



Progression of Skills in Music

Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Controlling sounds through singing and playing (Performing)	<p>Take part in singing.</p> <p>Follow instruction on how and when to sing/play an instrument.</p> <p>Take notice of others when performing.</p> <p>Make and control long and short sounds (duration).</p> <p>Imitate changes in pitch (high and low).</p>	<p>Sing songs in ensemble following the tune (melody) well.</p> <p>Use voice to good effect understanding the importance of warming up first.</p> <p>Perform in ensemble with instructions from the leader.</p> <p>Make and control long and short sounds using voices and instruments, playing by ear and including simple improvisation (duration).</p>	<p>Sing songs from memory with accurate pitch and in tune.</p> <p>Show control in voice and pronounce the words in a song clearly (diction).</p> <p>Maintain a simple part within an ensemble.</p> <p>Play notes on instruments clearly and including steps/leaps in pitch.</p> <p>Improvise (including call and response) within a group using 1 or 2 notes.</p>	<p>Sing in tune, breathe well, pronounce words and change pitch and dynamics.</p> <p>Sustain a rhythmic ostinato/drone/melodic ostinato (riff,) to accompany singing, on an instrument (tempo/ duration/ texture).</p> <p>Perform with control and awareness of what others are singing/ playing.</p> <p>Improvise within a group using more than 2 notes.</p>	<p>Show control, phrasing and expression in singing.</p> <p>Hold part in a round (pitch/ structure).</p> <p>Perform in solo and ensemble contexts using a variety of techniques, confidently, expressively and in tune.</p> <p>Improvise on own with increasing aural memory.</p>	<p>Sing or play from memory with confidence.</p> <p>Take turns to lead a group.</p> <p>Maintain own part in a round/ sing a harmony/ play accurately with awareness of what others are playing.</p> <p>Play more complex instrumental parts.</p> <p>Improvise using 5 notes of the pentatonic scale.</p>



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Creating and developing musical ideas (Composing)	<p>Make a sequence of long and short sounds with help (duration).</p> <p>Clap longer rhythms with help.</p> <p>Make different sounds (high and low pitch; loud and quiet dynamics; fast and slow tempo; quality of the sound i.e. smooth, crisp, scratchy, rattling, tinkling timbre).</p>	<p>Carefully choose sounds to achieve an effect (including use of ICT).</p> <p>Order sounds to create an effect (structure beginnings and ends).</p> <p>Create short musical patterns.</p> <p>Create sequences of long and short sounds (rhythmic patterns – duration).</p> <p>Control playing instruments so they sound as they should.</p> <p>Use pitch changes to communicate an idea.</p> <p>Start to compose with two or three notes.</p>	<p>Compose and perform melodies using two or three notes.</p> <p>Use sound to create abstract effects (including using ICT).</p> <p>Create/ improvise repeated patterns (ostinato) with a range of instruments.</p> <p>Effectively choose order, combine and control sounds (texture/ structure).</p>	<p>Compose and perform melodies using three or four notes.</p> <p>Make creative use of the way sounds can be changed, organised and controlled (including ICT).</p> <p>Create accompaniments for tunes using drones or melodic ostinato (riffs).</p> <p>Create (dotted) rhythmic patterns with awareness of timbre and duration.</p>	<p>Compose and perform melodies using four or five notes.</p> <p>Use a variety of different musical devices including melody, rhythms and chords.</p> <p>Record own compositions.</p> <p>Create own songs (raps – structure).</p> <p>Identify where to place emphasis and accents in a song to create effects (duration).</p>	<p>Compose and perform melodies using five or more notes.</p> <p>Show confidence, thoughtfulness and imagination in selecting sounds and structures to convey an idea.</p> <p>Create music reflecting given intentions and record using standard notation.</p> <p>Using ICT to organise musical ideas (where appropriate).</p> <p>(Combine all musical dimensions).</p>



