

Progression of Skills

In Music

	Foundation Stage	Year 1 and 2	Year 3 and 4	Year 5 and 6
Singing	<ul style="list-style-type: none"> To find a singing voice and use their voice confidently. Sing with awareness of their dynamics Sing with an awareness of other performers Sing simple melodies accurately in a pitch comfortable for them. 	<ul style="list-style-type: none"> Sing simple melodies with increasing accuracy in a pitch which is comfortable for them. Begin to sing more complex melodies (e.g. wider range of notes, more varied rhythms). 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 in a large group in front of audiences of varying sizes. 	<ul style="list-style-type: none"> Sing simple melodies confidently and accurately in large and smaller groups. Have an awareness of whether singing is in the correct key. Be able to sing accurately from a given starting pitch. 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 thinking voice' To be able to perform in large and smaller groups in front of audiences of varying size. 	<ul style="list-style-type: none"> Sing simple and more complex melodies accurately with control of pitch, rhythm and pulse. Sing songs with increasing control of breathing, posture and sound projection. Accurately match starting pitches given vocally and from other instruments. Sing in tune with accompaniment, other parts and when singing acapella. Identify phrases through breathing in appropriate places. Sing with expression. 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, and appraising.	<ul style="list-style-type: none"> Remember short songs and sounds. Repeat patterns of sounds. Responds physically when performing music (e.g. clapping to pulse) Talk about some musical elements in basic terms e.g. is a sound low or high, is it loud or quiet. 	<ul style="list-style-type: none"> Recall and remember short songs and sequences and patterns of sounds. Respond physically when performing, composing and appraising music (e.g. clapping to pulse, movement to rhythm, following pitch with hand) Identify different sound sources. Identify some of the musical features e.g. dynamics (children might use the word volume, pitch and pulse). 	<ul style="list-style-type: none"> Talk about how some musical elements in a piece of music impact the listener. (e.g. what feeling does a change in tempo create.) Recognise when a musical element has changed in a piece of music. Listen to a variety of pieces of music from a wide range of genres and time periods. Recognise some common features of music from particular genres or time periods. 	<ul style="list-style-type: none"> Recognise how a composer has manipulated musical elements for effect. Talk about the impact a piece of music has on them as a listener, discuss how the composer has created that effect through the different musical elements (pule, pitch, dynamics, rhythm, timbre, texture) Recognise common features of music from particular genres, time periods or composers. Have an awareness of how music has progressed over time and how different genres of music have developed.
Controlling pulse and rhythm	<ul style="list-style-type: none"> Understand fast and slow. Accompany a chant or song. Accompany a chant or song by clapping the rhythm. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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). 	<ul style="list-style-type: none"> 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.
Control of instruments	<ul style="list-style-type: none"> Show an awareness of how instruments are played. Play untuned instruments. Play untuned instruments with control. 	<ul style="list-style-type: none"> Play instruments in different ways and create sound effects. Handle and play untuned and some tuned instruments with control. Identify different groups of instruments. 	<ul style="list-style-type: none"> Use tuned percussion instruments to repeat melodic phrases which are played to them. Recognise simple forms of notation and play melodic phrases from this. Play tuned and untuned instruments with control. 	<ul style="list-style-type: none"> Play musical phrases which are played to them or written using simple notation with control and accuracy. Play simple melodic patterns on violins. Control pitch, volume, rhythm and pulse on a variety of instruments.
Composition	<ul style="list-style-type: none"> To explore different sound sources. Make sounds using classroom instruments. Contribute to a creation of a class composition. 	<ul style="list-style-type: none"> Contribute to the creation of a class composition. Create patterns using notes of different durations. 	<ul style="list-style-type: none"> Create rhythmic patterns using sounds of different durations. Use their knowledge of texture in order to compose simple pieces. Write their rhythmic patterns down using simplified stick notation. 	<ul style="list-style-type: none"> Identify different starting points or composing music. Explore, select and combine a range of different sounds to compose a soundscape. Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition. Use simple notation to record their compositions.

			<ul style="list-style-type: none"> Use certain notes (e.g. pentatonic scale) to create melodic patterns. Use different sounds and percussion instruments to create a soundscape from different stimuli. 	
Reading and writing notation	<ul style="list-style-type: none"> Use long and short sounds. Create long and short sounds. Create long and short sounds using classroom instruments. 	<ul style="list-style-type: none"> 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. 		<ul style="list-style-type: none"> Perform using notation as a support. Sing songs with staff notation as support.
Performance skills	<ul style="list-style-type: none"> Perform in front of others. Perform while showing an awareness of others. Perform and be a part of an audience. 	<ul style="list-style-type: none"> Perform together and follow instructions that combine the musical elements. 	<ul style="list-style-type: none"> Perform in different ways, exploring the way the performers are a musical resource. Perform with awareness of different parts. 	<ul style="list-style-type: none"> Present performances effectively with awareness of audience, venue and occasion.
Evaluating and appraising	<ul style="list-style-type: none"> Understand importance of being part of an audience and praising others. 	<ul style="list-style-type: none"> Choose sounds and instruments carefully and make improvements to their own and others' work. 	<ul style="list-style-type: none"> Recognise how music can reflect different intentions. 	<ul style="list-style-type: none"> Improve their work through analysis, evaluation and comparison.
The History of Music	<ul style="list-style-type: none"> Listen to music from a range of periods, genres, styles and traditions. 	<ul style="list-style-type: none"> Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions Learn about the lives and works of the great composers and musicians 	<ul style="list-style-type: none"> Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions Learn about the lives and works of the great composers and musicians 	<ul style="list-style-type: none"> Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions Learn about the lives and works of the great composers and musicians
Appreciating and Understanding	<ul style="list-style-type: none"> Listen to live and recorded music. 	<ul style="list-style-type: none"> Listen to live and recorded music from a wide range of influences, responding appropriately to the context. 	<ul style="list-style-type: none"> Listen to live and recorded music from a wide range of influences, responding appropriately to the context. Discuss how the elements of music are used in pieces from different periods, styles and cultures. 	<ul style="list-style-type: none"> Listen with increased concentration to live and recorded music from different traditions, genres, styles and times, responding appropriately to the context. Share opinions about music and be willing to justify these.