



Music Progression of Skills



Strand	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Performing	Use their voice to speak/sing/chant. . Clap short rhythmic patterns. Experiment with creating sounds with different instruments.	Use their voice to speak/sing/chant Clap short rhythmic patterns and copy sounds. Use instruments to perform,	Sing and follow the melody and accurately at a given pitch. Perform simple patterns and accompaniments keeping a steady pulse. Sing/clap a pulse increasing or decreasing in tempo. Play simple rhythmic patterns on an instrument. Perform long and short sounds in music in response to symbols. Able to perform with others.	Sing in tune with expression. Able to control their voice when singing. Play clear notes on instruments.	Sing songs from memory with accurate pitch. Perform a simple part rhythmically. Use correct technique to play instruments with improved confidence and accuracy. (Ukulele)	Sing and use their understanding of meaning to add expression. Maintain their part of the song whilst others are performing their part. . Recognise and use basic structural forms e.g. rounds, variations, rondo form.	Sing a harmony part confidently and accurately. Perform parts from memory. Perform through reading music notations. Take the lead or a solo in a performance. Provide rhythmic support to a musical piece. Perform 'by ear' and from simple notations
Composing (incl notation)	Make sounds with their voices and instruments. Represent sounds pictorially.	Identify changes in sounds. Repeat (short rhythmic and melodic) patterns. Make a sequence of sounds. Note the sounds by using pictures.	Choose sounds which create an effect. Use symbols to represent sounds. Make connections between notations and musical sounds.	Use different elements in their composition. Create repeated patterns with different instruments. Compose melodies and songs..	Use notations to record and interpret sequences of pitches. Use standard notations to record compositions in a small group or on their own.	Change sounds or organise them differently to change the effect. Compose music which meets specific criteria. Choose the most appropriate tempo for a piece of music.	Recognise that different forms of notation serve different purposes. Use different forms of notation. Combine groups of beats to add layers.
Appraising	Respond to a piece acknowledging their like or dislike of it. Identify and distinguish environmental sounds Begin to describe the sounds. (e.g. loud, quiet, high, low, fast, slow) Begin to express how music makes them feel.	Respond to different moods in music Verbally discuss how a piece of music makes them feel. Give an opinion on whether they like or dislike a piece of music Recognise repeated patterns. Follow instructions about when to play or sing.	Improve their own work. Listen out for particular things when listening to music. Respond to a range of high-quality live and recorded music.	Improve their work and explain how it has been improved. Use musical words (the elements of music) to describe a piece of music and compositions. Use musical terms to describe what they like and dislike. Recognise the work of at least one famous composer.	Start to identify the character of a piece of music. Describe and identify the different purposes of music. Begin to identify with the style of work of Beethoven, Mozart and Elgar.	Describe, compare and evaluate music using musical vocabulary. Suggest improvements to their own or others' work. Explain why they think their music is successful or unsuccessful. Contrast the work of famous composers and show preferences.	Refine and improve their work. Evaluate how the venue, occasion and purpose affects the way a piece of music is created. Analyse features within different pieces of music. Compare and contrast the impact that different composers from different times will have had on the people of the time.



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Singing	Sings songs, makes music and dance, and experiments with ways of changing them. Begins to build a repertoire of songs and dances.	Use their voices confidently in different ways. Explore how sounds can be made and changed.	Begin to sing in tune with expression and control. Recall, perform and accompany simple songs, sequences and rhythmic patterns.	Sing in unison, becoming aware of pitch. Know a range of simple songs.	Sing in unison maintaining the correct pitch and using increasing expression. Know and understand about basic posture	Sing in unison with clear diction, controlled pitch and sense of phrase. Able to breathe in the correct place when singing. Know and understand about techniques, such as breathing linked to phrasing.	Sing in solo, unison and in parts with clear diction, controlled pitch and with sense of phrase. Know and understand a range of styles, such as call and response songs and rounds.
Instrumentation	Explores the different sounds of instruments. Clap short rhythmic patterns.	Recognise how sounds can be made and changed. Repeat short, rhythmic and melodic patterns to a given beat. (clapping or percussion instruments) Create and choose sounds.	Play musical instruments with expression and control, listening and observing carefully. Create and choose sounds for a specific effect. Perform rhythmical patterns and accompaniments, keeping a steady pulse.	Know the names of some basic tuned instruments and untuned percussion. Perform simple rhythmic and musical parts.	Begin to play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression. (Ukulele)	Play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression. (Ukulele)	Understand how instruments have developed and evolved over time. Play and perform with accuracy, fluency, control and expression
Notation	Represent sounds pictorially.	Identify the beat in different pieces of music. Represent sounds using their own symbols. Identify long and short sounds in music.	Represent sounds using their own symbols.	Represent sounds using symbols. Begin to recognise crotchets, quavers, semibreves and crotchet rests. Begin to be able to recognise some notes on a treble clef staff.	Understand and use simple graphic notation.	Know basic note values and understand how they are used in the context of beat and metre. Apply knowledge of notes on a staff to compose a piece of music with support. Read, and play from, music notation; Record their own compositions using music notation.	Know and understand basic pitch notation. Apply knowledge of notes on a staff to compose a piece of music independently. Read, and play from, music notation; Record their own compositions using music notation.
Cultural understanding	Creates simple representations of events, people and objects	Respond verbally and physically to different musical moods.	Respond and create musical pieces representative of another culture..	Know some simple songs and singing games from local, national and pupils' own heritages	Know about music from world heritages and a range of cultures	Know about a range of musical styles and their origins	Understand how music is used for different purposes within different cultures



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Musical elements	Explore how a piece of music can be described using appropriate vocabulary.	Begin to use words like fast/slow and quiet/loud to describe a piece of music. Follow pitch movements with their hands and use high, low and middle voices. Begin to understand that musical elements can be used to create different moods and effects.	Use and understand how to describe a piece of music using words like fast/slow and quiet/loud. Experiment with, create, select and combine sounds using interrelated musical dimensions e.g. tempo, pitch. Identify the beat and join in getting faster and slower together. Understand how musical elements create different moods and effects.	Know and understand simple words related to tempo e.g. fast and dynamics e.g. loud Know and understand the elements of tempo and dynamics Begin to understand how different musical elements are combined and used to create an effect.	Know and understand words related to pitch and duration, such as high and long. Know and understand the elements of pitch and duration, including beat, rhythm and pattern. Understand how different musical elements are combined and used expressively.	Know and understand words related to texture, timbre and structure, such as layers and tone. Know and understand the elements of texture, timbre and structure, including form. Begin to identify the relationship between sounds and how music can reflect different meanings	Know and understand more specific vocabulary linked to the elements, such as ostinato (duration). Know and understand how the elements combine to create different musical styles and effects. Identify and explore the relationship between sounds and how music can reflect different meanings.
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