



Dream big. Love God. Live well.

Progression of skills – Music

	Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6
Singing songs with control and expressively	<ul style="list-style-type: none"> To find a singing voice and use the voice with confidence Sing a melody accurately at own pitch Sing with a sense of awareness of pulse and control of rhythm Use phrase lengths correctly and know when to breathe when singing Follow pitch movements with hands and use high, low and middle voices Sing with an awareness of others 	<ul style="list-style-type: none"> Sing with confidence using a wider vocal range. [SEP] Sing in tune. [SEP] Sing with awareness of pulse and control of rhythm. [SEP] Recognise simple structures. (Phrases). [SEP] Sing expressively with awareness and control at the expressive [SEP] elements. E.g. timbre, tempo, dynamics. [SEP] Sing songs and create different vocal effects. [SEP] Understand how mouth shapes can affect voice sounds. [SEP] 	<ul style="list-style-type: none"> Sing songs with increasing control of breathing, posture and sound projection. [SEP] Sing songs in tune and with an awareness of other parts. [SEP] Identify phrases through breathing in appropriate places. [SEP] Sing with expression and rehearse with others. [SEP] Sing a round in two parts and identify the melodic phrases and how they fit together. [SEP] Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice. [SEP]
Listening, Memory and Movement	<ul style="list-style-type: none"> Recall and remember short songs and sequences and patterns of sounds. [SEP] Respond physically when performing, composing and appraising music. [SEP] Identify different sound sources. [SEP] 	<ul style="list-style-type: none"> Identify melodic phrases and play them by ear. [SEP] Create sequences of movements in response to sounds. [SEP] Demonstrate the ability to recognise the use of structure and [SEP] expressive elements through dance. [SEP] Identify phrases that could be used as an introduction, 	<ul style="list-style-type: none"> Internalise short melodies and play these on pitched percussion (play by ear). [SEP] Create dances that reflect musical features. [SEP] Identify different moods and textures. [SEP] Identify how a mood is created by music and lyrics. [SEP] Listen to longer pieces of

		interlude and ending.	music and identify features.
Controlling pulse and 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 pulse of different songs through recognising the pattern of strong and weak beats.
Exploring sounds, melody and accompaniment	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Explore and select different melodic patterns. Recognise and explore different combinations of pitch sounds.
Control of instruments	<ul style="list-style-type: none"> Play instruments in different ways and create sound effects. Handle and play instruments with control. Identify different groups of instruments. 	<ul style="list-style-type: none"> Identify melodic phrases and play them by ear. Select instruments to describe visual images. 	<ul style="list-style-type: none"> Identify and control different ways percussion instruments make sounds. Play accompaniments with control and accuracy. Create different effects using combinations of pitched sounds.

				<ul style="list-style-type: none"> • Use IT to change and manipulate sounds. [L][SEP]
Composition	<ul style="list-style-type: none"> • Contribute to the creation of a class composition. 		<ul style="list-style-type: none"> • Create textures by combining sounds in different ways. [L][SEP] • Create music that describes contrasting moods/emotions. [L][SEP] • Compose music in pairs and make improvements to their own [L][SEP]work. [L][SEP] • Create descriptive music in pairs or small groups. [L][SEP] 	<ul style="list-style-type: none"> • Identify different starting points or composing music. [L][SEP] • Explore, select, combine and use a range of different sounds to compose [L][SEP]a soundscape. [L][SEP] • Write lyrics to a known song. [L][SEP] • Compose a short song to own lyrics based on everyday phrases. [L][SEP] • Compose music individually or in pairs using a range of stimuli and developing [L][SEP]
Reading and writing notation	<ul style="list-style-type: none"> • Perform long and short sounds in response to symbols. [L][SEP] • Create long and short sounds on instruments. [L][SEP] • Play and sing phrase from dot notation. [L][SEP] • Record own ideas. [L][SEP] • Make own symbols as part of a class score. [L][SEP] 			<ul style="list-style-type: none"> • Perform using notation as a support. [L][SEP] • Sing songs with staff notation as support. [L][SEP]
Performance skills	<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 • Perform with awareness of different parts [L][SEP] 	<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">• 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 work through analysis, evaluation and comparison
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Skills adapted from Gareth Webb (School Support Consultant): Progression of skills in Music