**Progression of Skills**

**In Music Y1-Y6**

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|  | **Foundation Stage** | **Year 1 and 2** | **Year 3 and 4** | **Year 5 and 6** |
| **Singing songs with control and using the voice expressively.** | * To find a singing voice and use their voice confidently. * Sing with awareness of other performances. * Sing a melody accurately at their own pitch. | * 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. | * 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.’ | * 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.** | * Remember short songs and sounds. * Repeat patterns of sounds. * Responds physically when performing music. | * 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. | * 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. | * 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** | * Understand fast and slow. * Accompany a chant or song. * Accompany a chant or song by clapping the rhythm. | * 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. * 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.** | * To explore different sound sources. * Make sounds using classroom instruments. * Identify and name classroom instruments. | * 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. | * 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. | * Skills development for this element are to be found within ‘Control of instruments’ and ‘Composition’. |
| **Control of instruments** | * Show an awareness of how instruments are played. * Play untuned instruments. * Play untuned instruments with control. | * Play instruments in different ways and create sound effects. * Handle and play untuned and some tuned instruments with control. * Identify different groups of instruments. | * Identify melodic phrases and play them by ear. * Select instruments to describe visual images. * Choose instruments on the basis of internalised sounds. * Play tuned and untuned instruments with control. | * 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. |
| **Composition** | * To explore different sound sources. * Make sounds using classroom instruments. * Contribute to a creation of a class composition. | * Contribute to the creation of a class composition. * Basic skills developments for composition in KS1 are to be found within ‘Exploring sounds.’ | * 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. | * 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. |
| **Reading and writing notation** | * Use long and short sounds. * Create long and short sounds. * Create long and short sounds using classroom instruments. | * 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. |  | * Perform using notation as a support. * Sing songs with staff notation as support. |
| **Performance skills** | * Perform in front of others. * Perform while showing an awareness of others. * Perform and be a part of an audience. | * 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** | * Understand importance of being part of an audience and praising others. | * 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. |
| **The History of Music** | * Listen to music from a range of periods, genres, styles and traditions. | * Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions * Learn about the lives and works of the great composers and musicians | * Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions * Learn about the lives and works of the great composers and musicians | * Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions * Learn about the lives and works of the great composers and musicians |
| **Appreciating and Understanding** | * Listen to live and recorded music. | • Listen to live and recorded music from a wide range of influences, responding appropriately to the context. | * Listen to live and recorded music from a wide range of influences, responding appropriately to the context. * Discuss how the elements of music are used in pieces from different periods, styles and cultures. | * Listen with increased concentration to live and recorded music from different traditions, genres, styles and times, responding appropriately to the context. * Share opinions about music and be willing to justify these. |