# Progression of Skills
# In Music

| | Year 1 and 2 | Year 3 and 4 | Year 5 and 6 |
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| **Singing songs with control and using the voice expressively.** | • To find their singing voice and use their voices confidently.<br>• Sing a melody accurately at their own pitch.<br>• Sing with a sense of awareness of pulse and control of rhythm.<br>• Recognise phrase lengths and know when to breathe.<br>• Sing songs expressively.<br>• Follow pitch movements with their hands and use high, low and middle voices.<br>• Begin to sing with control of pitch (e.g. following the shape of the melody).<br>• Sing with an awareness of other performers. | • Sing with confidence using a wider vocal range.<br>• Sing in tune.<br>• Sing with awareness of pulse and control of rhythm.<br>• Recognise simple structures. (Phrases).<br>• Sing expressively with awareness and control at the expressive elements. E.g. timbre, tempo, dynamics.<br>• Sing songs and create different vocal effects.<br>• Understand how mouth shapes can affect voice sounds.<br>• Internalise sounds by singing parts of a song 'in their heads.' | • Sing songs with increasing control of breathing, posture and sound projection.<br>• Sing songs in tune and with an awareness of other parts.<br>• Identify phrases through breathing in appropriate places.<br>• Sing with expression and rehearse with others.<br>• Sing a round in two parts and identify the melodic phrases and how they fit together.<br>• 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.** | • Recall and remember short songs and sequences and patterns of sounds.<br>• Respond physically when performing, composing and appraising music.<br>• Identify different sound sources.<br>• Identify well-defined musical features. | • Identify melodic phrases and play them by ear.<br>• Create sequences of movements in response to sounds.<br>• Explore and chose different movements to describe animals.<br>• Demonstrate the ability to recognise the use of structure and expressive elements through dance.<br>• Identify phrases that could be used as an introduction, interlude and ending. | • Internalise short melodies and play these on pitched percussion (play by ear).<br>• Create dances that reflect musical features.<br>• Identify different moods and textures.<br>• Identify how a mood is created by music and lyrics.<br>• Listen to longer pieces of music and identify features. |
| **Controlling pulse and rhythm** | • Identify the pulse in different pieces of music.<br>• Identify the pulse and join in getting faster and slower together.<br>• Identify long and short sounds in music.<br>• Perform a rhythm to a given pulse.<br>• Begin to internalise and create rhythmic patterns.<br>• Accompany a chant or song by clapping or playing the pulse or rhythm. | • Recognise rhythmic patterns.<br>• Perform a repeated pattern to a steady pulse.<br>• Identify and recall rhythmic and melodic patterns.<br>• Identify repeated patterns used in a variety of music. (Ostinato). | • Identify different speeds of pulse (tempo) by clapping and moving.<br>• Improvise rhythm patterns.<br>• Perform an independent part keeping to a steady beat.<br>• Identify the metre of different songs through recognising the pattern of strong and weak beats. |
| **Exploring sounds, melody and accompaniment.** | • To explore different sound sources.<br>• Make sounds and recognise how they can give a message.<br>• Identify and name classroom instruments.<br>• Create and chose sounds in response to a given stimulus.<br>• Identify how sounds can be changed.<br>• Change sounds to reflect different stimuli. | • Identify ways sounds are used to accompany a song.<br>• Analyse and comment on how sounds are used to create different moods.<br>• Explore and perform different types of accompaniment.<br>• Explore and select different melodic patterns.<br>• Recognise and explore different combinations of pitch sounds. | • Skills development for this element are to be found within 'Control of instruments' and 'Composition'. |
| **Control of instruments** | • Play instruments in different ways and create sound effects.<br>• Handle and play instruments with control.<br>• Identify different groups of instruments. | • Identify melodic phrases and play them by ear.<br>• Select instruments to describe visual images.<br>• Choose instruments on the basis of internalised sounds. | • Identify and control different ways percussion instruments make sounds.<br>• Play accompaniments with control and accuracy.<br>• Create different effects using combinations of pitched sounds.<br>• Use ICT to change and manipulate sounds. |
| **Composition** | • Contribute to the creation of a class composition.<br>• Basic skills developments for composition in KS1 are to be found within 'Exploring sounds'. | • Create textures by combining sounds in different ways.<br>• Create music that describes contrasting moods/emotions.<br>• Improvise simple tunes based on the pentatonic scale.<br>• Compose music in pairs and make improvements to their own work.<br>• Create an accompaniment to a known song.<br>• Create descriptive music in pairs or small groups. | • Identify different starting points or composing music.<br>• Explore, select combine and exploit a range of different sounds to compose a soundscape.<br>• Write lyrics to a known song.<br>• Compose a short song to own lyrics based on everyday phrases.<br>• 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** | • Perform long and short sounds in response to symbols.<br>• Create long and short sounds on instruments.<br>• Play and sing phrase from dot notation.<br>• Record their own ideas.<br>• Make their own symbols as part of a class score. | | • Perform using notation as a support.<br>• Sing songs with staff notation as support. |
| **Performance skills** | • Perform together and follow instructions that combine the musical elements. | • Perform in different ways, exploring the way the performers are a musical resource.<br>• Perform with awareness of different parts. | • Present performances effectively with awareness of audience, venue and occasion. |
| **Evaluating and appraising** | • 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. |