



Strand (Listening and Appraising)								
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6		
Say if they like/dislike a piece of music.	Start to recognise/identify very simple style indicators and different	Try to recognise/identify very simple style indicators and different	Identify basic musical styles through learning about their style	Identify basic musical styles through learning about their style	Continue to identify musical styles through learning about their style indicators and the	Continue to identify musical styles through learning about their style indicators and the		
Respond to music.	instruments used. March, clap, tap their knees, move to find and	instruments used. March, clap, tap their knees, move to find and	indicators and the instruments played. Find the pulse, the steady	indicators and the instruments played. Find the pulse, the steady	instruments played. Some will be learnt again in greater depth.	instruments played. Some will be learnt again in greater depth.		
	internalise the pulse. Begin to understand what it means to find the pulse. Start using basic musical	internalise the pulse. Continue to understand what it means to find the pulse.	beat to the music they are listening to and understand what that means.	beat to the music they are listening to and understand what that means.	Find the pulse confidently and innately, of the music they are listening to and understand what that means.	Find the pulse confidently and innately, of the music they are listening to and understand what that means.		
	language to describe the music you are listening to and their feelings towards it.	Start using basic musical language to describe the music you are listening to and their feelings towards it.	More consistently use accurate musical language to describe and talk about music.	More consistently use accurate musical language to describe and talk about music.	Use accurate musical language to describe and talk about music. Listen to other ideas about	Use accurate musical language confidently and with understanding to describe and talk about music.		
	Begin to listen, with respect, to other people's ideas and feelings towards the music you have	Begin to listen, with respect, to other people's ideas and feelings towards	Listen to other ideas about music, respect those ideas and feelings.	Listen to other ideas about music, respect those ideas and feelings.	music, respect those ideas and feelings. Continue to	Listen to other ideas about music, respect those ideas and feelings.		
	listened to. Discuss simple dimensions of music (pulse, rhythm, pitch, and perhaps tempo and dynamics) and how they fit into the music you are listening to.	the music you have listened to. Discuss simple dimensions of music (pulse, rhythm, pitch, and perhaps tempo and dynamics) and how they fit into the music you are listening to.	Continue to realise/understand and show how pulse, rhythm and pitch fit together. Perhaps some of the other dimensions too.	Continue to realise/understand and show how pulse, rhythm and pitch fit together. Perhaps some of the other dimensions too.	realise/understand/explain/give examples and show how pulse, rhythm and pitch fit together. Include tempo, dynamics, timbre, texture and structure if possible	Continue to realise/understand/explain/give examples and show how pulse, rhythm and pitch fit together. Include tempo, dynamics, timbre, texture and structure if possible.		





Strand (Compose and Perform)							
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Experiments by making a	Create their own very	Continue to create their	Continue to create their	Compose a section of music	Compose a section of music	Compose a section of music	
range of sounds using their	simple melodies (usually in	own very simple melodies	own slightly more complex	that can be added to a	that can be added to a	that can be added to a	
voices.	a group) within the context	(usually in a group) within	melodies (usually in a	performance of a song.	performance of a song.	performance of a song.	
	of the song that is being	the context of the song that	group) within the context				
Beginning to join in with	learnt.	is being learnt.	of the song that is being	Continue to create their	Create their own more	Confidently create their	
simple songs and rhymes			learnt.	own more complex	complex melodies within	own melodies within the	
with support and a lot of	Create compositions using	Move beyond composing		melodies (usually in a	the context of the song that	context of the song that is	
repetition.	one or two notes,	using one or two notes,	Move beyond composing	group) within the context	is being learnt.	being learnt and do this	
	increasing to three notes if	increasing to three notes if	using two notes, increasing	of the song that is being		with deeper understanding.	
	appropriate.	appropriate.	to three notes if	learnt.	Move beyond composing		
Explores ways to make			appropriate.		using two notes, increasing	Move beyond composing	
sounds with a range of	Record the composition in	Record the composition in		Move beyond composing	to three notes then five if	using two notes, increasing	
instruments and everyday	any way appropriate.	any way appropriate.	Record the composition in	using two notes, increasing	appropriate.	to three notes then five if	
objects.	Notate music in different	Notate music in different	any way appropriate.	to three notes if		appropriate.	
	ways, using	ways, using	Notate music in different	appropriate.	Use voice, sounds,		
Make a sequence of loud	graphic/pictorial notation,	graphic/pictorial notation,	ways, using		technology and instruments	Use voice, sounds,	
and quiet sounds.	video, ICT.	video, ICT.	graphic/pictorial notation,	Record the composition in	in creative ways. Record	technology and instruments	
			video, ICT.	any way appropriate.	the composition in any way	in creative ways. Record	
Clap a rhythm along with	Musically demonstrate a	Musically demonstrate a		Notate music in different	appropriate.	the composition in any way	
an adult.	very simple understanding	very simple understanding	Musically demonstrate an	ways, using		appropriate.	
	and use of the interrelated	and use of the interrelated	understanding and use of	graphic/pictorial notation,	Continue to musically		
Use voices and instruments	dimensions of music as	dimensions of music as	the interrelated dimensions	video, ICT.	demonstrate an	Continue to musically	
to make different sounds.	appropriate within this	appropriate within this	of music as appropriate		understanding and use of	demonstrate an	
	context of creating and	context of creating and	within this context of	Musically demonstrate an	the interrelated dimensions	understanding and use of	
	making music eg getting	making music eg getting	creating and making music.	understanding and use of	of music as appropriate.	the interrelated dimensions	
	louder (dynamics), quieter	louder (dynamics), quieter		the interrelated dimensions		of music as appropriate.	
	(dynamics), higher (pitch),	(dynamics), higher (pitch),	Continue to	of music as appropriate	Recognise and musically		
	lower (pitch).	lower (pitch), faster	recognise/identify the	within this context of	and/or verbally	Recognise and musically	
		(tempo) and slower	awareness of a link	creating and making music.	demonstrate awareness of	and/or verbally	
	Begin to recognise/identify	(tempo).	between shape and pitch		a link between shape and	demonstrate awareness of	
	the awareness of a link		using graphic notations or	Continue to	pitch using notations if	a link between shape and	
	between shape and pitch	Continue to	simply writing the melody	recognise/identify the	appropriate.	pitch using notations if	
	using graphic notations or	recognise/identify the		awareness of a link		appropriate.	



