

Music Skills Progression								
Controlling Sounds through singing and playing (Play and Perform)								
EYFS Skills	KS1 Skills	Year 1	Year 2	KS2 Skills	Year 3	Year 4	Year 5	Year 6
<p>Take part in singing</p> <p>Follow Instructions on when to sing</p>	<p>Use voices expressively</p>	<p>To use voices in different ways such as speaking, singing and chanting.</p> <p>To sing a melody accurately at their own pitch.</p>	<p>To use voices expressively and creatively.</p> <p>To sing with the sense of shape of the melody.</p> <p>To begin to sing with control of pitch.</p>	<p>Sing songs in unison and two parts</p>	<p>To sing in tune</p> <p>To sing with an awareness of pulse and control of rhythm</p> <p>To sing in unison, becoming aware of pitch.</p>	<p>To sing songs and create different vocal effects</p> <p>To internalise sounds by singing parts of a song in their head</p> <p>To sing in unison maintaining the correct pitch and using increasing expression.</p>	<p>To sing songs with increasing control of breathing posture and sound projection</p> <p>To sing a song in two parts and identify the melodic phrases and how they fit together.</p> <p>To sing in unison with clear diction, controlled pitch and sense of phrase.</p>	<p>To sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation</p> <p>To sing in solo, unison and in parts with clear diction, controlled pitch and with sense of phrase.</p>
<p>Take part in playing</p> <p>Follow Instructions on when to play an instrument</p>	<p>Play tuned and un-tuned instruments</p>	<p>To create and choose sounds</p> <p>To perform simple rhythmical patterns, beginning to show an awareness of pulse.</p> <p>To follow instructions on how and when to sing or play an instrument.</p>	<p>To create and choose sounds for a specific effect.</p> <p>To perform rhythmical patterns and accompaniments, keeping a steady pulse.</p> <p>To make and control long and short sounds, using voice and instruments.</p>	<p>To play tuned and un-tuned instruments with control and accuracy</p>	<p>To perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes.</p> <p>To play notes on an instrument with care so that they are clear.</p>	<p>To play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics.</p>	<p>To play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression.</p>	<p>To play and perform with accuracy, fluency, control and expression</p> <p>To sustain a drone or a melodic ostinato to accompany singing.</p>
	<p>Rehearse and perform with others</p>	<p>To think about others when performing.</p>	<p>To think about others while performing and follow instructions</p>	<p>To practise, rehearse and present</p>	<p>To think about others while performing.</p>	<p>To think about others while performing.</p>	<p>To maintain my own part and be aware</p>	<p>To think about the audience when</p>

			that combine musical elements.	performances with an awareness of the audience	To select instruments to describe visual images.	To choose instruments on the basis of internalised sounds.	how the different parts fit together.	performing and how to create a specific effect.
Creating and developing musical ideas (Create and Compose)								
Clap short, rhythmic patterns Make different sounds (high and low – pitch; loud and quiet – dynamics; fast and slow – tempo; quality of the sound – smooth, crisp, scratchy, rattling, tinkling etc...- timbre)	Create musical patterns	To know about and experiment with sounds To create a sequence of long and short sounds	To repeat short rhythmic and melodic patterns and clap rhythms To create a mixture of different sounds (long, short, loud and quiet, high and low)	Improvise, developing rhythmic and melodic material when performing	To create simple rhythmical patterns that use a small range of notes.	To create rhythmical and simple melodic patterns using an increased number of notes.	To create increasingly complicated rhythmic and melodic phrases within given structures.	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.
	Explore, choose and organise sounds and musical ideas	To recognise and explore how sounds can be organised, To identify and organise sounds using simple criteria e.g. loud, soft, high low.	To begin to explore and choose and order sounds using the inter-related dimensions of music*.	Explore, choose, combine and organise musical ideas with musical structures	To begin to join simple layers of sound, e.g. a background rhythm and a solo melody.	To join layers of sound, thinking about musical dynamics of each layer and understanding the effect.	To create increasingly complicated rhythmic and melodic phrases within given structures	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.
Responding and reviewing appraising skills								
Take note of others when performing	Explore and express ideas and feelings about music using movement, dance and expressive and musical language	To talk about how music makes you feel or want to move. E.g. it makes me want to jump/sleep/shout	To respond to different moods in music and explain thinking about changes in sound	Analyse and compare sounds Explore and explain ideas and feelings about music using movement, dance and expressive and musical language.	To explore and comment on the ways sounds can be used	To recognise and explore the ways sounds can be combined and used expressively and comment on this effect	To describe, compare and evaluate different types of music beginning to use musical words.	To describe, compare and evaluate different types of music using a range of musical vocabulary including the inter-related dimensions of music*.

