Music Progression of Skills FS & KS1

Skill	FS	Year 1	Year 2
Use their voices expressively and creatively by singing songs and speaking chants and rhymes.	Discover how to use the voice to create loud and soft sounds. Explore singing at different speeds and pitch to create moods and feelings. Sing echo songs and perform movements to a steady beat.	Explore the use of the voice in different ways such as speaking, singing and chanting. Sing with expression, confidence and creativity to an audience. Discover how the voice can produce rhythm and pulse, high and low (pitch) to create different effects.	Perform songs using creativity and expression and create dramatic effect. Sing with a sense of the shape of a melody. Improvise in making sounds with the voice. Follow and lead simple performance directions, demonstrating understanding of these through singing, movement and playing.
Play tuned and untuned instruments musically.	Understand how to hold and play an instrument with care. Explore the different sounds instruments make. Choose an instrument to create a specific sound.	Play instruments showing an awareness of others. Understand how to play an instrument with care and attention. Repeat and investigate simple beats and rhythms. Contribute to performance on a range of given and chosen instruments.	Perform simple patterns and accompaniments keeping to a steady pulse. Recognise and explore how sounds can be 1ecognize. Begin to recognise and musically demonstrate awareness of a link between shape and pitch using graphic notation Demonstrate awareness of others, recognise the importance of their own and others' contribution to when developing music should.
Listen with concentration and understanding to a range of high-quality live and recorded music.	Listen to music and respond by using hand and whole body movements. Listen to different sounds (animal noise, water etc.) and respond with voice and movement. Express feelings in music by responding to different moods in a musical score.	Reflect on music and say how it makes people feel, act and move. Respond to different composers and discuss different genres of music. Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.).	Listen and understand how to improve own composition. Notice how music can be used to create different moods and effects and to communicate ideas. Sort composers in to different genres and instruments in to different types.
Experiment with, create, select and combine sounds using the inter-related dimensions of music.	Experiment performing songs and music together with body movements to a steady beat. Choose different instruments, including the voice, to create sound effects in play. Investigate a variety of ways to create sound with different materials.	Create a sequence of long and short sounds with help, including clapping longer rhythms. Investigate making sounds that are very different (loud and quiet, high and low etc.). Explore own ideas and change as desired.	Choose carefully and order sounds in a beginning, middle and end. Create short musical patterns. Investigate long and short sounds. Explore changes in pitch to communicate an idea. Use sounds to achieve an effect. (Including use of ICT) Create, repeat, adapt and extend simple rhythmic and melodic patterns and words to given stimuli or in play context.

