


Progression of Skills in Music

	Years 1 and 2	Years 3&4	Years 5&6
<p><b>Singing songs with control and using the voice expressively.</b></p>	<ul style="list-style-type: none"> <li>• To find their singing voice and use their voices confidently.</li> <li>• Sing a melody accurately at their own pitch.</li> <li>• Sing with a sense of awareness of pulse and control of rhythm.</li> <li>• Recognise phrase lengths and know when to breathe.</li> <li>• Sing songs expressively.</li> <li>• Follow pitch movements with their hands and use high, low and middle voices.</li> <li>• Begin to sing with control of pitch (e.g. following the shape of the melody).</li> <li>• Sing with an awareness of other performers.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing with confidence using a wider vocal range.</li> <li>• Sing in tune.</li> <li>• Sing with awareness of pulse and control of rhythm.</li> <li>• Recognise simple structures. (Phrases).</li> <li>• Sing expressively with awareness and control at the expressive elements. E.g. timbre, tempo, dynamics.</li> <li>• Sing songs and create different vocal effects.</li> <li>• Understand how mouth shapes can affect voice sounds.</li> <li>• Internalise sounds by singing parts of a song 'in their heads.'</li> </ul>	<ul style="list-style-type: none"> <li>• Sing songs with increasing control of breathing, posture and sound projection.</li> <li>• Sing songs in tune and with an awareness of other parts.</li> <li>• Identify phrases through breathing in appropriate places.</li> <li>• Sing with expression and rehearse with others.</li> <li>• Sing a round in two parts and identify the melodic phrases and how they fit together.</li> <li>• Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice.</li> </ul>

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<p><b>Listening, Memory and Movement.</b></p>	<ul style="list-style-type: none"> <li>• Recall and remember short songs and sequences and patterns of sounds.</li> <li>• Respond physically when performing, composing and appraising music.</li> <li>• Identify different sound sources.</li> <li>• Identify well-defined musical features.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify melodic phrases and play them by ear.             <ul style="list-style-type: none"> <li>• Create sequences of movements in response to sounds.</li> <li>• Explore and chose different movements to describe animals.</li> <li>• Demonstrate the ability to recognise the use of structure and expressive elements through dance.</li> <li>• Identify phrases that could be used as an introduction, interlude and ending.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Internalise short melodies and play these on pitched percussion (play by ear).</li> <li>• Create dances that reflect musical features.</li> <li>• Identify different moods and textures.</li> <li>• Identify how a mood is created by music and lyrics.</li> <li>• Listen to longer pieces of music and identify features.</li> </ul>
<p><b>Controlling pulse and rhythm</b></p>	<ul style="list-style-type: none"> <li>• Identify the pulse in different pieces of music.</li> <li>• Identify the pulse and join in getting faster and slower together.</li> <li>• Identify long and short sounds in music.</li> <li>• Perform a rhythm to a given pulse.</li> <li>• Begin to internalise and create rhythmic patterns.</li> <li>• Accompany a chant or song by clapping or playing the pulse or rhythm.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise rhythmic patterns.</li> <li>• Perform a repeated pattern to a steady pulse.</li> <li>• Identify and recall rhythmic and melodic patterns.</li> <li>• Identify repeated patterns used in a variety of music. (Ostinato).</li> </ul>	<ul style="list-style-type: none"> <li>• Identify different speeds of pulse (tempo) by clapping and moving.</li> <li>• Improvise rhythm patterns.</li> <li>• Perform an independent part keeping to a steady beat.</li> <li>• Identify the metre of different songs through recognising the pattern of strong and weak beats.</li> <li>• Subdivide the pulse while keeping to a steady beat.</li> </ul>

