**Progression of Skills in Music**

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|  | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| PERFORMING | Enjoys joining in with dancing and ring games (30-50 months)  Sings a few familiar songs (30-50 months)  Begins to build a repertoire of songs and dances (40-60 months)  Beginning to move rhythmically (30-50 months) | Take part in singing.   * Use voice in different ways to create different effects   Follow instructions on how and when to sing/play an instrument.  Take notice of others when performing.  Know how sounds are made and changed.   * Make sounds with a slight difference, with help.   Imitate changes in pitch– high and low.  Vary dynamics (volume) as one way to show expression | To begin to use their voices confidently when singing  To sing with the sense of the shape of a melody  Sing with an awareness of pulse and control of rhythm.  To identify when to breathe within a phrase length  Sing songs using expressions and creativity  Follow pitch movements with their hands and use high, low and middle voices.  Begin to sing with control of pitch  To be aware of other performers when singing as an ensemble  Handle and play instruments with control | Sing songs from memory with accurate pitch and in tune.  Show control in voice and pronounce the words in a song clearly (diction).    Maintain a simple part within an ensemble.  Play notes on instruments clearly and including steps/ leaps in pitch. | * Sing with confidence using a wider vocal range. * Sing with awareness of pulse and control of rhythm. * Recognise simple structures. (phrases). * Sing expressively with awareness and control of the expressive elements. e.g. timbre, tempo, dynamics. * Understand how mouth shapes can affect voice sounds.   Internalise sounds by singing parts of a song ‘in their heads.’   * To perform using an increased number of notes * Play from dot notation   Perform being aware of the audience   * Perform in different ways | * Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression * Show control, phrasing and expression in singing. * Hold part in a round (pitch/structure). * Perform in solo and ensemble contexts using a variety of techniques, confidently, expressively and in tune.   Improvise on own with increasing aural memory | Perform songs from memory with awareness of the audience  To perform with accuracy, control and expression  Sing and perform confidently  To sing in solo, unison and parts  To sing from memory with confidence and expression  To identify phases within a song and understand how to use their breath for control  To sing with clear dictation and control  To be aware of the audience when performing  To sing in solo, unison and parts |
| COMPOSING | Explores and learns how sounds can be changed (30-50 months)  Explores the different sounds of instruments (40-60 months) | Make and control long and short sounds (duration).  Make a sequence of long and short sounds with help (duration).  Clap longer rhythms with help.  Make different sounds (high and low– pitch; loud and quiet– dynamics; fast and slow-tempo; quality of the sound, e.g. smooth, crisp, scratchy, rattling, tinkling etc.– timbre)  Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.). | To create sounds for a specific effect  To choose instruments based upon the sounds they create  Contribute to a group / class composition piece  To identify and keep tempo  To perform rhythmical patterns and accompaniments, keeping a steady pulse  Use clapping to the beat to accompany a chant or song | Use musical dimensions together to compose music.  Play with a sound then symbol approach.  Use silence for effect and know symbol for a rest (duration)  Compose and perform melodies using two or three notes.  Use sound to create abstract effects (including using ICT).  Create/ improvise repeated patterns (ostinato) with a range of instruments.  Effectively choose, order, combine and control sounds (texture/ structure)  Improvise (including call and response) within a group using 1 or 2 notes | Choose instruments based upon their internalised sound   * Create textures by combining sounds * Choose instruments based upon their internal sound * Compose music in pairs * To join layers of sound to reflect musical dynamics   Make comments about the effectiveness of someone’s work   * Explore different combinations of pitch * Create music to reflect a feeling / mood * Show musical expression by changing dynamics | * Use a variety of different musical devices including melody, rhythms and chords. * Record own compositions. * Create own songs. * Identify where to place emphasis and accents in a song to create effects (duration). * Know how pulse, rhythm and pitch fit together. * Improvise and compose music for a range of purposes using the inter-related dimensions of music | Explore, select and combine a range of different sounds  Compose music in pairs or groups based upon a given stimulus  Show thoughtfulness in selecting sounds and structures  Use a variety of different musical devices  To compose a short song  To write lyrics to express a feeling / mood  Develop their musical ideas into a completed composition  To create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures |
| LISTENING | Taps out simple repeated rhythms (30-50 months) | Hear the pulse in music.  Hear different moods in music.  Identify texture– one sound or several sounds  Listen for different types of sounds. | To identify the pulse in different pieces of music or songs  To begin to understand musical notation (picture form)  To name musical instruments | * Describe different purposes of music in history/ other cultures.   Start to use musical dimensions’ vocabulary to describe music– duration, timbre, pitch, dynamics, tempo, texture, structure.  Use these words to identify where music works well/ needs improving.  Know number of beats in a minim, crotchet, quaver and semibreve and recognise symbols (duration). | * To explore and comment on sounds and how they reflect different moods * Recognise that music can reflect different intentions * Identify different phrases used at an introduction, interlude and ending * Recognise rhythmic patterns * Comment on how different combinations of sounds are used to express feelings / mood | * Use a range of words to describe music (e.g. duration, timbre, pitch, dynamics, tempo, texture, structure, beat, rhythm, metre, silence, riff, ostinato, melody, harmony, chord, flat, sharp, dotted rhythm, staccato, legato, crescendo, diminuendo).   Use these words to identify strengths and weaknesses in own and others’ music.   * Listen with attention to detail and recall sounds with increasing aural memory   Describe different purposes of music in history/ other cultures. | Notice, comment on and compare different musical styles  Analyse and compare music features using musical vocabulary  To describe, analyse and compare different types of music  To develop an understanding of the history of music from different, cultures, traditions, composers and musicians evaluating how venue, occasion and purpose effects the way that music is created and performed. |