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Responding and reviewing (Appraising)	<p>Hear the pulse in music.</p> <p>Hear different moods in music.</p> <p>Identify texture – one sound or several sounds?</p> <p>Choose sounds to represent different things (ideas, thoughts, feelings, moods).</p>	<p>Identify the pulse in music.</p> <p>Recognise changes in timbre (sound quality –smooth, crisp, scratchy, rattling, tinkling), dynamics (loud, quiet), tempo (fast, slow) and pitch (high, low).</p> <p>Start to recognise different instruments.</p>	<p>Internalise the pulse in music.</p> <p>Know the difference between pulse and rhythm.</p> <p>Start to use musical dimensions vocabulary to describe music (e.g. duration, timbre, pitch, dynamics, tempo, texture, structure).</p> <p>Use these words to identify where music works well/ needs improving.</p>	<p>Know how pulse stays the same by rhythm changes in a piece of music.</p> <p>Listen to several layers of sound (texture) and talk about effects on moods and feelings.</p> <p>Use more musical dimensions vocabulary to describe music (e.g. duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony).</p> <p>Identify orchestral instruments.</p> <p>Identify cyclic patterns.</p>	<p>Know how pulse, rhythm and pitch fit together.</p> <p>Use a range of words to describe music (e.g. duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony, chord, flat, sharp, dotted rhythm, staccato, legato, crescendo, diminuendo).</p> <p>Use these words to identify strengths and weakness in own and others' music.</p>	<p>Know how the other dimensions of music are sprinkled through songs and pieces of music.</p> <p>Use musical vocabulary confidently to describe music.</p> <p>Work out how harmonies are used and how drones and melodic ostinato (riffs) are used to accompany singing.</p> <p>Use knowledge of how lyrics reflect cultural context and have social meaning to enhance own compositions.</p> <p>Refine and improve own/ others' work.</p>



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Listening and applying knowledge and understanding	<p>Listen for different types of sounds.</p> <p>Know how sounds are made and changed.</p> <p>Make sounds with a slight difference with help.</p> <p>Use voice in different ways to create different effects.</p>	<p>Listen carefully and recall short rhythmic and melodic patterns.</p> <p>Use changes in dynamics, timbre and pitch to organise music.</p> <p>Change sounds to suit a situation.</p> <p>Make own sounds and symbols to make and record music.</p> <p>Start to look at basic formal notation – play by ear first.</p> <p>Know music can be played or listened to for a variety of purposes (in history/ different cultures).</p>	<p>Use musical dimensions together to compose music.</p> <p>Know number of beats in a minim, crotchet, quaver and semibreve and recognise symbols (duration).</p> <p>Play with a sound-then-symbol approach.</p> <p>Use silence for effect and know symbol for rest (duration).</p> <p>Describe different purposes of music in history/ other cultures.</p>	<p>Combine sounds expressively (all dimensions).</p> <p>Read notes and know how many beats they represent (minim, crotchet, quaver, semibreve dotted crotchet, rests).</p> <p>Know that sense of occasion affects performance.</p> <p>Describe different purpose of music in history/ other cultures.</p>	<p>Create music with an understanding of how lyrics, melody, rhythms and accompaniments work together effectively (pitch, texture, structure).</p> <p>Read notes and know how many beats they represent (minim, crotchet, quaver, semibreve dotted crotchet, rests) and read note names on the stave.</p> <p>Perform songs in a way that reflects the meaning of the words, the venue and sense of occasion so that the audience appreciates it.</p> <p>Describe different purposes of music in history/ other cultures.</p>	<p>Use increased aural memory to recall sounds accurately.</p> <p>Use knowledge of musical dimensions to know how to best combine them.</p> <p>Know and use standard musical notation to perform and record own music (adding dotted quavers).</p> <p>Use different venues and occasions to vary performance.</p> <p>(Combining all musical dimensions).</p> <p>Describe different purposes of music in history/ other cultures.</p>