experiment with, create, select and combine sounds using the inter-related dimensions of music.
KS2	**Pupils should be taught to:**
2a	Play and perform in solo and ensembles context, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
2b	Improvise and compose music for a range of purposes using the inter-related dimensions of music.
2c	Listen with attention to detail and recall sounds with increasing aural memory.
2d	Use and understand staff and other musical notations
2e	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
2f	Develop and understanding of the history of music.

Progression Scheme for Singing

STAGES	STAGE A	STAGE B		STAGE C		STAGE D	
Key Stage guide	**EYFS**	**NC**	**KS1**	**NC**	**Lower KS2**	**NC**	**Upper KS2**
S.1 Engagement and Using the Voice	Enjoys joining in with familiar rhymes and songs.	1a	Enjoys joining in with chants, rhymes and singing simple songs.	2a 2e 2f	Sings, with increasing confidence, fluency and expression, songs from different traditions, genre and times.	2a 2e 2f	Sings confidently, fluently and maintaining a strong pulse, songs from a range of traditions, genre and times.
	Makes a variety of vocal sounds including speaking and singing.	1a	Uses own voice in a variety of ways, with growing confidence, exploring the sounds a speaking and singing voice make.	2a	Uses own voice in a variety of ways, including vocal warm ups.	2a	Understands why and how to warm up the voice.
S.2 Pitch Skills	Sings cuckoo notes (3rd) Sings a widening range of notes (5th), following the melodic shape of a familiar song.	1a	Sings broadly in tune within a limited pitch range (octave) and with the sense of the shape of a melody or intervals jumps.	2a 2c	Sings accurately in tune within a limited pitch range, following a melody or interval jumps.	2a	Sings accurately in tune within a wider pitch range (*octave and half*) and appropriate individual vocal range.
	Imitates vocal sounds and melodic shapes.	1a	Imitates melodic patterns in echoes.				
S.3 Singing with Control and Expression	Begins to enjoy experimenting with changing a song (e.g. dynamics, tempo)	1a	Begins to control steady expressive changes in songs and chants (e.g. dynamics, tempo).	2a	Sings songs and speaks chants with increasing expression (e.g. dynamics, tone, phrasing).	2a	Uses dynamics, phrasing, emphasis and accents to create intended effects.
				2a	Sings with clear diction and breathing.	2a	Sings with an awareness of breathing, posture and diction.
S.4 Ensemble skills and part-singing	Makes own sounds to get a response. Enjoys taking turns.	1a	Sings in unison, in small and large groups, and may sing solo.	2a	Sings in unison and in short solos.	2a	Sings confidently in unison and solo.
	Enjoys singing with others, gradually more in time and in tune.	1a	Sings in time with others, with or without an accompaniment.	2a 2c	Maintains a simple part in a large group with two or more layers (rounds, drones and ostinato).	2a 2c	Maintains an independent part in a small group with several layers and being aware of other parts (rounds, drones, ostinato and harmony).

	Starts and stops to a variety of signals.	1a	Follows simple musical instructions (e.g. start and stop).	2a 2c	Follows musical instructions (e.g. dynamic changes).	2a	Follows more complex musical instructions (e.g. in part singing).
S.5 Performing	May enjoy singing solo and in a group.	1a	Performs in a group with a good sense of pulse and rhythm, knowing when to start and stop.	2a	Performs confidently in a group and may occasionally perform a solo.	2a	Performs confidently in a group and solo with expression and variety.
		1a	Beginning to be aware of an audience during special performances.	2a	Shows an awareness of audience and a sense of occasion during special performances.	2a	Performs in a way that reflects the meaning and impact of the lyrics to an audience.
S.6 Understanding song structure	Internalises songs and makes up alternative endings. Grasps simple structures (e.g. verse & chorus AB)	1c	Recognises the sections of a song may be the same or different (e.g. verse and chorus, cumulative song).	2a 2c	Recognises different song structures (call and response, verse and chorus, cumulative).	2a 2c	Understands more complex song structures.
				2a 2c	Differentiates between contrasting sections (e.g. verse and chorus) and show awareness of simple phrase structure or repetition.	2a	Identifies phrases through breathing appropriately.

