

Music Progression of skills

	KS1	Lower KS2 Y3 Y4	Upper KS2 Y5 Y6
Singing songs with control and using the voice expressively	<ul style="list-style-type: none"> • Find singing voice and use voices confidently • Sing melody accurately • Sing with a sense of awareness of pulse and rhythm • Sing songs with expression • Begin to control pitch • Sing with awareness of other performers. 	<ul style="list-style-type: none"> • Sing with confidence using a wider vocal range • Sing with accurate pitch • Sing with awareness of pulse control and rhythm • Recognise simple structures • Sing expressively with awareness and control of timbre tempo and dynamics • Sing songs and create different vocal effect 	<ul style="list-style-type: none"> • Sing songs with increasing control of breathing posture and sound projection • sing songs in tune and with awareness of other parts • identify phrases through breathing in appropriate places • sing with expression and rehearse with others • 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 songs and sequences of sounds • Respond physically when performing composing and enjoying music • 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 • Demonstrate the ability to recognise structure and expressive elements through dance • Identify phrases that could be used as an introduction or ending 	<ul style="list-style-type: none"> • Internalise short melodies and play these on pitched percussion • Create movements 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 rhythm and pulse	<ul style="list-style-type: none"> • Identify pulses in music • Identify pulse and join in getting faster and slower together • Identify long and short sounds • Perform a rhythm to a given pulse 	<ul style="list-style-type: none"> • Recognise rhythm patterns • Perform a repeated pattern to a steady pulse • Identify and recall rhythm and melodic patterns 	<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
Exploring sounds melody and accompaniment	<ul style="list-style-type: none"> • Explore different sound sources • Identify and name instruments • Create and change sounds in response to stimuli • Identify how sounds can be changed • Change sounds to reflect different stimuli. 	<ul style="list-style-type: none"> • Explain the effect of silences in a piece of music • Identify different purposes of music • Identify character in a piece of music 	<ul style="list-style-type: none"> • Skills development for this element are within control of instruments and composition
Control of instruments	<ul style="list-style-type: none"> • Play a variety of tuned and untuned instruments • Handle and play instruments with control • Identify different groups of instruments 	<ul style="list-style-type: none"> • Identify different melodic phrases and ply 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

Composition	<ul style="list-style-type: none"> Contribute to the creation of a class composition 	<ul style="list-style-type: none"> Create textures by combining sounds in different ways Create music that describes contrasting moods and 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 	<ul style="list-style-type: none"> Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition.
Reading and writing notation	<ul style="list-style-type: none"> Perform long and short sounds in response to symbols <ul style="list-style-type: none"> Create long and short sounds on instruments <ul style="list-style-type: none"> Play and sing a phrase from dot notation <ul style="list-style-type: none"> Record own ideas Use symbols to represent sounds 		<ul style="list-style-type: none"> Perform using notation as a support Sing songs with staff notation as support
Performance skills	<ul style="list-style-type: none"> Perform together and follow instructions that combine musical elements 	<ul style="list-style-type: none"> Perform in different ways, exploring the way the performers are a musical resource Perform with an awareness of different parts 	<ul style="list-style-type: none"> Present performances effectively with awareness of audience, venue and occasion
Evaluating and appraising	<ul style="list-style-type: none"> Choose sounds and instruments carefully and make improvements to their own and other's work. 	<ul style="list-style-type: none"> Recognise how music can reflect different intentions 	<ul style="list-style-type: none"> Improve their work through the analysis evaluation and comparison