Lakeside Primary Academy - MUSIC Progression of Skills



simply writing the melody in any way we will remember it.	awareness of a link between shape and pitch using graphic notations or simply writing the melody in any way we will	in any way we will remember.	between shape and pitch using graphic notations or simply writing the melody in any way we will remember it.	
	in any way we will remember it.		remember it.	

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Games – begins to explore	Games - begin to	Games - continue to	Games - continue to	Games - continue to	Games - internalise,	In greater depth and with
how music sounds and	internalise, understand,	internalise, understand,	internalise, understand,	internalise, understand,	understand, feel, know how	confidence:
makes them feel. Begin to	feel, know how the	feel, know how the	feel, know how the	feel, know how the	the dimensions of music	
feel and hear pulse,	dimensions of music work	dimensions of music work	dimensions of music work	dimensions of music work	work together (pulse,	Games - internalise,
rhythm, pitch, tempo,	together. Pulse, rhythm,	together. Pulse, rhythm,	together. Pulse, rhythm,	together. Pulse, rhythm,	rhythm, pitch, tempo,	understand, feel, know how
dynamics.	pitch, tempo, dynamics.	pitch, tempo, dynamics.	pitch, tempo, dynamics. Eventually explore the link	pitch, tempo, dynamics. Start to explore the link	dynamics). Explore the link between sound and	the dimensions of music work together. Focus on
Singing – enjoy singing a range of nursery rhymes	Singing - start to sing, learn about singing and vocal	Singing - continue to sing, learn about singing and	between sound and symbol.	between sound and symbol.	symbol.	Warm-up Games. Pulse, rhythm, pitch, tempo,
and songs both individually	health. Begin to learn about	vocal health. Continue to			Singing - sing, learn about	dynamics. Explore the link
and as a bigger group.	working in a	learn about working in a	Singing - continue to sing,	Singing - continue to sing,	singing and vocal health.	between sound and
Playing – explore simple	group/band/ensemble.	group/band/ensemble.	learn about singing and vocal health. Continue to	learn about singing and vocal health. Continue to	Continue to learn about working in a	symbol.
classroom percussion	Playing - start to play a	Playing - Continue to play a	learn about working in a	learn about working in a	group/band/ensemble.	Singing - sing, learn about
instruments.	classroom instrument in a	classroom instrument in a	group/band/ensemble.	group/band/ensemble.		singing and vocal health.
	group/band/ensemble.	group/band/ensemble.			Playing - play a	Continue to learn about
Improvisation – begin to			Playing - Continue to play a	Playing - Continue to play a	classroom/band instrument	working in a
explore their own rhythms	Improvisation - explore and	Improvisation - continue to	classroom/band instrument	classroom/band instrument	in a group/band/ensemble.	group/band/ensemble.
and responses.	create their own responses,	explore and create their	in a group/band/ensemble.	in a group/band/ensemble.	Explore the link between	
	melodies and rhythms.	own responses, melodies	Eventually explore the link	Start to explore the link	sound and symbol.	Playing - play a
Composition – begin to		and rhythms.	between sound and	between sound and		classroom/band instrument
explore their own rhythms	Composition - begin to		symbol.	symbol.	Improvisation - explore and	in a group/band/ensemble.
and responses and record	create their own responses,	Composition - continue to			create their own responses,	Explore the link between
them in some way.	melodies and rhythms and record them in some way.	create their own responses, melodies and rhythms and	Improvisation - continue to explore and create their	Improvisation - continue to explore and create their	melodies and rhythms.	sound and symbol.
		record them in some way.	own responses, melodies	own responses melodies	Composition - create their	Improvisation - create their
			and rhythms.	and rhythms.	own responses, melodies	own responses, melodies
					and rhythms and record	and rhythms.



Lakeside Primary Academy - MUSIC Progression of Skills



	Composition - continue to	Composition - continue to	them in some way. Explore	
	create their own responses	create their own responses,	the link between sound and	Composition - create their
	melodies and rhythms and	melodies and rhythms and	symbol.	own responses, melodies
	record them in some way.	record them in some way.		and rhythms and record
	Eventually explore the link	Start to explore the link		them in some way. Explore
	between sound and	between sound and		the link between sound and
	symbol.	symbol.		symbol.