

Music Progression of Skills



	Investigation	Observation	Application
Year R	<ul style="list-style-type: none"> * Use their voices confidently in different ways. Sing a range of well-known nursery rhymes and songs * Investigate a selection of instruments * Explore rhythm * Explore mark making to sounds 	<ul style="list-style-type: none"> * Play along to the beat of a song – using instruments or body (that they are singing or listening to) * Play rhythm games e.g. tapping out the syllables of children’s names, song lyrics * Describe the sound of different instruments that they hear 	<ul style="list-style-type: none"> * Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. * Create music based on a theme e.g. sounds of the farmyard <ul style="list-style-type: none"> -Finds and records sounds -Plays instruments -keep a steady beat whilst playing instruments * Use shapes to represent instruments / create visual patterns which can be used to play music
Year 1	<ul style="list-style-type: none"> * Use their voices confidently in different ways * Explore how sounds can be made and changed 	<ul style="list-style-type: none"> * Recognise how sounds can be made and changed * Identify the beat in different pieces of music * Identify long and short sounds in music 	<ul style="list-style-type: none"> * Respond appropriately to musical instructions * Respond verbally and physically to different musical moods * Create and choose sounds in response to given starting points * Follow pitch movements with their hands and use high, low and middle voices * Repeat short, rhythmic and melodic patterns to a given beat

Year 2	<ul style="list-style-type: none"> * Select and order sounds within simple structures and sounds in response to given starting points * Experiment with, create, select and combine sounds using inter-related musical dimensions e.g. tempo, pitch * Represent sounds with symbols 	<ul style="list-style-type: none"> * Play musical instruments with expression and control, listening and observing carefully * Identify the beat and join in getting faster and slower together * Recognise and explore how sounds can be organised 	<ul style="list-style-type: none"> * Begin to sing in tune with expression and control * Recall, perform and accompany simple songs, sequences and rhythmic patterns * Perform long and short sounds in music in response to symbols * Respond to a range of high-quality live and recorded music
Year 3	<ul style="list-style-type: none"> * Explore the way sounds can be combined and used expressively * Improvise repeated patterns * Compose and perform simple accompaniments recognising different musical elements and how they can be used together to compose music * Explore sounds using symbols 	<ul style="list-style-type: none"> * Begin to recognise, recall and perform simple rhythmic patterns * Recognise and explore different combinations of pitch sounds * Listen carefully and recognise patterns and increase aural memory 	<ul style="list-style-type: none"> * Begin to sing in tune expressively with an awareness of beat and rhythm * Perform with control and awareness of audience
Year 4	<ul style="list-style-type: none"> * Explore and extend the ways sounds can be combined and used expressively to convey mood and emotion * Improvise simple tunes based on the pentatonic scale * Compose and perform simple melodies recognising different musical elements and how they can be used together to compose music * Explore, recall and plan sounds using symbols and ICT 	<ul style="list-style-type: none"> * Combine several layers of sound, observing the combined effect * Listen carefully, recognise and use repeated patterns and increase aural memory 	<ul style="list-style-type: none"> * Internalise sounds by singing parts of a song 'in their heads' and attempt to play simple melodic phrases by ear * Perform with awareness of different parts that others are playing or singing
Year 5	<ul style="list-style-type: none"> * Improvise melodic and rhythmic phrases * Compose from different starting 	<ul style="list-style-type: none"> * Suggest improvements to their own and others' work 	<ul style="list-style-type: none"> * Perform by ear * Sing songs with increasing control of breathing, posture and sound projection

	<p>points by developing ideas within musical structures</p> <p>* Explore the use of notation and ICT to support creative work</p>	<p>* Identify the relationship between sounds and how music reflects different intentions</p> <p>* Describe and compare different kinds of music using key musical vocabulary</p> <p>* Listen carefully, developing and demonstrating musical understanding</p>	<p>* Compose their own instrumental and vocal music and perform their own and others' compositions</p>
Year 6	<p>* Explore the use of notation and ICT to support creative expression</p>	<p>* Refine and improve their work through evaluation, analysis and comparison, commenting on how intentions have been achieved</p> <p>* Perform significant parts from memory, with awareness of their own contributions</p> <p>* Analyse and compare musical features and structures using appropriate musical vocabulary</p> <p>* Listen carefully, demonstrating musical understanding and increasing aural memory</p>	<p>* Perform solo and lead others from notation</p> <p>* Subdivide the pulse and identify the metre of different songs through recognising the pattern of strong and weak beats</p> <p>* Use a variety of notation</p> <p>* Perform their own and others' compositions in a way that reflects their meaning and intentions</p>