

Progression of Skills in Music

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocal	Sing songs and dance	<p>Sing a melody, immitate changes in pitch</p> <p>Follow instructions on how and when to sing</p> <p>Create long and short sounds using voice</p>	<p>Recognise phrase length and know when to breathe</p> <p>Follow pitch movements with their hands and use high, low and middle voices</p> <p>Sing simple notated phrases</p>	<p>Sing with awareness of pulse and rhythm</p> <p>Sing from memory with control of pitch</p> <p>Use correct diction when singing</p>	<p>Understand how mouth shapes can affect voice sounds</p> <p>Sing expressively with awareness and control</p> <p>Sing from memory with accurate pitch</p> <p>Maintain a vocal part within an ensemble</p>	<p>Sing songs with increasing control of breathing, posture and sound projection</p> <p>Sing with confidence and expression</p> <p>Sing songs using notation of their own</p> <p>Sing a harmony part</p>	<p>Sing a round in two parts and identify the melodic phrases and how they fit together</p> <p>Sustain a drone or a melodic ostinato to accompany singing.</p> <p>Sing songs using staff notation</p>
Instrumental	Use what they know about instruments to think about uses and purposes.	<p>Create long and short sounds using unpitched Instruments</p> <p>Accompany a chant or song by clapping the rhythm</p> <p>Identify and name classroom instruments</p>	<p>Play simple notated phrases</p> <p>Identify the pulse and accompany a song. Join in getting faster and slower together</p> <p>Identify long and short sounds in music</p> <p>Play using a tuned instrument</p>	<p>Recognise rhythmic patterns</p> <p>Perform a repeated pattern to a steady pulse</p> <p>Play noted on an instrument with care so that they are clear</p> <p>Select appropriate instruments</p>	<p>Identify and recall rhythmic and melodic patterns</p> <p>Identify melodic phrases</p> <p>Learn an instrument to play with others</p> <p>Play accompaniments with control and accuracy</p>	<p>Identify repeated patterns used in a variety of music (ostinato)</p> <p>Improvise rhythm patterns</p> <p>Identify melodic phrases and play them by ear</p> <p>Learn an instrument to play independently</p>	<p>Perform an independent part keeping to a steady beat</p> <p>Subdivide the pulse while keeping to a steady beat</p> <p>Create different effects using combinations of pitched sounds</p> <p>Sing and perform using instruments using staff notation</p>

<p>Transcription</p>		<p>Recognise note values of Crotchet, Minim, Semibreve</p>	<p>Recognise Space notes on the musical stave Using FACE and ALL Cows Eat Grass</p> <p>Use symbols to represent a composition and use them to help with a performance.</p>	<p>Recognise Line notes within the stave for Treble and Bass Clef</p> <p>Recognise and play crochets, Minims and Semibreves, as well as equivalent rests.</p>	<p>Confidently identify all notes on Treble and Bass stave.</p> <p>Identify the difference between 3 and 4 time</p> <p>Confidently draw a bar of music in 3 or 4 time, using Crochets, Minims and Semibreves</p>	<p>Understand Quavers, and be able to play them</p> <p>Extend ability to read notes, understanding those above or below the stave</p> <p>Use the treble clef to transcribe compositions.</p>	<p>Use the standard musical notation for a pair of quavers, crotchet, minim and semibreve to indicate how many beats to play.</p> <p>Understand that the pitch of a note changes when you add a # (sharp) or b (flat) symbols.</p> <p>Understand symbols for Staccato and legato, and be able to play them</p>
<p>Composition</p>	<p>Represent own ideas, thoughts and feelings through music</p> <p>Explore different sounds of instruments.</p> <p>tap out simple repeated rhythms and explore high and low sounds.</p>	<p>Contribute to the creation of a class composition</p> <p>Clap Rhythms</p> <p>Choose sounds to create an effect</p> <p>Create short melodic and rhythmic patterns</p>	<p>Create and choose sounds in response to a given stimulus</p> <p>Change sounds to reflect different stimuli</p>	<p>Create textures by combining sounds in different ways</p> <p>Create music that describes contrasting moods/emotions</p> <p>Use sound to create abstract effects.</p> <p>Create repeated patterns with a range of instruments.</p>	<p>Create descriptive music in pairs or small groups</p> <p>Create an accompaniment to a known song</p> <p>Use drones as accompaniments.</p> <p>Choose, order, combine and control sounds to create an effect.</p>	<p>Identify different starting points for composing music</p> <p>Combine a variety of musical devices, including melody and rhythm.</p> <p>Use drones and melodic ostinati</p>	<p>Identify different moods and textures, and select appropriate elements to create desired effect</p> <p>Use a range of stimuli and develop musical ideas into a completed composition</p> <p>Create a song that uses a Verse/Chorus structure</p>

Performance	Perform as a large group Understand the difference between performance and practice	Respond physically when performing music Perform and be part of an audience	Respond physically when Performing music Recognise the need for performance and audiences	Perform in different ways and in different situations	Perform with an awareness of different parts	Present performances effectively	Show an awareness of audience, venue and occasion Improve their Performance through analysis, evaluation
Listening, Appraising	Listen attentively in a range of musical situations. Listen to songs and music and respond to what they hear with relevant comments, questions or actions.	Identify the beat of a tune. Recognise changes in dynamics and pitch.	Identify different sound sources Identify well-defined musical features Identify the beat of a tune.	Explore and choose different movements to describe sounds Identify Patterns Understand the terms duration, timbre, pitch, beat, tempo and use of silence to describe music. Evaluate music using musical vocabulary to identify areas of likes and dislikes.	Demonstrate the ability to recognise the use of structure and expressive elements through dance Analyse how sounds are used to create different moods Recognise how music can reflect different intentions Understand layers of sounds and discuss their effect on mood and feelings.	Identify phrases that could be used as an introduction, interlude and ending Internalise short melodies and play these on pitched percussion (by ear) Comment on how sounds are used to create different moods	Listen to longer pieces of music and identify features Identify different moods and textures Improve their work through analysis, evaluation Use musical vocabulary to accurately describe and appraise music. Understand how lyrics often reflect the cultural context of music and have social meaning.
New Key Vocabulary	-fast, slow, -long, short -high, low	-beat -dynamics -pitch	-timbre -verse -chorus -call and response -verse and chorus -compose	-melody -duration -tempo -rest -notation -improvise -round	-texture -structure -stave -minim, crochet and semibreve -drone -ostinato	-harmony -accompaniment -solo -unison -time signature -treble clef -scale	- sharp and flat -cappella -chord -staccato -accent -dotted rhythm -quavers

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