



Music

Progression of Skills Milestones

Skills	EYFS	Milestone 1 (End of KS1 – Years 1-2)	Milestone 2 (End of LKS2 – Years 3-4)	Milestone 3 (End of UKS2 – Years 5-6)
Listening and Responding to Music	<ul style="list-style-type: none">• Listen attentively and respond appropriately to short musical phrases, songs or rhymes.• Explore spontaneous movement using different parts of the body in response to music.• Express emotional reactions to music through movement, facial expression or body language.• Use artwork or creative play to express feelings and responses to music.	<ul style="list-style-type: none">• Listen with concentration and understanding to a range of high-quality live and recorded music, including short extracts and longer pieces.• Engage with and respond appropriately to different styles and lengths of music.• Coordinate movement in response to music, including matching speed and beginning to move in time with the beat.• Keep movements to the beat at different tempos, especially when modelled.• Describe how music makes them feel and begin to explain why, linking responses to musical features or personal experiences.	<ul style="list-style-type: none">• Explain their musical preferences using appropriate musical vocabulary.	<ul style="list-style-type: none">• Understand the impact music has on them and explain the reasons for this effect using appropriate musical vocabulary.



Analysing

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| <ul style="list-style-type: none">• Identify and imitate sounds from a variety of music.• Recognise how background music and sound effects can enhance storytelling. | <ul style="list-style-type: none">• Identify some common instruments when listening to music.• Relate sounds in music to real-world experiences.• Recognise simple patterns and repetition in rhythm and pitch.• Describe tempo using appropriate vocabulary (e.g. fast, slow).• Describe dynamics using appropriate vocabulary (e.g. loud, quiet, silent).• Describe pitch using appropriate vocabulary (e.g. high, low). | <ul style="list-style-type: none">• Discuss the stylistic features of different genres, styles and musical traditions using appropriate musical vocabulary.• Understand that music from different cultures and parts of the world has distinctive characteristics.• Recognise and explain changes within a piece of music using musical vocabulary.• Describe timbre, dynamics and texture through discussion and movement.• Show awareness of metre and recognise the use and development of motifs.• Identify gradual changes in dynamics and tempo, including crescendo and decrescendo.• Identify common features across different genres, styles and traditions of music.• Recognise, name and explain the effect of the interrelated dimensions of music.• Use musical vocabulary to discuss the purpose and impact of a piece of music. | <ul style="list-style-type: none">• Discuss musical eras in context, identifying how they influence one another and recognising the impact of composers on the development of musical styles.• Recognise and confidently discuss stylistic features of music and relate them to other art forms (e.g. film music, visual art movements).• Represent changes in pitch, dynamics and texture using graphic notation and justify choices using appropriate musical vocabulary.• Identify how different musical features work together to create a coherent overall effect. |
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<p>Evaluating</p>	<ul style="list-style-type: none"> Express preferences for different types of music or sounds. 	<ul style="list-style-type: none"> Describe what they enjoyed about their peers' performances. Give positive feedback about performances using appropriate musical vocabulary, including tempo (e.g. fast, slow) and dynamics (e.g. loud, quiet, silent). 	<ul style="list-style-type: none"> Use appropriate musical vocabulary, including the interrelated dimensions of music, to discuss and suggest improvements to their own and others' work. 	<ul style="list-style-type: none"> Compare, discuss and evaluate music using detailed and accurate musical vocabulary. Confidently use vocabulary related to the interrelated dimensions of music to describe and evaluate musical features. Evaluate how venue, occasion and purpose influence how music sounds and is performed. Use musical vocabulary effectively to discuss and evaluate their own and others' work.
<p>Cultural and historical awareness</p>	<ul style="list-style-type: none"> Listen to and engage with music from a wide range of cultures and historical periods. 	<ul style="list-style-type: none"> Appreciate music from a wide variety of cultures and historical periods. 	<ul style="list-style-type: none"> Understand that music from different historical periods has distinctive features. Recognise and discuss the stylistic features of different genres, styles and musical traditions using appropriate musical vocabulary. 	<ul style="list-style-type: none"> Confidently discuss the stylistic features of different genres, styles and musical traditions, explaining how they have developed over time. Discuss musical eras in context, identifying how they have influenced one another and recognising the impact of composers on the development of musical styles.