	To make improvements to my own work	To think about and make simple suggestions about what could make their own work better. E.g: play faster or louder.	To identify what improvements could be made to own work and make these changes, including altering use of voice, playing of and choice of instruments.	To reflect on and improve own and others work in relation to its intended effect	To comment on the effectiveness of own work, identifying and making improvements.	To comment on the effectiveness of one work, identifying and making improvements based on its intended outcome.	To comment on the success of own and others work, suggesting improvements based on intended outcomes.	To evaluate the success of own and others work, suggesting specific improvements based on intended outcomes and comment on how this could be achieved.
Listening and applying knowledge and understanding								
To choose sounds to represent different things (the thunder, sea etc...)	To listen with concentration and recall sounds within increasing aural memory.	To begin to identify simple repeated patterns and follow basic musical instructions. To identify the beat of a tune	To identify and recognise repeated patterns and follow a wider range of musical instructions. To recognise changes in timbre, dynamics and pitch.	To listen with attention to detail and to internalise and recall sounds.	To listen with attention and begin to recall sounds.	To listen to and recall patterns of sounds with increasing accuracy.	To listen to and recall a range of sounds and patterns of sounds confidently.	To listen to, internalise and recall sounds and patterns of sounds with accuracy and confidence.
	To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used	To begin to understand that musical elements can be used to create different moods and effects.	To understand how musical elements create different moods and effects.	To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and	To begin to understand how different musical elements are combined and used to create an effect.	To understand how different musical elements are combined and used expressively using musical vocabulary	To choose from a wide range of musical vocabulary to accurately describe and appraise music including: <ul style="list-style-type: none"> • pitch • dynamics • tempo • timbre 	To choose from a wide range of musical vocabulary to accurately describe and appraise music including: <ul style="list-style-type: none"> • pitch • dynamics • tempo • timbre

	expressively within simple structures.			silence can be organised within musical structures and used to communicate different moods and effects.	To use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music	<ul style="list-style-type: none"> • texture • lyrics and melody • sense of occasion • expressive • solo • rounds • harmonies • accompaniments • drones • cyclic patterns • combination of musical elements 	<ul style="list-style-type: none"> • texture • lyrics and melody • sense of occasion • expressive • solo • rounds • harmonies • accompaniments • drones • cyclic patterns • combination of musical elements <p>To describe how lyrics often reflect the cultural context of music and have social meaning</p>	
	To understand that sounds can be made in different ways and described using given and invented signs and symbols.	To begin to represent sounds with simple sounds including shapes and marks	To confidently represent sounds with a range of symbols, shapes or marks	To know that music is produced in different ways and described through relevant established and invented notations.	To begin to recognise simple notations to represent music, including pitch and volume. To recognise the notes EGBDF and FACE on the musical staff	To understand and begin to use established and invented musical notations to represent music To recognise the symbols for a minim crotchet and semibreve and say how many beats they represent	To begin to identify the relationship between sounds and how music can reflect different meanings. To use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play To read and create notes on the musical staff	To identify and explore the relationship between sounds and how music can reflect different meanings To understand the purpose of the treble and bass clefs and use them in transcribing compositions To understand and use the # and b symbols. To use and understand simple time signatures

	To know how music is used for particular purposes.	To listen to short, simple pieces of music and talk about when and why they may hear it. E.g: a lullaby or Wedding march.	To listen to pieces of music and discuss where and when they may be heard explaining why using simple musical vocabulary. E.g. It's quiet and smooth so it would be good for a lullaby.	To understand how time and place can influence the way music is created.	To listen to and begin to respond to music drawn from different traditions and great composers and musicians.	To listen to, understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians.	To listen to a range of high quality, live and recorded music from different traditions, composers and musicians and begin to discuss their differences and how music may have changed over time.	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.
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***Inter-related dimensions of music (dynamics):**

PULSE: the steady beat of a piece of a piece of music

PITCH: the melody and the way the notes change from low to high and vice versa.

RHYTHM: or duration is the pattern of long and short sounds in a piece of music

DYNAMICS: Loud and soft

TEMPO: Fast and slow

TIMBRE: The type of sound – whisper/hum/sing/talk (examples with the voice) or twinkly/hard/soft (examples with instruments)

TEXTURE: Layers of sound (number of instruments or voices playing together)

STRUCTURE: The way the music is laid out –e.g. Verse, chorus, verse.