

Music Skills Progression at Hope Brook By the end of EYFS <i>Expressive Arts and Design - Being imaginative and expressive-make music, handle instruments, strike or shake objects, move to music and rhythm, sing songs, know nursery rhymes, anticipate and explore sounds and rhythms.</i>			
	BY THE END OF KEY STAGE 1	BY THE END OF LOWER KEY STAGE 2	BY THE END OF UPPER KEY STAGE 2
Use voices expressively	Use voices expressively and creatively. To sing with the sense of shape of the melody	To sing in unison maintaining the correct pitch and using increasing expression.	To sing in solo, unison and in parts with clear diction, controlled pitch and with sense of phrase
Play tuned and un-tuned instruments	To create and choose sounds for a specific effect. To perform rhythmical patterns and accompaniments, keeping a steady pulse.	To play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics.	To play and perform with accuracy, fluency, control and expression
Rehearse and perform with others	To think about others while performing	To think about others while performing.	To think about the audience when performing and how to create a specific effect.
Create musical patterns	Repeat short rhythmic and melodic patterns	To create rhythmical and simple melodic patterns using an increased number of notes.	To create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures.
Explore, choose and organise sounds and musical ideas	To begin to explore and choose and order sounds using the inter-related dimensions of music*.	To join layers of sound, thinking about musical dynamics of each layer and understanding the effect.	
Explore and express ideas and feelings about music using movement, dance and expressive and musical language.	To respond to different moods in music and explain thinking about changes in sound	To recognise and explore the ways sounds can be combined and used expressively and comment on this effect.	To describe, compare and evaluate different types of music using a range of musical vocabulary including the inter-related dimensions of music*.
To make improvements to my own work	To identify what improvements could be made to own work and make these changes, including altering use of voice, playing of and choice of instruments.	To comment on the effectiveness of own work, identifying and making improvements based on its intended outcome.	To evaluate the success of own and others work, suggesting specific improvements based on intended outcomes and comment on how this could be achieved.
To listen with concentration and recall sounds within increasing aural memory.	To identify and recognise repeated patterns and follow a wider range of musical instructions	To listen to and recall patterns of sounds with increasing accuracy.	To listen to, internalise and recall sounds and patterns of sounds with accuracy and confidence.
To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures.	To understand how musical elements create different moods and effects.	To understand how different musical elements are combined and used expressively.	To identify and explore the relationship between sounds and how music can reflect different meanings.

To understand that sounds can be made in different ways and described using given and invented signs and symbols.	To confidently represent sounds with a range of symbols, shapes or marks.	To understand and begin to use established and invented musical notations to represent music.	To use and apply a range of musical notations including staff notation, to plan, revise and refine musical material.
To know how music is used for particular purposes	To listen to pieces of music and discuss where and when they may be heard explaining why using simple musical vocabulary. E.g. It's quiet and smooth so it would be good for a lullaby.	To listen to, understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians.	To develop an understanding of the history of music from different, cultures, traditions, composers and musicians evaluating how venue, occasion and purpose effects the way that music is created and performed.

***Inter-related dimensions of music (dynamics):**

- **PULSE:** the steady beat of a piece of a piece of music
- **PITCH:** the melody and the way the notes change from low to high and viceversa.
- **RHYTHM:** or duration is the pattern of long and short sounds in a piece of music
- **DYNAMICS:** Loud and soft
- **TEMPO:** Fast and slow
- **TIMBRE:** The type of sound – whisper/hum/sing/talk (examples with the voice) or twinkly/hard/soft (examples with instruments)
- **TEXTURE:** Layers of sound (number of instruments or voices playing together)
- **STRUCTURE:** The way the music is laid out –e.g. Verse, chorus, verse.