

Progression in Music Skills

	Year 1 and 2	Year 3 and 4	Year 5 and 6
Singing songs with control and using the voice expressively.	<ul style="list-style-type: none"> <input type="checkbox"/> To find their singing voice and use their voices confidently. <input type="checkbox"/> Sing a melody accurately at their own pitch. <input type="checkbox"/> Sing with a sense of awareness of pulse and control of rhythm. <input type="checkbox"/> Recognise phrase lengths and know when to breathe. <input type="checkbox"/> Sing songs expressively. <input type="checkbox"/> Follow pitch movements with their hands and use high, low and middle voices. <input type="checkbox"/> Begin to sing with control of pitch (e.g. following the shape of the melody). <input type="checkbox"/> Sing with an awareness of other performers. 	<ul style="list-style-type: none"> <input type="checkbox"/> Sing with confidence using a wider vocal range. <input type="checkbox"/> Sing in tune. <input type="checkbox"/> Sing with awareness of pulse and control of rhythm. <input type="checkbox"/> Recognise simple structures. (Phrases). <input type="checkbox"/> Sing expressively with awareness and control at the expressive elements. E.g. timbre, tempo, dynamics. <input type="checkbox"/> Sing songs and create different vocal effects. <input type="checkbox"/> Understand how mouth shapes can affect voice sounds. <input type="checkbox"/> Internalise sounds by singing parts of a song 'in their heads.' 	<ul style="list-style-type: none"> <input type="checkbox"/> Sing songs with increasing control of breathing, posture and sound projection. <input type="checkbox"/> Sing songs in tune and with an awareness of other parts. <input type="checkbox"/> Identify phrases through breathing in appropriate places. <input type="checkbox"/> Sing with expression and rehearse with others. <input type="checkbox"/> Sing a round in two parts and identify the melodic phrases and how they fit together. <input type="checkbox"/> 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.	<ul style="list-style-type: none"> <input type="checkbox"/> Recall and remember short songs and sequences and patterns of sounds. <input type="checkbox"/> Respond physically when performing, composing and appraising music. <input type="checkbox"/> Identify different sound sources. <input type="checkbox"/> Identify well-defined musical features. 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify melodic phrases and play them by ear. <input type="checkbox"/> Create sequences of movements in response to sounds. <input type="checkbox"/> Explore and chose different movements to describe animals. <input type="checkbox"/> Demonstrate the ability to recognise the use of structure and expressive elements through dance. <input type="checkbox"/> Identify phrases that could be used as an introduction, interlude and ending. 	<ul style="list-style-type: none"> <input type="checkbox"/> Internalise short melodies and play these on pitched percussion (play by ear). <input type="checkbox"/> Create dances that reflect musical features. <input type="checkbox"/> Identify different moods and textures. <input type="checkbox"/> Identify how a mood is created by music and lyrics. <input type="checkbox"/> Listen to longer pieces of music and identify features.
Controlling pulse and rhythm	<ul style="list-style-type: none"> <input type="checkbox"/> Identify the pulse in different pieces of music. <input type="checkbox"/> Identify the pulse and join in getting faster and slower together. <input type="checkbox"/> Identify long and short sounds in music. <input type="checkbox"/> Perform a rhythm to a given pulse. <input type="checkbox"/> Begin to internalise and create rhythmic patterns. <input type="checkbox"/> Accompany a chant or song by clapping or playing the pulse or rhythm. 	<ul style="list-style-type: none"> <input type="checkbox"/> Recognise rhythmic patterns. <input type="checkbox"/> Perform a repeated pattern to a steady pulse. <input type="checkbox"/> Identify and recall rhythmic and melodic patterns. <input type="checkbox"/> Identify repeated patterns used in a variety of music. (Ostinato). 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify different speeds of pulse (tempo) by clapping and moving. <input type="checkbox"/> Improvise rhythm patterns. <input type="checkbox"/> Perform an independent part keeping to a steady beat. <input type="checkbox"/> Identify the metre of different songs through recognising the pattern of strong and weak beats. <input type="checkbox"/> Subdivide the pulse while keeping to a steady beat.
