

All Saints' C. of E. Primary School



Music Skills Progression

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Singing songs with control and using the voice expressively.	<ul style="list-style-type: none"> To find a singing voice and begin to use their voice confidently Sing echo songs and perform movements to a steady beat. Explore singing fast and slow and changing speeds. Explore how to use the voice to create loud and quiet sounds. (In Harmony – Musicality) 	<ul style="list-style-type: none"> To confidently use voices in different ways including singing, speaking and chanting to a steady beat. Explore how to make high and low sounds. Make and control fast and slow sounds, loud and quiet and high and low to create mood and show feelings. (In Harmony – Musicality) 	<ul style="list-style-type: none"> To find their singing voice and use their voices confidently. Sing a melody accurately at their own pitch. Sing with a sense of awareness of pulse and control of rhythm. Recognise phrase lengths and know when to breathe. Sing songs expressively. Follow pitch movements with their hands and use high, low and middle voices. Begin to sing with control of pitch (e.g. following the shape of the melody). Sing with an awareness of other performers. 	<ul style="list-style-type: none"> Sing with confidence using a wider vocal range. Sing in tune. Sing with awareness of pulse and control of rhythm. Recognise simple structures. (Phrases). Sing expressively with awareness and control at the expressive elements. E.g. timbre, tempo, dynamics. Sing songs and create different vocal effects. Understand how mouth shapes can affect voice sounds. Internalise sounds by singing parts of a song 'in their heads.' 	<ul style="list-style-type: none"> Sing songs with increasing control of breathing, posture and sound projection. Sing songs in tune and with an awareness of other parts. Identify phrases through breathing in appropriate places. Sing with expression and rehearse with others. Sing a round in two parts and identify the melodic phrases and how they fit together. 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"> Remember short songs and sounds Begin to repeat patterns of sounds Begin to copy and follow a steady beat. Begin to respond physically when performing music. Identify different sound sources. 	<ul style="list-style-type: none"> Repeat patterns of sounds with increasing accuracy. Show increasing rhythm and control when responding to music with movement. To identify sources of sound with accuracy. 	<ul style="list-style-type: none"> Recall and remember short songs and sequences and patterns of sounds. Respond physically when performing, composing and appraising music. Identify different sound sources. Identify well-defined musical features. 	<ul style="list-style-type: none"> Identify melodic phrases and play them by ear. Create sequences of movements in response to sounds. Explore and chose different movements to describe animals. Demonstrate the ability to recognise the use of structure and expressive elements through dance. Identify phrases that could be used as an introduction, interlude and ending. 	<ul style="list-style-type: none"> Internalise short melodies and play these on pitched percussion (play by ear). Create dances that reflect musical features. Identify different moods and textures. Identify how a mood is created by music and lyrics. Listen to longer pieces of music and identify features. 			
Controlling pulse and rhythm	<ul style="list-style-type: none"> To begin to follow and imitate simple patterns using body movements (clapping etc) percussion instruments 	<ul style="list-style-type: none"> To follow and imitate simple patterns using body movements (clapping etc) percussion instruments with increasing control. 	<ul style="list-style-type: none"> Identify the pulse in different pieces of music. Identify the pulse and join in getting faster and slower together. Identify long and short sounds in music. Perform a rhythm to a given pulse. Begin to internalise and create rhythmic patterns. Accompany a chant or song by clapping or playing the pulse or rhythm. 	<ul style="list-style-type: none"> Recognise rhythmic patterns. Perform a repeated pattern to a steady pulse. Identify and recall rhythmic and melodic patterns. Identify repeated patterns used in a variety of music. (Ostinato). 	<ul style="list-style-type: none"> Identify different speeds of pulse (tempo) by clapping and moving. Improvise rhythm patterns. Perform an independent part keeping to a steady beat. Identify the metre of different songs through recognising the pattern of strong and weak beats. Subdivide the pulse while keeping to a steady beat. 			
Exploring sounds, melody and accompaniment	<ul style="list-style-type: none"> Begin to select and choose own instruments to create own beats and sequences independently. Can begin select and choose instruments to represent and respond 	<ul style="list-style-type: none"> Confidently select and choose own instruments to create own beats and sequences independently and within a group. Can select and choose instruments to represent and respond to stimulu 	<ul style="list-style-type: none"> To explore different sound sources. Make sounds and recognise how they can give a message. Identify and name classroom instruments. Create and chose sounds in response to a given stimulus. Identify how sounds can be changed. 	<ul style="list-style-type: none"> Identify ways sounds are used to accompany a song. Analyse and comment on how sounds are used to create different moods. Explore and perform different types of accompaniment. Explore and select different melodic patterns. 	<ul style="list-style-type: none"> Skills development for this element are to be found within 'Control of instruments' and 'Composition'. 			