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<p><b>Exploring sounds, melody and accompaniment.</b></p>	<ul style="list-style-type: none"> <li>• To explore different sound sources.</li> <li>• Make sounds and recognise how they can give a message.</li> <li>• Identify and name classroom instruments.</li> <li>• Create and chose sounds in response to a given stimulus.</li> <li>• Identify how sounds can be changed.</li> <li>• Change sounds to reflect different stimuli.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify ways sounds are used to accompany a song.</li> <li>• Analyse and comment on how sounds are used to create different moods.</li> <li>• Explore and perform different types of accompaniment.</li> <li>• Explore and select different melodic patterns.</li> <li>• Recognise and explore different combinations of pitch sounds.</li> </ul>	<p>Skills development for this element are to be found within 'Control of instruments' and 'Composition'.</p>
<p><b>Control of instruments</b></p>	<ul style="list-style-type: none"> <li>• Play instruments in different ways and create sound effects.</li> <li>• Handle and play instruments with control.</li> <li>• Identify different groups of instruments.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise rhythmic patterns.</li> <li>• Perform a repeated pattern to a steady pulse.</li> <li>• Identify and recall rhythmic and melodic patterns.</li> <li>• Identify repeated patterns used in a variety of music. (Ostinato).</li> </ul>	<ul style="list-style-type: none"> <li>• Identify different speeds of pulse (tempo) by clapping and moving.</li> <li>• Improvise rhythm patterns.</li> <li>• Perform an independent part keeping to a steady beat.</li> <li>• Identify the metre of different songs through recognising the pattern of strong and weak beats.</li> <li>• Subdivide the pulse while keeping to a steady beat.</li> </ul>

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<p><b>Composition</b></p>	<ul style="list-style-type: none"> <li>• Contribute to the creation of a class composition.</li> <li>• Basic skills developments for composition in KS1 are to be found within 'Exploring sounds'.</li> </ul>	<ul style="list-style-type: none"> <li>• Create textures by combining sounds in different ways.</li> <li>• Create music that describes contrasting moods/emotions.</li> <li>• Improvise simple tunes based on the pentatonic scale.</li> <li>• Compose music in pairs and make improvements to their own work.</li> <li>• Create an accompaniment to a known song.</li> <li>• Create descriptive music in pairs or small groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify different starting points or composing music.</li> <li>• Explore, select combine and exploit a range of different sounds to compose a soundscape.</li> <li>• Write lyrics to a known song.</li> <li>• Compose a short song to own lyrics based on everyday phrases.</li> <li>• Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition.</li> </ul>
<p><b>Reading and writing notation</b></p>	<ul style="list-style-type: none"> <li>• Perform long and short sounds in response to symbols.</li> <li>• Create long and short sounds on instruments.</li> <li>• Play and sing phrase from dot notation.</li> <li>• Record their own ideas.</li> <li>• Make their own symbols as part of a class score.</li> </ul>		<ul style="list-style-type: none"> <li>• Perform using notation as a support.</li> <li>• Sing songs with staff notation as support.</li> </ul>
<p><b>Performance skills</b></p>	<p>Perform together and follow instructions that combine the musical elements.</p>	<ul style="list-style-type: none"> <li>• Perform in different ways, exploring the way the performers are a musical resource.</li> <li>• Perform with awareness of different parts.</li> </ul>	<p>Present performances effectively with awareness of audience, venue and occasion.</p>
<p><b>Evaluating and appraising</b></p>	<p>Choose sounds and instruments carefully and make improvements to their own and others' work.</p>	<p>Recognise how music can reflect different intentions.</p>	<p>Improve their work through analysis, evaluation and comparison.</p>

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<p><b>Subject Content</b></p>	<ul style="list-style-type: none"> <li>• use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• play tuned and untuned instruments musically</li> <li>• listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>• experiment with, create, select and combine sounds using the interrelated dimensions of music</li> </ul>		<ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• improvise and compose music for a range of purposes using the interrelated dimensions of music</li> <li>• listen with attention to detail and recall sounds with increasing aural memory</li> <li>• use and understand staff and other musical notations</li> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• develop an understanding of the history of music</li> </ul>			
	<ul style="list-style-type: none"> <li>•</li> </ul>		<ul style="list-style-type: none"> <li>•</li> </ul>			
<p><b>Composers</b></p>	<ul style="list-style-type: none"> <li>• Year 1</li> <li>• The Flight of the Bumblebee – Rimsky Korsakov</li> <li>• Vivaldi – The Four Seasons</li> </ul>	<p style="text-align: center;">Year 2</p> <p style="text-align: center;">Peter and the Wolf – Prokofiev</p>	<ul style="list-style-type: none"> <li>• Year 3</li> <li>• New World Symphony – Dvorak</li> <li>• World Music</li> </ul>	<p style="text-align: center;">Year 4</p> <ul style="list-style-type: none"> <li>• Hans Zimmer, Gladiator</li> </ul>	<p style="text-align: center;">Year 5</p> <ul style="list-style-type: none"> <li>• Carnival of the Animals – Saint Saëns</li> </ul>	<p style="text-align: center;">Year 6</p> <ul style="list-style-type: none"> <li>• Nimrod – Edward Elgar</li> </ul>

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