Progression Scheme for Playing

STAGES	STAGE A	STAGE B		STAGE C		STAGE D	
Key Stage guide	**EYFS**	**NC**	**KS1**	**NC**	**Lower KS2**	**NC**	**Upper KS2**
P.1 **Creating and Exploring Sound**	Makes sounds confidently in different contexts by banging, shaking or blowing using body and objects.	1b 1d	Enjoys playing and exploring sounds.	2a 2b	Confidently explores and creates sounds.	2a 2b	Creates and performs sounds with accuracy
P.2 **Controlling Sounds on Instruments (keeps beat, dynamics,tempo)**	Makes regular beats.	1b	Keeps a steady pulse	2a 2c	Plays a steady beat, internalising pulse. Indicates steady beat by movement including in silence	2a 2c	Plays with others keeping to a common pulse
	Shows control in holding and playing instruments. Learns how sounds can be changed and plays instruments in a variety of ways.	1b 1b	Controls and demonstrates changes in dynamics and tempo Shows control, playing clearly and with increasing confidence	2a 2b	Plays instruments with clarity, controlling subtle changes in dynamics and tempo including crescendo/ diminuendo. accelerando/rallentando	2a 2b 2c	Plays instruments with confidence and expression
	Uses sounds to symbolise things.	1b 1d 1b	Selects instrumental timbres to create sound effects Selects high/low ascending/ descending pitches where appropriate.				
P.3 **Rhythm Skills (playing a pattern, etc)**	Makes rhythmic patterns by repeating sounds deliberately. Plays chunks of rhythms or syllables of names/words.	1b 1c 1b 1b	Responds to sounds of different duration Recognises difference between long and short sounds	2a	Performs simple rhythmic patterns and ostinati to an internalised pulse	2a 2b 2a 2c 2a 2c	Performs complex rhythmic patterns to an internalised pulse Recognises a metre of 3 & 4 Recognises a change in metre

			Recognises and copies simple patterns of long/short sounds				
P.4 **Pitch Skills**	Makes melodic patterns by repeating sounds deliberately.	1b 1d 1b	Identifies and selects high/low high/low ascending/ descending pitches where appropriate. Plays simple melodic patterns	2a	Performs simple melodies and pitched ostinati to an internalised pulse	2a 2c	Performs complex melodies and pitched accompaniments to an internalised pulse
P.5 **Ensemble skills**	Plays with others. Can start and stop to a variety of signals. Follows directions.	1b	Follows instructions on when to play	2a	Follows a leader directing changes and start/stops.	2a	Leads a group and follows a leader directing changes in musical expression
	Deliberately copies sounds, words or vocal noises others make and plays sounds for others to copy.			2a 2b 2c	Maintains own part in a group piece playing rhythm on rhythm and holding a beat	2a 2b 2c	Maintains an independent part in an ensemble
				2a 2c	Recognises the melodic line and an accompaniment in a texture	2c	Understands how the texture might vary
P.6 **Playing from Notation**	Can change how they play when following 2 pictures (e.g. loud for a lion and quiet for mouse)	1b	Plays from a picture score	2d	Plays using various notation as support (Graphic scores, rhythm notation e.g. crotchets and quavers)	2d	Plays using notation as support (Staff & rhythm notation, graphic scores)
P.7 **Performing**	Plays with others and follows directions.	1b	Performs in a group with good sense of pulse and rhythm	2a	Performs with an awareness of a group and to an audience	2a	Performs confidently in a group and solo, with expression and variety.
P.8 **Understanding instruments and how they are played**	Identifies and match instrumental sounds. Describes the sounds of instruments.	1b 1d 1b 1d	Matches selected sounds with their pictured source Uses sound words or phrases to describe selected sounds and the ways in which they are produced	2b	Selects appropriate instruments and plays in a variety of ways	2a 2b	Organises sounds effectively using a variety of instruments and styles

