Progression of skills

Performing

	EYFS	EYFS- Development matters	Year 1	Year 2	National curriculum end of Key Stage 1
Understanding and evaluating performance	Beginning to say what they liked about others' performances.	Children in reception will be learning to: • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody.	Offering positive feedback on others' performances.		Pupils should be taught to: • Use their voices expressively and creatively by singing songs and speaking chants and rhymes. • Play tuned and untuned instruments musically.
Awareness of music	N/A		Starting to maintain a steady beat throughout short singing performances.		
Awareness of self	Facing the audience when performing. Spontaneously expressing feelings around performing.		Keeping head raised when singing. Keeping instruments still until their part in the performance.	Standing or sitting appropriately when performing or waiting to perform. Beginning to acknowledge their own feelings around performance.	
Awareness of others	Performing actively as part of a group. Demonstrating being a good audience member, by looking, listening and maintaining attention.		Performing actively as part of a group; keeping in time with the beat. Showing awareness of leader particularly when starting or ending a piece.	Performing actively as a group, clearly keeping in time with the beat. Following a leader to start and end a piece appropriately.	

	Year 3	Year 4	Year 5	Year 6	National curriculum end of Key Stage 2
Understanding and evaluating performance	Offering constructive feedback on others' performances.		Using musical vocabulary to offer constructive and precise feedback on others' performances.		Pupils should be taught to: • Sing and play musically with increasing confidence and control. • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
Awareness of music	Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.	Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique. Playing syncopated rhythms with accuracy, control and fluency.	Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. Playing a simple chord progression with accuracy and fluency.	Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. Performing by following a conductor's cues and directions.	
Awareness of self and others	Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.	Singing and playing in time with peers with accuracy and awareness of their part in the group performance.	Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.	Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group. Performing a solo or taking a leadership role within a performance.	