Skills Progression

Subject: Music

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

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

of long a	nd sounds using	when a	written	increasing	using formal
short sou	nds the inter-	composer	notation	aural	notation.
that happ	oen related	makes up	which	memory.	
over the	dimensions	a tune	includes		
pulse.	of music.	within	minims and	Understand	
		boundarie	quavers.	how pulse,	
		s.		rhythm and	
				pitch work	
		Understa		together.	
		nd that			
		compositi		Improvise	
		on is		with	
		when a		increasing	
		composer		confidence	
		writes		using own	
		down and		voice,	
		records a		rhythms and	
		musical		varied pitch.	
		idea.			
		Develop			
		an			
		understan			
		ding of			
		formal,			
		written			
		notation			
		which			
		includes			
		crotchets			
		and rests.			

Performing	Find the	Improvise	Play and	Сору	Play and	Play and
	pulse whilst	(make up) a	perform	increasingly	perform in	perform in
	listening to	simple	in solo or	challenging	solo or	solo or
	music and	rhythm using	ensemble	rhythms	ensemble	ensemble
	using	different	contexts	using body	contexts	contexts
	movement.	rhythms	with	percussion	with some	with
		including the	confidenc	and untuned	accuracy,	increasing
	Listen to,	voice.	e.	instruments	control,	accuracy,
	copy and			where	fluency and	control,
	repeat a	Use tunes		appropriate.	expression.	fluency and
	simple	and untuned		' ' '	,	expression.
	rhythm or	classroom		Play and		
	melody.	percussion to		perform in		
		play		solo or		
	Learn and	accompanim		ensemble		
	perform	ents and		contexts		
	chants,	tunes.		with		
	rhythms,			increasing		
	raps and	Use tunes		confidence.		
	songs.	and untuned				
		classroom				
	Learn to	percussion to				
	follow the	compose and				
	conductor or	improvise.				
	band leader.					
		Play				
		instruments				
		using the				
		correct				
		techniques				
		with respect.				
		Practice,				
		rehearse and				
		present				
		performances				
		to audiences				
		with a				
		growing				
		awareness of				
		the people				
		watching.				

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