Music Progression of Skills KS2

Skill	Year 3	Year 4	Year 5	Year 6
Play and Perform	• Sing in tune. • Begin to understand the importance of pronouncing the words in a song well. • Start to show control in voice. Perform with confidence. • Use rehearsals to develop musical quality – e.g. clear starts, ends of pieces/phrases, technical accuracy etc. • Perform simple melodic and rhythmic parts. • Improvise repeated patterns.	• Sing in tune with awareness of other and showing control of voice. • Sing songs from memory with accurate pitch. • Perform simple melodic and rhythmic parts with awareness of others. • Maintain an independent part in a small group when playing or singing (e.g. rhythm, ostinato, drone, simple singing part etc.) • Experiment vocally/instrumentally in drafting, rehearsing and performing situations using a wide range of stimuli. • Improvise repeated patterns growing in sophistication.	• Create songs with an understanding of the relationship between lyrics and melody. • Whilst performing by ear and from notations, maintain my own parts with awareness of how the different parts fit together and the need to achieve an overall effect. • Breathe well and pronounce words, change pitch and show control in singing. • Sing with an appropriate vocal range with clear diction, accurate tuning, control of breathing and communicating an awareness of style. • Hold a part in a round. • Sustain a drone or melodic ostinato to accompany singing.	• Perform significant parts from memory and from notations with awareness of my own contribution. • Refine and improve my own work. • Sing or play from memory with confidence, expressively and in tune. • Perform alone and in a group, displaying a variety of techniques. • Take turns to lead a group. • Explore harmonies and melodies through engaging as a musician. • Perform songs with an understanding of the meaning of the words.
Improvise and compose music.	• Carefully choose sounds to achieve an effect. • Order my sounds to help create an effect. • To compose music that combines musical elements. • Create short musical patterns with long and short sequences and rhythmic phrases. • Manipulate sounds, music and structures to explore changes to the 'inter-related dimensions' of music.	• Compose music that combines several layers of sound. • Awareness of the effect of several layers of sound. • Carefully choose order, combine and control sounds with awareness of their combined effect. • Compose and perform melodies and songs. (Including using ICT). • Recognise and create repeated patterns with a range of instruments. • Create accompaniments for tunes.	• Compose by developing ideas within musical structures. • Improvise melodic and rhythmic phases as part of a group performance. • Work out and develop simple rhythmic, melodic and harmonic accompaniments and patterns (e.g. ostinato, drones, pentatonic melodies etc.) • Show an awareness of how different parts fit together. • Improvise within a group.	• Improvise melodic and rhythmic material within given structures. • Create my own musical patterns. • Show thoughtfulness in selecting sounds and structures to convey an idea. • Use a variety of different musical devices including melody, rhythms, and chords. • Create increasingly more complex, effective and coherent improvisations, arrangements and compositions which respond appropriately to a range of given or chosen stimuli, showing consideration of musical structures.

Listen with attention to detail and recall sounds.	• To notice and explore the way sounds can be combined and used expressively. • Listen to different types of composers and musicians.	• To notice, analyse and explore the way sounds can be combined and used expressively. • To comment on musicians use of technique to create effect.	• Notice and explore the relationship between sounds. • Notice and explore how music reflects different intentions.	• Notice, comment on and compare the use of musical devises. • Notice, comment on and compare the relationship between sounds. • Notice, comment on, compare and explore how music reflects different intentions.
Use and understand staff and other musical notation.		• Use staff and musical notation when composing work. • Know how many beats in a minim, crotchet and semibreve and 3ecognize their symbols. • Know the symbol for a rest in music. • Use silence for effect in my music	• Know and use standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. • Read the musical stave and work out the notes, EGBDF and FACE. • Draw a treble clef at the correct position on the stave.	• Use of a variety of notation when performing and composing. • Quickly read notes and know how many beats they represent. • Use a range of words to help describe music. (e.g. pitch, duration, dynamics, tempo, timbre, texture, and silence). • Describe music using musical words and use this to identify strengths and weaknesses in music.
Appreciated and understand a wide range of live and recorded music.	• Comment on likes and dislikes. • Begin to 3ecognize and identify instruments being played. • Recognise how musical elements can be used together to compose music.	• Compare music and express growing tastes in music. • Begin to 3ecognize and identify instruments and numbers of instruments and voices being played. • Explain how musical elements can be used together to compose music.	• Compare and evaluate different kinds of music using appropriate musical vocabulary. • Explain and evaluate how musical elements, features and styles can be used together to compose music. • Be perceptive to music and communicate personal thoughts and feelings, through discussion and movement.	• Share opinions about music and be willing to justify these. • Analyse and compare musical features choosing appropriate musical vocabulary. • Explain and evaluate how musical elements, features and styles can be used together to compose music.
Develop an understanding of the history of music.	• Describe the different purposes of music throughout history and in other cultures. • Understand that the sense of occasion affects the performance. • Learn about the lives and works of the great composers and musicians	• Combine sounds expressively • Understand that the sense of occasion affects the performance. • Learn about the lives and works of the great composers and musicians.	• Understand the different cultural meanings and purposes of music, including contemporary culture. • Learn about the lives and works of the great composers and musicians.	• Notice and explore how music reflects time, place and culture. • Understand and express opinions on the different cultural meanings and purposes of music, including contemporary cultural. • Learn about the lives and works of the great composers and musicians
