

Progression sheet

The following grid shows music knowledge and skills for each year group at Lapage.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>At the end of EYFS children should be able to:</p> <ul style="list-style-type: none"> -Use music to inspire imaginative music. -Be able to copy and follow instructions -Listen to and sing nursery rhymes -Perform in a group -To learn what rhythm and pitch is – not introduced specifically to this language 	<p>At the end of year 1 children should be able to:</p> <ul style="list-style-type: none"> -Listen to a variety of music using different styles -Start to identify instruments when listening to a piece of music -Find a pulse -start to use language such as pitch, beat, rhythm -describe feelings towards music -To play an instrument using simple notes -to explore and create musical sounds using instruments 	<p>At the end of year 2 children should be able to:</p> <ul style="list-style-type: none"> -Listen to a variety of music from different styles, traditions and times -Identify where in the world the music is from -Understand that the pulse is the foundation of music -Start to recognise different styles of music and different instruments -Understand musical language – pitch, rhythm, tempo, pitch and dynamics -Begin to listen to others ideas and thoughts about musical pieces -Understand why we warm up our voices -To play an instrument and begin to recognise the language of music (notation) Make up simple improvisations on my own 	<p>At the end of year 3 children should be able to:</p> <ul style="list-style-type: none"> -Listen with increasing concentration to a variety of music from all over the world and the different instruments used -Explain that the pulse is the foundation of music - Use more musical vocabulary – pitch, rhythm, pulse, tempo, dynamics, timbre, texture, structure -Discuss music respectfully -Understand the importance of working together and how the musical outcomes will be of a higher quality when we do -To play an instrument (violin) -To play in a group -To improvise confidently 	<p>At the end of year 4 children should be able to:</p> <ul style="list-style-type: none"> -Begin to place music in its historical context based on different instruments and their sounds -To understand that every piece of music has a pulse although it may vary -To understand and explain musical vocabulary – pitch, rhythm, pulse, tempo, dynamics, timbre, texture, structure -Comment on and discuss music respectfully -Understand that the words of a song convey meaning -understand it is important to show I feel when I sing a song -To play an instrument (violin or any other) -To play in a group -To improvise confidently 	<p>At the end of year 5 children should be able to:</p> <ul style="list-style-type: none"> -Enjoy listening to a variety of music from different styles, traditions and times -To recognise / identify different style indicators, instruments and their sounds -To find the pulse of any piece of music with ease and confidence – clapping, movement -To use musical vocabulary to describe the music that is listened to -Enjoy listening to others discussing their ideas about the music listened to and share ideas respectfully -Enjoy singing in a group -To play an instrument (violin or any other) -To play tunes and improvise -Begin to compose music -Begin to create improvised melodies with their voices 	<p>At the end of year 6 children should be able to:</p> <ul style="list-style-type: none"> -Enjoy listening to a variety of music from different styles, traditions and times -To confidently recognise / identify different style indicators, instruments and their sounds -To keep a strong sense of pulse and recognise if someone is out of time -To use musical vocabulary to describe the music that is listened to -To understand what a song is about and how a melody and words work together -To play instruments and play solo -Compose music - To create improvised melodies with their voices -To sing solos