



Progression of Skills in Music

| | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| <i>Singing songs with control and using the voice expressively.</i> | <ul style="list-style-type: none"> Sing in a group or on their own, increasingly matching the pitch and following the melody. Sing a range of well-known nursery rhymes and songs (ELG) | <ul style="list-style-type: none"> Sing songs musically and understand how to warm up and project the voice whilst demonstrating good posture | <ul style="list-style-type: none"> Improvise a simple rhythm using different instruments including the voice. Use his/her voice expressively and creatively by singing songs and speaking chants and rhymes with growing confidence Sing a song in two parts | <ul style="list-style-type: none"> Sing songs with multiple parts with increasing confidence Play and perform in solo or ensemble contexts with confidence | <ul style="list-style-type: none"> Sing as part of an ensemble with confidence and precision | <ul style="list-style-type: none"> Sing as part of an ensemble with increasing confidence and precision Improvise with increasing confidence using own voice, rhythms and varied pitch | <ul style="list-style-type: none"> Sing as part of an ensemble with full confidence and precision |
| <i>Listening, Memory and Movement.</i> | <ul style="list-style-type: none"> Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Combine different movements with ease and fluency | <ul style="list-style-type: none"> Listen to music with sustained concentration Discuss feelings and emotions linked to different pieces of music | <ul style="list-style-type: none"> Listen with concentration and understanding to a range of high-quality live and recorded music. Develop an understanding of melody, the words and their importance in the music being listened to Experiment with, create, select and combine sounds using the inter-related dimensions of music | <ul style="list-style-type: none"> Listen with direction to a range of high quality music | <ul style="list-style-type: none"> Listen to and recall sounds with increasing aural memory | <ul style="list-style-type: none"> Listen with attention to detail and recall sounds with increasing aural memory | <ul style="list-style-type: none"> Listen with attention to detail and recall sounds with increasing aural memory and accuracy Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians |
| <i>Controlling pulse and rhythm</i> | <ul style="list-style-type: none"> Perform songs, rhymes, poems and stories with others, and (when | <ul style="list-style-type: none"> Find the pulse whilst listening to music and using movement | <ul style="list-style-type: none"> Build an understanding of the pulse and internalise it when | <ul style="list-style-type: none"> Find the pulse within the context of different | <ul style="list-style-type: none"> Copy increasingly challenging rhythms using body percussion and | <ul style="list-style-type: none"> Understand how pulse, rhythm and pitch work together | |



Small school.



Big hearts.



Big ambitions.



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| | appropriate) try to move in time with music (ELG) | <ul style="list-style-type: none"> • Begin to understand that the rhythm is a mixture of long and short sounds that happen over the pulse • Understand that tempo describes how fast or slow the music is • Learn and perform chants, rhythms, raps and songs | <p>listening to a piece of music.</p> <ul style="list-style-type: none"> • Improvise a simple rhythm using different instruments including the voice. | songs/music with ease | untuned instruments where appropriate | <ul style="list-style-type: none"> • Improvise with increasing confidence using own voice, rhythms and varied pitch | |
| Exploring sounds, melody and accompaniment. | <ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. | <ul style="list-style-type: none"> • Use the correct musical language to describe a piece of music • Listen to, copy and repeat a simple rhythm or melody • Understand that pitch describes how high or low sounds are • Understand that dynamics describe how loud or quiet the music is • Recognise different instruments | <ul style="list-style-type: none"> • Understand that timbre describes the character or quality of a sound • Understand that texture describes the layers within the music • Develop an understanding of melody, the words and their importance in the music being listened to | <ul style="list-style-type: none"> • Begin to listen to and recall sounds with increasing aural memory | <ul style="list-style-type: none"> • Confidently recognise a range of musical instruments and the different sounds they make | | <ul style="list-style-type: none"> • |
| Control of instruments | | | <ul style="list-style-type: none"> • Improvise a simple rhythm using different instruments including the voice. • Use tuned and untuned classroom percussion to play accompaniments and tunes • Play instruments using the correct | <ul style="list-style-type: none"> • Confidently recognise a range of musical instruments | | | |





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| | | | techniques with respect | | | | |
| Composition | <ul style="list-style-type: none"> Create collaboratively, sharing ideas, resources and skills. Explore and engage in music making and dance, performing solo or in groups. | <ul style="list-style-type: none"> Learn to follow the conductor or band leader | <ul style="list-style-type: none"> Understand that structure describes how different sections of music are ordered Use tuned and untuned classroom percussion to compose and improvise | <ul style="list-style-type: none"> Understand that improvisation is when a composer makes up a tune within boundaries Understand that composition is when a composer writes down and records a musical idea | <ul style="list-style-type: none"> Confidently recognise and explore a range of musical styles and traditions and know their basic style indicators | <ul style="list-style-type: none"> Compose complex rhythms from an increasing aural memory | <ul style="list-style-type: none"> Create a simple composition and record using formal notation Improvise and compose music for a range of purposes using the inter-related dimensions of music |
| Reading and writing notation | | | | <ul style="list-style-type: none"> Develop an understanding of formal, written notation which includes crotchets and rests | <ul style="list-style-type: none"> Develop an understanding of formal, written notation which includes minims and quavers | <ul style="list-style-type: none"> Use and develop an understanding of formal, written notation which includes staff, semibreves and dotted crotchets | <ul style="list-style-type: none"> Develop a deeper understanding of the history and context of music Deepen an understanding and use of formal, written notation which includes staff, semibreves and dotted crotchets |
| Performance skills | <ul style="list-style-type: none"> Return to and build on their previous learning, refining ideas and developing their ability to represent them. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music (ELG) | | <ul style="list-style-type: none"> Practise, rehearse and present performances to audiences with a growing awareness of the people watching | | <ul style="list-style-type: none"> Play and perform in solo or ensemble contexts with increasing confidence | <ul style="list-style-type: none"> Play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression | <ul style="list-style-type: none"> Play and perform in solo or ensemble contexts with increasing accuracy, control, fluency and expression |





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| <p>Evaluating and appraising</p> | <ul style="list-style-type: none">• Listen attentively, move to and talk about music, expressing their feelings and responses. | | <ul style="list-style-type: none">• Begin to describe a piece of music using a developing understanding of the interrelated musical dimensions | | <ul style="list-style-type: none">• Use musical language to appraise a piece or style of music | <ul style="list-style-type: none">• Develop an increasing understanding of the history and context of music | <ul style="list-style-type: none">• Appropriately discuss the dimensions of music and recognise them in music heard |
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