Exploring sounds, melody and accompaniment.	<ul style="list-style-type: none"> <input type="checkbox"/> To explore different sound sources. <input type="checkbox"/> Make sounds and recognise how they can give a message. <input type="checkbox"/> Identify and name classroom instruments. <input type="checkbox"/> Create and chose sounds in response to a given stimulus. <input type="checkbox"/> Identify how sounds can be changed. <input type="checkbox"/> Change sounds to reflect different stimuli. 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify ways sounds are used to accompany a song. <input type="checkbox"/> Analyse and comment on how sounds are used to create different moods. <input type="checkbox"/> Explore and perform different types of accompaniment. <input type="checkbox"/> Explore and select different melodic patterns. <input type="checkbox"/> Recognise and explore different combinations of pitch sounds. 	<ul style="list-style-type: none"> <input type="checkbox"/> Skills development for this element are to be found within 'Control of instruments' and 'Composition'.
Control of instruments	<ul style="list-style-type: none"> <input type="checkbox"/> Play instruments in different ways and create sound effects. <input type="checkbox"/> Handle and play instruments with control. <input type="checkbox"/> Identify different groups of instruments. 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify melodic phrases and play them by ear. <input type="checkbox"/> Select instruments to describe visual images. <input type="checkbox"/> Choose instruments on the basis of internalised sounds. 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify and control different ways percussion instruments make sounds. <input type="checkbox"/> Play accompaniments with control and accuracy. <input type="checkbox"/> Create different effects using combinations of pitched sounds. <input type="checkbox"/> Use ICT to change and manipulate sounds.
Composition	<ul style="list-style-type: none"> <input type="checkbox"/> Contribute to the creation of a class composition. <input type="checkbox"/> Basic skills developments for composition in KS1 are to be found within 'Exploring sounds'. 	<ul style="list-style-type: none"> <input type="checkbox"/> Create textures by combining sounds in different ways. <input type="checkbox"/> Create music that describes contrasting moods/emotions. <input type="checkbox"/> Improvise simple tunes based on the pentatonic scale. <input type="checkbox"/> Compose music in pairs and make improvements to their own work. <input type="checkbox"/> Create an accompaniment to a known song. <input type="checkbox"/> Create descriptive music in pairs or small groups. 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify different starting points or composing music. <input type="checkbox"/> Explore, select combine and exploit a range of different sounds to compose a soundscape. <input type="checkbox"/> Write lyrics to a known song. <input type="checkbox"/> Compose a short song to own lyrics based on everyday phrases. <input type="checkbox"/> 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	<input type="checkbox"/> Perform long and short sounds in response to symbols. <input type="checkbox"/> Create long and short sounds on instruments. <input type="checkbox"/> Play and sing phrase from dot notation. <input type="checkbox"/> Record their own ideas. <input type="checkbox"/> Make their own symbols as part of a class score.		<input type="checkbox"/> Perform using notation as a support. <input type="checkbox"/> Sing songs with staff notation as support.
Performance skills	<input type="checkbox"/> Perform together and follow instructions that combine the musical elements.	<input type="checkbox"/> Perform in different ways, exploring the way the performers are a musical resource. <input type="checkbox"/> Perform with awareness of different parts.	<input type="checkbox"/> Present performances effectively with awareness of audience, venue and occasion.
Evaluating and appraising	<input type="checkbox"/> Choose sounds and instruments carefully and make improvements to their own and others' work.	<input type="checkbox"/> Recognise how music can reflect different intentions.	<input type="checkbox"/> Improve their work through analysis, evaluation and comparison.

Assessment- The majority of children will be working at age related expectations. However, some children will be identified as working below and above these.

Number in the cohort:

Working below age related expectations	Working above age related expectations
Number working below:	Number working above: