



Progression of Skills In Music

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Singing songs with control and using the voice expressively.	Remember and sing entire songs. Sing the pitch of a tone by another person – high low Sing a melodic shape up/down etc	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. Follow pitch movements with their hands and use high, low and middle voices.	Recognise phrase lengths and know when to breathe. Sing songs expressively. Begin to sing with control of pitch (e.g. following the shape of the melody). Sing with an awareness of other performers.	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 with confidence using a wider vocal range. Sing in tune. 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. Identify phrases through breathing in appropriate places. Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice.	Sing songs in tune and with an awareness of other parts. 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.	Listen to sounds Respond to a variety of music from different cultures through dance and instruments	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.	Create sequences of movements in response to sounds.	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.	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	Explore and engage in music making	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. Subdivide the pulse while keeping to a steady beat.	Perform an independent part keeping to a steady beat. Identify the metre of different songs through recognising the pattern of strong and weak beats.
Exploring sounds, melody and accompaniment.	Recognise and copy a musical pattern. Move to and talk about their artists and songs	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 and name more classroom instruments. 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.	.	
Control of instruments	Play an instrument to express their ideas and feelings	Play instruments in different ways and create sound effects.	Handle and play instruments with control. Identify different groups of instruments.	Select instruments to describe visual images.	Choose instruments on the basis of internalised sounds.	Identify and control different ways percussion instruments make sounds. Create different effects using combinations of pitched sounds.	Play accompaniments with control and accuracy. Use ICT to change and manipulate sounds.
Composition	Create a musical pattern	Contribute to the creation of a class composition.	Contribute to the creation of a class composition.	Create textures by combining sounds in different ways. Create music that describes contrasting moods/emotions. Compose music in pairs and make improvements to their own work.	Improvise simple tunes based on the pentatonic scale. Create an accompaniment to a known song. Create descriptive music in pairs or small groups.	Identify different starting points for composing music. Write lyrics to a known song. Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition	Explore, select combine and exploit a range of different sounds to compose a soundscape. Compose a short song to own lyrics based on everyday phrases.
Reading and writing notation		Perform long and short sounds in response to symbols. Create long and short sounds on instruments.	Make their own symbols as part of a class score.	Record their own ideas. Make their own symbols as part of a class score.	Make their own symbols as part of a class score. Play and sing phrase from dot notation.	Perform using notation as a support.	Sing songs with staff notation as support.

Performance skills	Sing in a group or perform a solo Know a performance is sharing music	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.

