

Skills Progression

Subject: Music

Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Singing	<i>In singing assemblies, children will learn and perform chants, rhythms, raps and songs musically. They will also learn to follow the conductor and how to warm up their voices and stand properly.</i>	<i>In singing assemblies children will sing songs in two parts and use their voices expressively and creatively by singing songs and speaking chants and rhymes with growing confidence.</i>	<i>In singing assemblies children will sing songs with multiple parts with increasing confidence.</i>	<i>In singing assemblies children will sing as part of an ensemble with confidence and precision.</i>	<i>In singing assemblies children will sing as part of an ensemble with increasing confidence and precision.</i>	<i>In singing assemblies children will sing as part of an ensemble with full confidence and precision.</i>
Listening	<i>Listen to music with concentration and recognise different instruments and what they sound like. Discuss feelings and emotions linked to different pieces of music and to copy and repeat the same rhythm</i>	<i>Listen with concentration and understanding to a range of high-quality live and recorded music and to be able to keep to the beat of a piece of music when listening to it. Children should develop an understanding</i>	<i>Listen with direction to a range of high-quality music and be able to confidently recognise a range of musical instruments. Children should be able to</i>	<i>Confidently recognise a range of musical instruments and the different sounds they make. Confidently recognise and explore a range of musical styles and traditions and know their basic</i>	<i>Understand how pulse, rhythm and pitch work together and listen to music with attention to detail. Develop an increasing understanding of the history and context of music.</i>	<i>Appreciate and understand a wide range of high-quality live and recorded music from different traditions and by different composers. They should also develop a deeper understanding of the</i>

	<p>or melody.</p> <p>Key vocabulary: Find the pulse (beat)</p> <p>Rhythm (mixture of long and short sounds that happen over the pulse)</p> <p>Pitch (how high or low sounds are)</p> <p>Tempo (how fast or slow the music is)</p> <p>Dynamics (how loud/quiet the music is)</p>	<p>g of melody, the words and their importance in the music being listened to. They should begin to describe a piece of music using correct vocabulary learnt so far.</p> <p>Key vocabulary: Timbre (the character or quality of a sound.)</p> <p>Texture (the layers within the music.)</p> <p>Structure (how the different sections of the music are ordered).</p>	<p>easily find the pulse in a variety of pieces and should be able to recall some sounds.</p>	<p>style indicators.</p> <p>Use musical language to appraise a piece or style of music.</p> <p>Copy increasingly challenging rhythms using body percussion and untuned instruments where appropriate.</p> <p>Listen to and recall sounds with increasing aural memory.</p>	<p>history and context of music.</p> <p>Appropriately discuss the dimensions of music and recognise them in music heard.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory and accuracy.</p>	
Composing	<p>Begin to understand that rhythm is a mixture</p>	<p>Experiment with, create, select and combine</p>	<p>Understand that improvisation is</p>	<p>Develop an understanding of formal,</p>	<p>Compose complex rhythms from an</p>	<p>Create a simple composition and record</p>

	<p>of long and short sounds that happen over the pulse.</p>	<p>sounds using the inter-related dimensions of music.</p>	<p>when a composer makes up a tune within boundaries.</p> <p>Understand that composition is when a composer writes down and records a musical idea.</p> <p>Develop an understanding of formal, written notation which includes crotchets and rests.</p>	<p>written notation which includes minims and quavers.</p>	<p>increasing aural memory.</p> <p>Understand how pulse, rhythm and pitch work together.</p> <p>Improvise with increasing confidence using own voice, rhythms and varied pitch.</p>	<p>using formal notation.</p>
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<p>Performing</p>	<p>Find the pulse whilst listening to music and using movement.</p> <p>Listen to, copy and repeat a simple rhythm or melody.</p> <p>Learn and perform chants, rhythms, raps and songs.</p> <p>Learn to follow the conductor or band leader.</p>	<p>Improvise (make up) a simple rhythm using different rhythms including the voice.</p> <p>Use tunes and untuned classroom percussion to play accompaniments and tunes.</p> <p>Use tunes and untuned classroom percussion to compose and improvise.</p> <p>Play instruments using the correct techniques with respect.</p> <p>Practice, rehearse and present performances to audiences with a growing awareness of the people watching.</p>	<p>Play and perform in solo or ensemble contexts with confidence.</p>	<p>Copy increasingly challenging rhythms using body percussion and untuned instruments where appropriate.</p> <p>Play and perform in solo or ensemble contexts with increasing confidence.</p>	<p>Play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression.</p>	<p>Play and perform in solo or ensemble contexts with increasing accuracy, control, fluency and expression.</p>
