



## Progression of skills in Music



“Caring & sharing as part of God’s family”

“Loving our neighbour as we love ourselves” – Luke 10:27

	Year 1 and 2	Year 3 and 4	Year 5 and 6
<b>Singing songs with control and using the voice expressively.</b>	<ul style="list-style-type: none"> <li>To find their singing voice and use their voices confidently.</li> <li>Sing a melody accurately at their own pitch.</li> <li>Sing with a sense of awareness of pulse and control of rhythm.</li> <li>Recognise phrase lengths and know when to breathe.</li> <li>Sing songs expressively.</li> <li>Follow pitch movements with their hands and use high, low and middle voices.</li> <li>Begin to sing with control of pitch (e.g. following the shape of the melody).</li> <li>Sing with an awareness of other performers.</li> </ul>	<ul style="list-style-type: none"> <li>Sing with confidence using a wider vocal range.</li> <li>Sing in tune.</li> <li>Sing with awareness of pulse and control of rhythm.</li> <li>Recognise simple structures. (Phrases).</li> <li>Sing expressively with awareness and control at the expressive elements. E.g. timbre, tempo, dynamics.</li> <li>Sing songs and create different vocal effects.</li> <li>Understand how mouth shapes can affect voice sounds.</li> <li>Internalise sounds by singing parts of a song ‘in their heads.’</li> </ul>	<ul style="list-style-type: none"> <li>Sing songs with increasing control of breathing, posture and sound projection.</li> <li>Sing songs in tune and with an awareness of other parts.</li> <li>Identify phrases through breathing in appropriate places.</li> <li>Sing with expression and rehearse with others.</li> <li>Sing a round in two parts and identify the melodic phrases and how they fit together.</li> <li>Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice.</li> </ul>
<b>Listening, Memory and Movement.</b>	<ul style="list-style-type: none"> <li>Recall and remember short songs and sequences and patterns of sounds.</li> <li>Respond physically when performing, composing and appraising music.</li> <li>Identify different sound sources.</li> <li>Identify well-defined musical features.</li> </ul>	<ul style="list-style-type: none"> <li>Identify melodic phrases and play them by ear.</li> <li>Create sequences of movements in response to sounds.</li> <li>Explore and chose different movements to describe animals.</li> <li>Demonstrate the ability to recognise the use of structure and expressive elements through dance.</li> <li>Identify phrases that could be used as an introduction, interlude and ending.</li> </ul>	<ul style="list-style-type: none"> <li>Internalise short melodies and play these on pitched percussion (play by ear).</li> <li>Create dances that reflect musical features.</li> <li>Identify different moods and textures.</li> <li>Identify how a mood is created by music and lyrics.</li> <li>Listen to longer pieces of music and identify features.</li> </ul>
<b>Controlling pulse and rhythm</b>	<ul style="list-style-type: none"> <li>Identify the pulse in different pieces of music.</li> <li>Identify the pulse and join in getting faster and slower together.</li> <li>Identify long and short sounds in music.</li> <li>Perform a rhythm to a given pulse.</li> <li>Begin to internalise and create rhythmic patterns.</li> <li>Accompany a chant or song by clapping or playing the pulse or rhythm.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise rhythmic patterns.</li> <li>Perform a repeated pattern to a steady pulse.</li> <li>Identify and recall rhythmic and melodic patterns.</li> <li>Identify repeated patterns used in a variety of music. (Ostinato).</li> </ul>	<ul style="list-style-type: none"> <li>Identify different speeds of pulse (tempo) by clapping and moving.</li> <li>Improvise rhythm patterns.</li> <li>Perform an independent part keeping to a steady beat.</li> <li>Identify the metre of different songs through recognising the pattern of strong and weak beats.</li> <li>Subdivide the pulse while keeping to a steady beat.</li> </ul>
<b>Exploring sounds, melody and accompaniment.</b>	<ul style="list-style-type: none"> <li>To explore different sound sources.</li> <li>Make sounds and recognise how they can give a message.</li> <li>Identify and name classroom instruments.</li> <li>Create and chose sounds in response to a given stimulus.</li> <li>Identify how sounds can be changed.</li> <li>Change sounds to reflect different stimuli.</li> </ul>	<ul style="list-style-type: none"> <li>Identify ways sounds are used to accompany a song.</li> <li>Analyse and comment on how sounds are used to create different moods.</li> <li>Explore and perform different types of accompaniment.</li> <li>Explore and select different melodic patterns.</li> <li>Recognise and explore different combinations of pitch sounds.</li> </ul>	<ul style="list-style-type: none"> <li>Skills development for this element are to be found within ‘Control of instruments’ and ‘Composition’.</li> </ul>
<b>Control of instruments</b>	<ul style="list-style-type: none"> <li>Play instruments in different ways and create sound effects.</li> <li>Handle and play instruments with control.</li> <li>Identify different groups of instruments.</li> </ul>	<ul style="list-style-type: none"> <li>Identify melodic phrases and play them by ear.</li> <li>Select instruments to describe visual images.</li> <li>Choose instruments on the basis of internalised sounds.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and control different ways percussion instruments make sounds.</li> <li>Play accompaniments with control and accuracy.</li> <li>Create different effects using combinations of pitched sounds.</li> <li>Use ICT to change and manipulate sounds.</li> </ul>
<b>Composition</b>	<ul style="list-style-type: none"> <li>Contribute to the creation of a class composition.</li> <li>Basic skills developments for composition in KS1 are to be found within ‘Exploring sounds’.</li> </ul>	<ul style="list-style-type: none"> <li>Create textures by combining sounds in different ways.</li> <li>Create music that describes contrasting moods/emotions.</li> <li>Improvise simple tunes based on the pentatonic scale.</li> <li>Compose music in pairs and make improvements to their own work.</li> <li>Create an accompaniment to a known song.</li> <li>Create descriptive music in pairs or small groups.</li> </ul>	<ul style="list-style-type: none"> <li>Identify different starting points or composing music.</li> <li>Explore, select combine and exploit a range of different sounds to compose a soundscape.</li> <li>Write lyrics to a known song.</li> <li>Compose a short song to own lyrics based on everyday phrases.</li> <li>Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition.</li> </ul>
<b>Reading and writing notation</b>	<ul style="list-style-type: none"> <li>Perform long and short sounds in response to symbols.</li> <li>Create long and short sounds on instruments.</li> <li>Play and sing phrase from dot notation.</li> <li>Record their own ideas.</li> <li>Make their own symbols as part of a class score.</li> </ul>		<ul style="list-style-type: none"> <li>Perform using notation as a support.</li> <li>Sing songs with staff notation as support.</li> </ul>

	Year 1 and 2	Year 3 and 4	Year 5 and 6
Performance skills	<ul style="list-style-type: none"><li>Perform together and follow instructions that combine the musical elements.</li></ul>	<ul style="list-style-type: none"><li>Perform in different ways, exploring the way the performers are a musical resource.</li><li>Perform with awareness of different parts.</li></ul>	<ul style="list-style-type: none"><li>Present performances effectively with awareness of audience, venue and occasion.</li></ul>
Evaluating and appraising	<ul style="list-style-type: none"><li>Choose sounds and instruments carefully and make improvements to their own and others' work.</li></ul>	<ul style="list-style-type: none"><li>Recognise how music can reflect different intentions.</li></ul>	<ul style="list-style-type: none"><li>Improve their work through analysis, evaluation and comparison.</li></ul>