Singing repertoire and technique

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| <ul style="list-style-type: none"> • Sing songs, chants and rhythmic rhymes from memory, both individually and in groups. • Use voices expressively and creatively, including speaking and singing voices. • Match pitch and follow melody with increasing accuracy, including songs with a small or gradually widening pitch range (e.g. pentatonic melodies). • Sing with growing control of pulse and rhythm. • Explore vocal sounds and techniques, including vowel sounds through activities such as call and response. | <ul style="list-style-type: none"> • Sing simple songs, chants and rhymes from memory with increasing accuracy. • Sing with control across a range of pitch, including songs with small and gradually widening pitch ranges (e.g. pentatonic melodies). • Match pitch and tempo accurately, including in call and response songs and chants. • Use appropriate breathing when singing. • Adapt singing voice in different ways, including changes in loudness and vocal quality. • Follow direction when singing louder or softer. • Use inner hearing (thinking voice) to sing part of a song silently. | | |
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Instruments	<ul style="list-style-type: none"> • Explore and create sounds using everyday objects and a range of instruments. • Handle and play instruments appropriately, showing developing control and technique. • Show awareness of hand dominance when playing instruments. • Use instruments expressively in response to music. • Play instruments to follow a steady beat with increasing accuracy and confidence. 	<ul style="list-style-type: none"> • Understand that sound changes depending on how an instrument is held and played. • Recognise that dynamics are affected by the force used when playing an instrument. • Follow and maintain a steady beat using instruments, including by observing and imitating modelled examples. • Use instruments imaginatively to create soundscapes that represent places or ideas. • Demonstrate bilateral control and hand–eye coordination when holding and playing instruments. • Begin to produce different sounds on pitched instruments. 		
Understanding notation	N/A	<ul style="list-style-type: none"> • Understand that musical notation is read from left to right. • Follow and interpret simple forms of notation by tracking sounds from left to right. 	<ul style="list-style-type: none"> • Understand that reading music involves interpreting written note symbols and their position to know what to play. 	<ul style="list-style-type: none"> • Understand that simple pictures or symbols can represent the structure of music. • Know that graphic notation uses pictures or chosen symbols, while staff notation is formal music written on lines called staves.



			<ul style="list-style-type: none"> • Know that performance directions are written instructions in music that tell performers how to play. 	<ul style="list-style-type: none"> • Understand that in staff notation, notes are placed on or between lines and their position shows pitch. • Know that chord progressions can be represented using Roman numerals.
<p>Representing Pitch and Rhythm</p>	<ul style="list-style-type: none"> • Recognise and represent high and low sounds using pictorial or visual representations. • Understand that simple marks or objects can represent single beats and single-beat rests. 	<ul style="list-style-type: none"> • Understand that in pictorial representations of music, symbols placed higher on the page represent higher sounds and those placed lower represent lower sounds. • Recognise pitch patterns using simple visual symbols such as dots. • Use simplified staff notation (e.g. a three-line stave) to record known musical phrases with different pitches. • Use pictorial representations to stay in time with the pulse when singing or playing. • Understand that pictorial rhythm representations show both sounds and rests. 	<ul style="list-style-type: none"> • Use letter names, graphic and rhythmic notation, and appropriate musical vocabulary to label and record compositions. • Perform from basic staff notation, reading and identifying rhythm and pitch using correct musical terminology. 	<ul style="list-style-type: none"> • Use staff notation to record rhythms and melodies. • Record original compositions using appropriate forms of notation and/or technology, incorporating the interrelated dimensions of music. • Perform accurately and fluently from graphic notation, staff notation and their own written notation.



		<ul style="list-style-type: none"> • Read simple rhythmic patterns confidently, including one-beat sounds (crotchets) and one-beat rests (crotchet rests). • Begin to read simple rhythmic patterns that include half-beat notes (quavers). 		
Stimulus and purpose	<ul style="list-style-type: none"> • Explore and imitate sounds from the environment and in response to events in stories. 	<ul style="list-style-type: none"> • Create sound responses inspired by a range of stimuli, such as nature, artwork and stories. 	<ul style="list-style-type: none"> • Compose coherent pieces of music in a given style using voices, body percussion and instruments. • Create music that reflects the stylistic features of specific genres or traditions (e.g. battle songs, Indian classical, jazz, swing). 	<ul style="list-style-type: none"> • Compose detailed, multi-layered pieces of music in response to a given stimulus (e.g. remix, colour, story or drama) using voices, body percussion and instruments.
Improvising	<ul style="list-style-type: none"> • Explore and imitate sounds. 	<ul style="list-style-type: none"> • Improvise simple question-and-answer musical phrases using voices or untuned percussion. 	<ul style="list-style-type: none"> • Improvise musically within a given style using voice or instruments. 	<ul style="list-style-type: none"> • Improvise coherently and creatively within a given musical style, incorporating specified features.
Creating and selecting sounds	<ul style="list-style-type: none"> • Experiment with creating sound in different ways using instruments, body percussion and voice. • Select and use classroom objects as instruments. 	<ul style="list-style-type: none"> • Experiment with producing a range of sounds on a single instrument. • Explore and control sound qualities such as loud/soft (dynamics) and high/low (pitch). 	<ul style="list-style-type: none"> • Suggest and implement improvements to their own compositions using appropriate musical vocabulary. • Develop melodies by applying techniques such as rhythmic variation, transposition, inversion and looping. 	<ul style="list-style-type: none"> • Select, discuss and refine musical choices independently and collaboratively, using musical vocabulary confidently. • Suggest, demonstrate and implement improvements to their own and others' work.



