



## Progression of skills in music

	Early Years	Year 1 and Year 2		Year 3 and Year 4	Year 5 and Year 6
<b>CONTROLLING SOUNDS THROUGH SINGING AND PLAYING – PERFORMING SKILLS</b>					
<b>Use voices expressively</b>	Sing phrases and responses from a modelled given phrase.	Pupils will use voice in different ways such as speaking, singing and chanting. Pupils will sing with a sense of the shape of the melody.	<b>Sing songs in unison and two parts</b>	Pupils sing in unison with clear diction, controlled pitch and with a sense of phrase.	Pupils will sing in tune and with expression
<b>Play tuned and untuned instruments</b>	Play instruments with increasing control	Pupils will create and choose sounds. Pupils will perform simple patterns and accompaniments keeping a steady pulse.	<b>Play tuned and untuned instruments with control and rhythmic accuracy</b>	Pupils will perform rhythmically simple parts that use small range of notes.	Pupils will maintain own part and be aware of how the different parts fit together to achieve an overall effect in performances to audiences.
<b>Rehearse and perform with others</b>	Remember and sing entire songs	Pupils will think about others when performing.	<b>Practice, rehearse and present performances with an awareness of audience</b>		
<b>CREATING AND DEVELOPING MUSICAL IDEAS – COMPOSING SKILLS</b>					
<b>Create musical patterns</b>	Begin to improvise vocal and instrumental patterns e.g. through play	Pupils will repeat short rhythmic and melodic patterns. Pupils will know about and explore sounds.	<b>Improvise, developing rhythmic and melodic material when performing</b>	Pupils will perform rhythmically simple parts that use a short range of notes.	Pupils will improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within musical structures.
<b>Explore, choose and organise sounds and musical ideas</b>	Create and improvise around given and known chants and songs.	Pupils will recognise and explore how sounds can be organised. Pupils will choose carefully and order sounds within simple structures such as beginning, middle, end and in response to given starting points.	<b>Explore, choose, combine and organise musical ideas with musical structures</b>	Pupils will join several layers of sound and understand the effect.	

## RESPONDING AND REVIEWING APPRAISING SKILLS

<b>Explore and express ideas and feelings about music using movement, dance and expressive and musical language</b>	Children experience a variety of musical stimuli and begin to respond to them.	Pupils will respond to different moods in music and recognise changes in sound.	<b>Analyse and compare sounds</b> <b>Explore and explain ideas and feelings about music using movement, dance and expressive and musical language</b>	Pupils will recognise and explore ways sound can be combined and used expressively.	Pupils will describe, compare and evaluate different kinds of music using musical words.
<b>Make improvements to own work</b>	Children may comment on their likes and dislikes regarding their own work.	Pupils will identify what improvements could be made to own work and make changes, including altering use of voice, playing of and choice of instrument.	<b>Improve own and others work in relation to its intended effect</b>	Pupils will make improvements to their own work, and comment on the effect.	Pupils will suggest improvements to own and others work and comment on how this has been achieved.

## LEARNING, AND APPLYING KNOWLEDGE AND UNDERSTANDING

<b>Listen with concentration and recall sounds with increasing aural memory</b>	Children will respond to given stimuli and respond, e.g. pitch match, phrase repeat.	Pupils will identify simple repeated patterns and follow musical instructions.	<b>Listen with attention to detail and internalise and recall sounds</b>	Pupils will listen to and recall repeated patterns.	Pupils will listen to and recall various simple musical patterns.
<b>Know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively with simple structures</b>	Children experience a range of musical stimuli.	Pupils will understand how the musical elements can be used to create different moods and effects.	<b>Know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures and used to communicate different moods and effects</b>	Pupils will understand how different musical elements are combined and used expressively.	Pupils will identify and explore relationships between sounds and how music reflects different meanings.
<b>Understand that sounds can be made in different ways and described using given and invented signs and symbols</b>	Children experience a range of musical stimuli and may respond to those stimuli.	Pupils will represent sounds with simple symbols, including shapes and marks.	<b>Know that music is produced in different ways and described through relevant invented and established notations</b>	Pupils will use established notation to represent music, including chords, pitch etc.	Pupils will use a variety of notations to plan, revise and refine musical material.
<b>Know how music is used for particular purposes</b>	Children experience a range of musical stimuli.	Pupils will listen to short simple pieces of music and talk about when and why they may hear it, such as a lullaby.	<b>Understand how time and place can influence the way music is created, performed and heard.</b>	Pupils will listen to music from different periods, parts of the world and comment upon how they differ in terms of how it is performed and how they, as audience, respond to it.	Evaluate how venue, occasion and purpose affects the way that music is created, performed and heard.