

Progression skills for: Music



	Year 1 and 2	Year 3 and 4	Year 5 and 6
Singing songs with control and using the voice expressively.	<ul style="list-style-type: none"> ✓ 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. 	<ul style="list-style-type: none"> ✓ 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.' 	<ul style="list-style-type: none"> ✓ 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.	<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. ✓ Identify different sound sources. ✓ Identify well-defined musical features. 	<ul style="list-style-type: none"> ✓ 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. 	<ul style="list-style-type: none"> ✓ 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	<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.
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. ✓ Explore and select different melodic patterns. ✓ Recognise and explore different combinations of pitch sounds. 	<ul style="list-style-type: none"> ✓ Skills development for this element are to be found within 'Control of instruments' and 'Composition'.

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<p>Control of instruments</p>	<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. ✓ Choose instruments on the basis of internalised sounds. 	<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. ✓ Use ICT to change and manipulate sounds.
<p>Composition</p>	<ul style="list-style-type: none"> ✓ Contribute to the creation of a class composition. ✓ Basic skills developments for composition in KS1 are to be found within 'Exploring sounds'. 	<ul style="list-style-type: none"> ✓ 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. 	<ul style="list-style-type: none"> ✓ 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.
<p>Reading and writing notation</p>	<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.
<p>Performance skills</p>	<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.
<p>Evaluating and appraising</p>	<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.