	<ul style="list-style-type: none"> Choose sounds purposefully to express feelings or represent ideas and experiences. 	<ul style="list-style-type: none"> Select instruments or objects to create sounds that represent ideas, characters or moods. Adapt rhythmic patterns by changing dynamics, tempo or instrument. Create short, purposeful sound sequences using voices or instruments to represent a given idea or character. 		<ul style="list-style-type: none"> Develop melodies using techniques such as rhythmic variation, transposition and changes in dynamics, pitch and texture. Constructively critique their own and others' work using appropriate musical vocabulary.
Sequencing	<ul style="list-style-type: none"> Play sounds at appropriate moments to support and enhance storytelling. 	<ul style="list-style-type: none"> Play and combine sounds under the direction of a leader. Work collaboratively to combine sounds, using turn-taking and playing together to create a group performance. 	<ul style="list-style-type: none"> Combine melodies and rhythms to compose a structured, multi-layered piece of music in a given style (e.g. pentatonic). Create compositions with multiple layers (e.g. four or more) and a clear overall structure. 	<ul style="list-style-type: none"> Combine rhythmic patterns (e.g. ostinato) to create multi-layered compositions, using the interrelated dimensions of music to add interest and coherence. Compose original songs within a given structure, including lyrics, melody and accompanying musical features.
Understanding and evaluating performance	<ul style="list-style-type: none"> Begin to describe what they like about others' performances. 	<ul style="list-style-type: none"> Offer positive feedback on others' performances. 	<ul style="list-style-type: none"> Offer positive and constructive feedback on others' performances. 	<ul style="list-style-type: none"> Use appropriate musical vocabulary to give constructive and precise feedback on others' performances.
Awareness of Music	N/A	<ul style="list-style-type: none"> Maintain a steady beat during short singing performances. 	<ul style="list-style-type: none"> Sing songs in a range of musical styles with accuracy, control and developing vocal technique. 	<ul style="list-style-type: none"> Sing songs in two or more parts from memory with accuracy, fluency, control and expression across a range of musical styles.



			<ul style="list-style-type: none"> • Perform longer songs from memory with fluency and expression, including control of dynamics. • Play melody parts on tuned instruments with accuracy and developing instrumental technique. • Perform syncopated rhythms with accuracy, control and fluency. 	<ul style="list-style-type: none"> • Play simple chord progressions with accuracy and fluency. • Perform confidently by following a conductor's cues and directions.
Awareness of Self	<ul style="list-style-type: none"> • Perform with awareness of an audience, including facing them appropriately. Express feelings and responses about performing. 	<ul style="list-style-type: none"> • Demonstrate appropriate performance posture, including keeping head raised when singing and holding instruments still until it is time to play. • Stand or sit appropriately when performing or waiting to perform. • Recognise and begin to reflect on their own feelings about performing. 	<ul style="list-style-type: none"> • Sing and play in time with others, demonstrating accuracy and clear awareness of their role within a group performance. 	<ul style="list-style-type: none"> • Perform collaboratively as part of a group, keeping in time and communicating effectively with others. • Adjust the interrelated dimensions of music (e.g. dynamics, pitch, tempo, texture) in response to notation, direction or ensemble needs. • Perform a solo part or take a leadership role within a performance.
Awareness of Others	<ul style="list-style-type: none"> • Perform actively and collaboratively as part of a group. • Demonstrate positive audience behaviour by looking, listening and maintaining attention during performances. 	<ul style="list-style-type: none"> • Perform actively and collaboratively as part of a group, keeping in time with the beat. • Show awareness of a leader or conductor, following cues to start and end a performance appropriately. 		