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	to stimuli (weather, parts of stories).	(weather, parts of stories).	<ul style="list-style-type: none"> Change sounds to reflect different stimuli. 	<ul style="list-style-type: none"> Recognise and explore different combinations of pitch sounds. 	
Control of instruments	<ul style="list-style-type: none"> To begin to explore and create sounds by selecting instruments To begin to show an awareness of beat while playing To begin to name some classroom instruments. (In Harmony – Musicality, Free flow play and adult directed activities) 	<ul style="list-style-type: none"> To choose sounds and instruments for a specific purpose. To begin to create own patterns using instruments To use percussion instruments to accompany a chant or song independently. To confidently name classroom instruments. (In Harmony – Musicality, Free flow play and adult directed activities) 	<ul style="list-style-type: none"> Play instruments in different ways and create sound effects. Handle and play instruments with control. Identify different groups of instruments. 	<ul style="list-style-type: none"> Identify melodic phrases and play them by ear. Select instruments to describe visual images. Choose instruments on the basis of internalised sounds. 	<ul style="list-style-type: none"> Identify and control different ways percussion instruments make sounds. Play accompaniments with control and accuracy. Create different effects using combinations of pitched sounds. Use ICT to change and manipulate sounds.
Composition	<ul style="list-style-type: none"> To begin to explore and create sounds by selecting percussion instruments. To begin to follow and imitate simple patterns using body movements (clapping etc) percussion instruments To begin to show an awareness of beat while playing 	<ul style="list-style-type: none"> To choose sounds and instruments for a specific purpose. To follow and imitate simple patterns using body movements (clapping etc) percussion instruments with increasing control. To begin to create own patterns using instruments To use percussion instruments to accompany a chant or song independently. 	<ul style="list-style-type: none"> Contribute to the creation of a class composition. Basic skills developments for composition in KS1 are to be found within 'Exploring sounds'. 	<ul style="list-style-type: none"> Create textures by combining sounds in different ways. Create music that describes contrasting moods/emotions. Improvise simple tunes based on the pentatonic scale. Compose music in pairs and make improvements to their own work. Create an accompaniment to a known song. Create descriptive music in pairs or small groups. 	<ul style="list-style-type: none"> Identify different starting points or composing music. Explore, select combine and exploit a range of different sounds to compose a soundscape. Write lyrics to a known song. Compose a short song to own lyrics based on everyday phrases. Compose music individually or in pairs using a range of
Reading and writing notation	<ul style="list-style-type: none"> Begin to be aware of when to stop and start using symbols and signals. 	<ul style="list-style-type: none"> Developing an awareness of when to stop and start using symbols and signals. 	<ul style="list-style-type: none"> Perform long and short sounds in response to symbols. Create long and short sounds on instruments. Play and sing phrase from dot notation. Record their own ideas. Make their own symbols as part of a class score. 		<ul style="list-style-type: none"> Perform using notation as a support. Sing songs with staff notation as support.
Performance skills	<ul style="list-style-type: none"> To begin to perform in front of others within a small group session. 	<ul style="list-style-type: none"> To think about others while performing in a small group session. 	<ul style="list-style-type: none"> Perform together and follow instructions that combine the musical elements. 	<ul style="list-style-type: none"> Perform in different ways, exploring the way the performers are a musical resource. Perform with awareness of different parts. 	<ul style="list-style-type: none"> Present performances effectively with awareness of audience, venue and occasion.
Evaluating and appraising	<ul style="list-style-type: none"> To begin to express whether they like or dislike music. To begin to say and explain why. To begin to think of how they can make their 	<ul style="list-style-type: none"> To confidently express whether they like or dislike music. To confidently say and explain why. To independently think of 	<ul style="list-style-type: none"> Choose sounds and instruments carefully and make improvements to their own and others' work. 	<ul style="list-style-type: none"> Recognise how music can reflect different intentions. 	<ul style="list-style-type: none"> Improve their work through analysis, evaluation and comparison.



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	<p>work better with support.</p> <ul style="list-style-type: none">• To begin to think about with support the effect the music is meant to have and why.• To begin to listen to familiar music and think about when it may be used with support eg – nursery rhyme before bed time. Christmas carol at Christmas etc.	<p>ways to make their work better.</p> <ul style="list-style-type: none">• To begin to think with support effect the music is meant to have and why.• To listen to familiar music and talk about when it may be used with support eg – nursery rhyme before bed time. Christmas carol at Christmas etc.• To learn songs for In Harmony in preparation for year one.			
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