

Music at EPS: Progression of Skills

Reception

Listening and responding to music

- ✓ Listening appropriately to someone leading a short musical phrase, song or rhyme.
- ✓ Exploring spontaneous movement with different parts of their body in response to music.
- ✓ Expressing different spontaneous emotional reactions to music, (smiling, movement, body language).
- ✓ Using artwork or creative play as a way of expressing feelings and responses to music.

Analysing

- ✓ Identifying and imitating sounds from a variety of music.

Evaluating

- ✓ Showing preferences for certain music or sounds.

Year 1

Listening and responding to music

- ✓ Listening with concentration to short pieces of music or excerpts from longer pieces of music.
- ✓ Engaging with and responding to longer pieces of music.
- ✓ Coordinating the speed of their movements to match the speed of the music (not the beat).
- ✓ Beginning to move in time with the beat of the music.
- ✓ Beginning to articulate how a piece of music affects them (e.g. 'It makes me feel sleepy', 'It makes me want to dance', 'It makes me feel happy').

Appraising music

- ✓ Identifying some common instruments when listening to music.
- ✓ Relating sounds in music to real-world experiences (e.g. 'It sounds like squelching mud').
- ✓ Recognising simple patterns and repetition in rhythm (e.g. where a rhythm is repeated).
- ✓ Recognising simple patterns in pitch (e.g. do re mi).
- ✓ Discussing the tempo of music using the vocabulary of fast and slow.
- ✓ Discussing the dynamics of the music using the vocabulary of 'loud', 'quiet' and 'silent'.
- ✓ Talking about the pitch of music, using the vocabulary of 'high' and 'low'.
- ✓ Sharing their opinion on the music they hear.

Musical context

- ✓ Appreciating music from a wide variety of cultures and historical periods.

Year 2

Listening and responding to music

- ✓ Listening with concentration to short pieces of music or excerpts from longer pieces of music.
- ✓ Engaging with and responding to longer pieces of music.
- ✓ Confidently moving in time with the beat of the music when modelled.
- ✓ Beginning to keep movements to the beat of different speeds of music.
- ✓ Beginning to explain why the music has a certain effect on them, which could be related to the music or a personal experience.

Appraising music

- ✓ Identifying some common instruments when listening to music.
- ✓ Relating sounds in music to real-world experiences (e.g. 'It sounds like squelching mud').
- ✓ Recognising simple patterns and repetition in rhythm (e.g. where a rhythm is repeated).
- ✓ Recognising simple patterns in pitch (e.g. do re mi).
- ✓ Discussing the tempo of music using the vocabulary of fast and slow.
- ✓ Discussing the dynamics of the music using the vocabulary of 'loud', 'quiet' and 'silent'.
- ✓ Talking about the pitch of music, using the vocabulary of 'high' and 'low'.
- ✓ Sharing their opinion on the music they hear.

Musical context

- ✓ Appreciating music from a wide variety of cultures and historical periods.

Year 3/4

Responding to music

- ✓ Listening with attention to detail, focusing on a specific feature of the music (e.g. 'What do you notice about the pitch?').
- ✓ Beginning to explain their responses to music using musical features to support their ideas (e.g. 'This music makes me feel tense because it is low and slow').

Appraising music

- ✓ Beginning to identify a wider range of instruments and their role within a piece of music (e.g. a flute playing the melody).
- ✓ Identifying instruments heard in music from a given selection (e.g. identifying an instrument from a selection of pictures).
- ✓ Recognising simple patterns that combine rhythm and pitch.
- ✓ Recognising and discussing how pitch changes (e.g. getting higher, getting lower, stays the same).
- ✓ Recognising and discussing how speed (tempo) changes (e.g. getting faster or getting slower).
- ✓ Recognising and discussing how volume (dynamics) change (e.g. getting louder or getting quieter).
- ✓ Sharing their opinion based on a specific part of the music (e.g. 'I liked how the music got quieter at the end').
- ✓ Using some musical vocabulary when describing music (e.g. 'The bass line is playing on beat one').

Musical context

- ✓ Developing understanding of the history of a diverse range of music (e.g. reggae, blues, the music of China and India).
- ✓ Noticing similarities and differences between music from different time periods or cultures.

Year 5/6

Responding to music

- ✓ Listening and noticing relevant details with increasing independence and focusing on a range of musical features.
- ✓ Explaining their responses to music, using a range of musical features and personal experiences (e.g. 'The fast tempo and loud dynamics make it feel exciting. It reminds me of a football match because it feels energetic').

Appraising music

- ✓ Identifying an increasing range of instruments and sounds and their function within a piece of music (e.g. the strings creating a tip-toe effect).
- ✓ Describing unknown instruments by relating them to known instruments or using adjectives (e.g. 'It sounds like a flute because it is floaty').
- ✓ Considering how the composer uses rhythm and pitch to create a mood.
- ✓ Beginning to understand how the inter-related dimensions of music work together to create contrast and mood (e.g. 'There's a crescendo and the music is getting faster to build tension').
- ✓ Give increasingly critical appraisals of music using appropriate musical vocabulary and referring to specific elements and sections of a piece (e.g. 'I liked how the trumpets played a crescendo in the middle of the piece - it made the music feel more intense').
- ✓ Using musical vocabulary when describing music and its effect on the listener (e.g. The crescendo and building rhythm in the pre-chorus create energy and excitement for the listener.)