



Progression of Skills In Music

	Year 1 and 2	Year 3 and 4	Year 5 and 6
Singing songs with control and using the voice expressively.	- To find their singing voice and use their voices confidently. - Sing a melody accurately at their own pitch. - Sing with a sense of awareness of pulse and control of rhythm. - Recognise phrase lengths and know when to breathe. - Sing songs expressively. - Follow pitch movements with their hands and use high, low and middle voices. - Begin to sing with control of pitch (e.g. following the shape of the melody). - Sing with an awareness of other performers.	- Sing with confidence using a wider vocal range. - Sing in tune. - Sing with awareness of pulse and control of rhythm. - Recognise simple structures. (Phrases). - Sing expressively with awareness and control at the expressive elements. E.g. timbre, tempo, dynamics. - Sing songs and create different vocal effects. - Understand how mouth shapes can affect voice sounds. - Internalise sounds by singing parts of a song 'in their heads.'	- Sing songs with increasing control of breathing, posture and sound projection. - Sing songs in tune and with an awareness of other parts. - Identify phrases through breathing in appropriate places. - Sing with expression and rehearse with others. - Sing a round in two parts and identify the melodic phrases and how they fit together. - Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice.
Listening, Memory and Movement.	- Recall and remember short songs and sequences and patterns of sounds. - Respond physically when performing, composing and appraising music. - Identify different sound sources. - Identify well-defined musical features.	- Identify melodic phrases and play them by ear. - Create sequences of movements in response to sounds. - Explore and chose different movements to describe animals. - Demonstrate the ability to recognise the use of structure and expressive elements through dance. - Identify phrases that could be used as an introduction, interlude and ending.	- Internalise short melodies and play these on pitched percussion (play by ear). - Create dances that reflect musical features. - Identify different moods and textures. - Identify how a mood is created by music and lyrics. - Listen to longer pieces of music and identify features.
Controlling pulse and rhythm	- Identify the pulse in different pieces of music. - Identify the pulse and join in getting faster and slower together. - Identify long and short sounds in music. - Perform a rhythm to a given pulse. - Begin to internalise and create rhythmic patterns. - Accompany a chant or song by clapping or playing the pulse or rhythm.	- Recognise rhythmic patterns. - Perform a repeated pattern to a steady pulse. - Identify and recall rhythmic and melodic patterns. - Identify repeated patterns used in a variety of music. (Ostinato).	- Identify different speeds of pulse (tempo) by clapping and moving. - Improvise rhythm patterns. - Perform an independent part keeping to a steady beat. - Identify the metre of different songs through recognising the pattern of strong and weak beats. - Subdivide the pulse while keeping to a steady beat.
Exploring sounds, melody and accompaniment.	- To explore different sound sources. - Make sounds and recognise how they can give a message. - Identify and name classroom instruments. - Create and chose sounds in response to a given stimulus. - Identify how sounds can be changed. - Change sounds to reflect different stimuli.	- Identify ways sounds are used to accompany a song. - Analyse and comment on how sounds are used to create different moods. - Explore and perform different types of accompaniment. - Explore and select different melodic patterns. - Recognise and explore different combinations of pitch sounds.	Skills development for this element are to be found within 'Control of instruments' and 'Composition'.
Control of instruments	- Play instruments in different ways and create sound effects. - Handle and play instruments with control. - Identify different groups of instruments.	- Identify melodic phrases and play them by ear. - Select instruments to describe visual images. - Choose instruments on the basis of internalised sounds.	- Identify and control different ways percussion instruments make sounds. - Play accompaniments with control and accuracy. - Create different effects using combinations of pitched sounds. - Use ICT to change and manipulate sounds.
Composition	- Contribute to the creation of a class composition. - Basic skills developments for composition in KS1 are to be found within 'Exploring sounds'.	- Create textures by combining sounds in different ways. - Create music that describes contrasting moods/emotions. - Improvise simple tunes based on the pentatonic scale. - Compose music in pairs and make improvements to their own work. - Create an accompaniment to a known song. - Create descriptive music in pairs or small groups.	- Identify different starting points or composing music. - Explore, select combine and exploit a range of different sounds to compose a soundscape. - Write lyrics to a known song. - Compose a short song to own lyrics based on everyday phrases. - Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition.

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Reading and writing notation	• Perform long and short sounds in response to symbols. • Create long and short sounds on instruments. • Play and sing phrase from dot notation. • Record their own ideas. • Make their own symbols as part of a class score.		• Perform using notation as a support. • Sing songs with staff notation as support.
Performance skills	• Perform together and follow instructions that combine the musical elements.	• Perform in different ways, exploring the way the performers are a musical resource. • Perform with awareness of different parts.	• Present performances effectively with awareness of audience, venue and occasion.
Evaluating and appraising	• Choose sounds and instruments carefully and make improvements to their own and others' work.	• Recognise how music can reflect different intentions.	• Improve their work through analysis, evaluation and comparison.