Progression Scheme for Improvising and Composing

STAGES	STAGE A	STAGE B		STAGE C		STAGE D	
Key Stage guide	**EYFS**	**NC**	**KS1**	**NC**	**Lower KS2**	**NC**	**Upper KS2**
IC.1 Exploring Sounds	Makes sounds with voice, body & objects.	1a 1b 1d	Explores sounds with voice, body or instruments	2a 2b	Explores and improvises sounds or musical patterns with voice, body or instruments.	2b	Selects and use instruments, creative sound-makers or playing techniques to improvise sounds or patterns.
IC.2 Choosing and Organising Sounds	Uses sounds to symbolise things or chooses the sound they want e.g. loud or quiet	1d	Selects sounds to represent ideas and feelings.	2b	Selects and orders sounds effectively to represent ideas or feelings, or to tell a story.	2a 2b	Selects, orders, combines and changes sounds, imaginatively and with expression, to represent ideas, moods or feelings, or tell a story.
IC.3 Creating music within structures	Fills in missing word from a rhyme or song	1a 1d	Improvises within given songs, chants or ostinati.	2a 2b	Creates rhythms, melodies, lyrics or accompaniments within simple or given musical structures.	2a 2b	Creates and combines rhythms, melodies, harmonies or lyrics within own musical pieces effectively.
1C.4 Improvising to demonstrate musical ideas	Improvises different ways to play instruments. Makes suggestions.	1b 1d	Improvises to demonstrate a simple musical idea (loud/quiet, fast/slow, high/low).	2a 2b	Improvises, with growing confidence and control with voice or instruments to demonstrate musical changes or contrasts.	2a 2b	Improvises imaginatively and expressively with voice or instruments using inter-related dimensions of music.
IC.5 Communicating ideas or moods	Uses sounds to symbolise ideas. Uses facial expressions or vocal changes to indicate moods or emotions.	1b 1d	Improvises or composes to communicate ideas or moods.	2a 2b	Improvises and composes effectively to communicate ideas or moods	2b	Improvises and composes imaginatively to communicate ideas & moods
IC.6 Improvising rhythms & tunes	Improvise new pieces in time and in tune	1b 1d	Improvises simple rhythms or tunes	2a 2b	Improvises with growing confidence rhythms or simple tunes within musical structures (e.g. a beat, ostinato or chord sequence)	2a 2b	Improvises rhythms and tunes within musical structures (e.g. a beat, ostinato or chord sequence) confidently and imaginatively.
IC.7 Creating and Performing own music in a group	Responds to others by making own sound Makes sounds to get a response.	1d	Contributes ideas to a composition and perform this solo or as a class or group.	2a 2b	Composes and performs solo or with class or group, contributing ideas to create songs, chants or pieces.	2a 2b	Composes and perform solos and with others effectively and imaginatively to create songs, chants or pieces
IC.8 Using Notation		1d	Uses pictures, graphic symbols or rhythm notation as support to improvise,	2b 2d	Uses given or own notation (graphic symbols or rhythm	2b 2d	Uses notation (graphic scores, rhythm or staff notation) to support & record composition to improvise,

			compose or record own music.		notation) to improvise, compose and record compositions.		compose and record own compositions.

Progression Scheme for Critical Engagement (Listening and Appraising)

STAGES	STAGE A	STAGE B		STAGE C		STAGE D	
Key Stage guide	**EYFS**	**NC**	**KS1**	**NC**	**Lower KS2**	**NC**	**Upper KS2**
CE.1 Listening to a Range of Live, Recorded and own Music.	Follows with eyes/turns head to a sound source. Attend to music all the way through.	1c	Listens with growing focus to a range to high quality live and recorded music.	2c 2e 2f	Listens to, and comments on, high quality live and recorded music from different traditions, genre, styles and times with increasing focus and attention to detail.	2c 2e 2f	Listens to and evaluates a range of high quality live and recorded music from different traditions, genre, styles and times with concentration and discernment, and share opinions, using musical language.
CE.2 Differentiating between Sounds	Identifies sounds as, e.g. environmental sounds or those that match instruments	1c	Listens out for, and responds to, sounds that differ, e.g. in dynamics, pitch, timbre, tempo, etc.	2c	Listens to several layers of sound, identifying musical elements or features and discussing their effect.	2c	Listens to several layers of sound, identifying musical elements or features, discussing their effect and justifying ideas.
CE.3 Recognising and Recalling	Recognises distinctive chunks of music and accurately anticipates changes. Increasingly joins in with regular songs or rhymes.	1c	Recalls simple rhythmic and melodic phrases.	2c	Listens and recalls simple tunes, played or notated rhythms with increasing accuracy	2c	Listens and accurately recalls melodies, rhythms, notated music or separate parts in a group.
CE.4 Responding through movement	Responds to a wide variety of different sounds, regular beats and patterns of regular change in sound.	1c	Responds to sounds or music through physical movements.	2c	Responds to music through movement to show understanding of mood, ideas, or musical features (e.g. beat, crescendos).	2c	Responds to music through movement to show understanding of mood, ideas, or musical features (e.g. beat, crescendos).
CE.5 Describing and appraising	Describes e.g. the mood of music (e.g. happy) or sounds of instruments	1c	Listens and shares comments and opinions about music, including to own work.	2c	Listens to own music, commenting on it in order to improve it.	2c	Listens to own work and others with discernment, and share opinions, using these ideas to improve own work.