



Music : Progression of Skills

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Use of voice expressively	<ul style="list-style-type: none"> Explore the use of the voice in different ways such as speaking, singing and chanting. Discover how the voice can produce rhythm and pulse, high and low (pitch) to create different effects. Find out how to sing with expression, confidence and creativity to an audience. 	<ul style="list-style-type: none"> Sing with a sense of the shape of a melody. To represent sounds with symbols. To improvise in making sounds with the voice. Perform songs using creativity and expression and create dramatic effect. 	<ul style="list-style-type: none"> Sing in tune. Perform simple melodic and rhythmic parts. Improvise repeated patterns. Beginning to understand the importance of pronouncing the words in a song well. Start to show control in voice. Perform with confidence. 	<ul style="list-style-type: none"> Sing in tune with awareness of others. Perform simple melodic and rhythmic parts with awareness of others. Improvise repeated patterns growing in sophistication. Sing songs from memory with accurate pitch. Maintain a simple part within a group. Understand the importance of pronouncing the words in a song well. Show control in voice. Play notes on instruments with care so they sound clear. Perform with control and awareness of what others in the group are singing or playing. 	<ul style="list-style-type: none"> To create songs with an understanding of the relationship between lyrics and melody. Whilst performing by ear and from notations, To maintain my own parts with awareness of how the different parts fit together and the need to achieve an overall effect. Breathe well and pronounce words, change pitch and show control in singing. Perform songs with an awareness of the meaning of the words. Hold a part in a round. Perform songs in a way that reflects there meaning and the occasion. Sustain a drone or melodic ostinato to accompany singing. Play an accompaniment on an instrument (e.g. glockenspiel, bass drum or cymbal). 	<ul style="list-style-type: none"> Perform significant parts from memory and from notations with awareness of my own contribution. Refine and improve my own work. Sing or play from memory with confidence, expressively and in tune. Perform alone and in a group, displaying a variety of techniques. Take turns to lead a group. Sing a harmony part confidently and accurately.
Play tuned and untuned instruments.	<ul style="list-style-type: none"> Play instruments showing an awareness of others. Repeat and investigate simple beats and rhythms. Learn to play sounds linking with symbols. Understand how to play an instrument with care and attention. 	<ul style="list-style-type: none"> Perform simple patterns and accompaniments keeping to a steady pulse. Recognise and explore how sounds can be organised. Respond to starting points that have been given Understand how to control playing a musical instrument so that they sound, as they should. 	<ul style="list-style-type: none"> To compose music that combines musical elements. Carefully choose sounds to achieve an effect. Order my sounds to help create an effect. Create short musical patterns with long and short sequences and rhythmic phrases. 	<ul style="list-style-type: none"> Compose music that combines several layers of sound. Awareness of the effect of several layers of sound. compose and perform melodies and songs. (Including using ICT). Use sound to create abstract effects. Recognise and create repeated patterns with a range of instruments. Create accompaniments for tunes. Carefully choose order, combine and control sounds with awareness of their combined effect. 	<ul style="list-style-type: none"> Use the venue and sense of occasion to create performances that are appreciated by the audience. Compose by developing ideas within musical structures. Improvise melodic and rhythmic phases as part of a group performance. Improvise within a group. 	<ul style="list-style-type: none"> Improvise melodic and rhythmic material within given structures. Show thoughtfulness in selecting sounds and structures to convey an idea. Create my own musical patterns. Use a variety of different musical devices including melody, rhythms, and chords.
Listen with concentration and understanding.	<ul style="list-style-type: none"> Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.). Reflect on music and say how it makes people feel, act and move. Respond to different composers and discuss different genres of music. 	<ul style="list-style-type: none"> Notice how music can be used to create different moods and effects and to communicate ideas. Listen and understand how to improve own composition. Sort composers in to different genres and instruments in to different types. 	<ul style="list-style-type: none"> To notice and explore the way sounds can be combined and used expressively. Listen to different types of composers and musicians. 	<ul style="list-style-type: none"> To notice, analyse and explore the way sounds can be combined and used expressively. To comment on musicians use of technique to create effect. 	<ul style="list-style-type: none"> Notice and explore the relationship between sounds. Notice and explore how music reflects different intentions. 	<ul style="list-style-type: none"> Notice, comment on and compare the use of musical devises. Notice, comment on and compare the relationship between sounds. Notice, comment on, compare and explore how music reflects different intentions.
Experiment with, select and combine sounds. Use and understand staff and other notation	<ul style="list-style-type: none"> Create a sequence of long and short sounds with help, including clapping longer rhythms. Investigate making sounds that are very different (loud and quiet, high and low etc.). Explore own ideas and change as desired. Perform long and short sounds in response to symbols. 	<ul style="list-style-type: none"> Choose carefully and order sounds in a beginning, middle and end. Use sounds to achieve an effect. (including use of ICT) Create short musical patterns. Investigate long and short sounds Explore changes in pitch to communicate an idea. Perform long and short sounds in response to symbols. Create long and short sounds on instruments. 	<ul style="list-style-type: none"> Play and sing phrases from dot notation. Record their own ideas. Make their own symbols as part of a class score. 	<ul style="list-style-type: none"> Begin to use Staff and musical notation when composing work. Know how many beats in a minim, crotchet and semibreve and to recognise their symbols. Know the symbol for a rest in music, and use silence for effect in my music 	<ul style="list-style-type: none"> Know and use standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. Read the musical stave and can work out the notes, EGBDF and FACE. Draw a treble clef at the correct position on the stave. 	<ul style="list-style-type: none"> Use of a variety of notation when performing and composing. Compose music for different occasions. Quickly read notes and know how many beats they represent. Use a range of words to help describe music. (e.g. pitch, duration, dynamics, tempo, timbre, texture, and silence. Describe music using musical words and use this to identify strengths and weaknesses in music.