**Progression of Skills**

**In Music Y1-Y6**

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|   | **Foundation Stage** | **Year 1 and 2**  | **Year 3 and 4**  | **Year 5 and 6**  |
| **Singing songs with control and using the voice expressively.**  | * To find a singing voice and use their voice confidently.
* Sing with awareness of other performances.
* Sing a melody accurately at their own pitch.
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* Sing with a sense of awareness of pulse and control of rhythm.
* Recognise phrase lengths and know when to breathe.
* Sing songs expressively.
* Follow pitch movements with their hands and use high, low and middle voices.
* Begin to sing with control of pitch (e.g. following the shape of the melody).
* Sing with an awareness of other performers.
 | * Sing with confidence using a wider vocal range.
* Sing in tune.
* Sing with awareness of pulse and control of rhythm.
* Recognise simple structures. (Phrases).
* Sing expressively with awareness and control at the expressive elements. E.g. timbre, tempo, dynamics.
* Sing songs and create different vocal effects.
* Understand how mouth shapes can affect voice sounds.
* Internalise sounds by singing parts of a song ‘in their heads.’
 | * Sing songs with increasing control of breathing, posture and sound projection.
* Sing songs in tune and with an awareness of other parts.
* Identify phrases through breathing in appropriate places.
* Sing with expression and rehearse with others.
* Sing a round in two parts and identify the melodic phrases and how they fit together.
* Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice.
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| **Listening, Memory and Movement.**  | * Remember short songs and sounds.
* Repeat patterns of sounds.
* Responds physically when performing music.
 | * Recall and remember short songs and sequences and patterns of sounds.
* Respond physically when performing, composing and appraising music.
* Identify different sound sources.
* Identify well-defined musical features.
 | * Identify melodic phrases and play them by ear.
* Create sequences of movements in response to sounds.
* Explore and chose different movements to describe animals.
* Demonstrate the ability to recognise the use of structure and expressive elements through dance.
* Identify phrases that could be used as an introduction, interlude and ending.
 | * Internalise short melodies and play these on pitched percussion (play by ear).
* Create dances 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.
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| **Controlling pulse and rhythm**  | * Understand fast and slow.
* Accompany a chant or song.
* Accompany a chant or song by clapping the rhythm.
 | * Identify the pulse in different pieces of music.
* Identify the pulse and join in getting faster and slower together.
* Identify long and short sounds in music.
* Perform a rhythm to a given pulse.
* Begin to internalise and create rhythmic patterns.
* Accompany a chant or song by clapping or playing the pulse or rhythm.
 | * Recognise rhythmic patterns.
* Perform a repeated pattern to a steady pulse.
* Identify and recall rhythmic and melodic patterns.
* Identify repeated patterns used in a variety of music. (Ostinato).
 | * Identify different speeds of pulse (tempo) by clapping and moving.
* Improvise rhythm patterns.
* Perform an independent part keeping to a steady beat.
* Identify the metre of different songs through recognising the pattern of strong and weak beats.
* Subdivide the pulse while keeping to a steady beat.
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| **Exploring sounds, melody and accompaniment.**  | * To explore different sound sources.
* Make sounds using classroom instruments.
* Identify and name classroom instruments.
 | * Make sounds and recognise how they can give a message.
* Identify and name classroom instruments.
* Create and chose sounds in response to a given stimulus.
* Identify how sounds can be changed.
* Change sounds to reflect different stimuli.
 | * Identify ways sounds are used to accompany a song.
* Analyse and comment on how sounds are used to create different moods.
* Explore and perform different types of accompaniment.
* Explore and select different melodic patterns.
* Recognise and explore different combinations of pitch sounds.
 | * Skills development for this element are to be found within ‘Control of instruments’ and ‘Composition’.
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| **Control of instruments**  | * Show an awareness of how instruments are played.
* Play untuned instruments.
* Play untuned instruments with control.
 | * Play instruments in different ways and create sound effects.
* Handle and play untuned and some tuned instruments with control.
* Identify different groups of instruments.
 | * Identify melodic phrases and play them by ear.
* Select instruments to describe visual images.
* Choose instruments on the basis of internalised sounds.
* Play tuned and untuned instruments with control.
 | * 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.
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| **Composition**  | * To explore different sound sources.
* Make sounds using classroom instruments.
* Contribute to a creation of a class composition.
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* Basic skills developments for composition in KS1 are to be found within ‘Exploring sounds.’
 | * Create textures by combining sounds in different ways.
* Create music that describes contrasting moods/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 or small groups.
 | * Identify different starting points or composing music.
* Explore, select combine and exploit a range of different sounds to compose a soundscape.
* Write lyrics to a known song.
* Compose a short song to own lyrics based on everyday phrases.
* Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition.
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| **Reading and writing notation**  | * Use long and short sounds.
* Create long and short sounds.
* Create long and short sounds using classroom instruments.
 | * Perform long and short sounds in response to symbols.
* Create long and short sounds on instruments.
* Play and sing phrase from dot notation.
* Record their own ideas.
* Make their own symbols as part of a class score.
 |  | * Perform using notation as a support.
* Sing songs with staff notation as support.
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| **Performance skills**  | * Perform in front of others.
* Perform while showing an awareness of others.
* Perform and be a part of an audience.
 | * Perform together and follow instructions that combine the musical elements.
 | * Perform in different ways, exploring the way the performers are a musical resource.
* Perform with awareness of different parts.
 | * Present performances effectively with awareness of audience, venue and occasion.
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| **Evaluating and appraising**  | * Understand importance of being part of an audience and praising others.
 | * Choose sounds and instruments carefully and make improvements to their own and others’ work.
 | * Recognise how music can reflect different intentions.
 | * Improve their work through analysis, evaluation and comparison.
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| **The History of Music** | * Listen to music from a range of periods, genres, styles and traditions.
 | * Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions
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| **Appreciating and Understanding**  | * Listen to live and recorded music.
 | • Listen to live and recorded music from a wide range of influences, responding appropriately to the context. | * Listen to live and recorded music from a wide range of influences, responding appropriately to the context.
* Discuss how the elements of music are used in pieces from different periods, styles and cultures.
 | * Listen with increased concentration to live and recorded music from different traditions, genres, styles and times, responding appropriately to the context.
* Share opinions about music and be willing to justify these.
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