

# Music Progression of Skills

	Foundation Stage	Years 1 and 2	Years 3 and 4	Years 5 and 6
<b>Singing songs with control and using Voice Expressively</b>	To learn to... Explore vocal sounds and to use their voices confidently. Sing a range of nursery rhymes and songs with developing control of pitch. To explore rhythm in songs. To use expression when singing.	To learn to ... Find their singing voice and to use their voices confidently. Sing a melody accurately at their own pitch. Sing with a sense 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. Sing with an awareness of other performers.	To learn to... Sing with confidence using a wider vocal range. Sing in tune. Sing with an awareness of pulse and control of rhythm. Recognise simple structures (phrases) Sing expressively with awareness and control of expressive elements such as tempo and dynamics. Sing songs and create different vocal effects. Understand how mouth shapes can effect voice sounds. Internalise sounds by singing parts of a song in their heads.	To learn to ... Sing songs with increased control of breathing, posture and sound projection. Sing songs in tune and with an awareness of 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 and the voice.
<b>Listening, memory and movement.</b>	Recall and remember short songs and patterns of sounds. Response physically to songs and different sound sources.	Recall and remember short songs, sequences and patterns of sounds. Respond physically when performing, composing and appraising music. Identify different sound sources. Identify well-defined musical features.	Identify melodic phrases and play them by ear. Create sequences of movements in response to sounds. Explore and chose different movements in response to musical pieces and phrases. 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.	Internalise short melodies and play these on pitch percussion (learning to 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 loner pieces of music and identify key features.
<b>Controlling pulse and rhythm.</b>	To explore pulse through clapping and tapping and using untuned percussion instruments to accompany songs. To explore own rhythm patterns.	Identify the pulse in different pieces of music. Identify pulse and participate in getting faster and slower when accompanying pieces of music as a group. 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.	Recognise rhythmic patterns. Perform a repeated pattern to a steady pulse. Identify and recall rhythmic and melodic patterns. Identify repeated patterns using a variety of music. (Ostinato.)	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 a steady beat.
<b>Exploring sounds, melody and accompaniment</b>	To listen to a range of sound sources and to identify the sounds heard. To name classroom instruments. To start changing sounds according to different stimuli.	To explore different sound sources. Make sounds and recognise how they can give a message. Identify and name classroom instruments. Create and choose sounds in response to a given stimulus. Identify how sounds can be changed. Change sounds according to different stimuli.	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. Recognise and explore different combinations of pitch sounds.	Please see the sections Control of Instruments and Composition for the skills development in this area.
<b>Composition</b>	To contribute to the creation of a class composition. To explore different sound sources.	Contribute to the creation of a class composition. To explore different sound sources. Make sounds and recognise how they can give a message. Identify and name classroom instruments.	Create textures by combining sounds in different ways. Create music that describes contrasting moods and emotions. Improvise simple tunes based on the pentatonic scale.	Identify different starting points for composing music. Explore, select and combine a range of different sounds to compose a soundscape. Write lyrics to a known song. Compose a short song using composed lyrics.

Composition continued		Create and choose sounds in response to a given stimulus. Identify how sounds can be changed. Change sounds according to different stimuli.	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.	Compose music individually or in pairs using a range of stimuli and developing their own musical ideas into a completed composition.
Reading and Writing Notation	Perform long and short sounds in response to symbols. Create long and short sounds on instruments.	Perform long and short sounds in response to symbols. Create long and short sounds on instruments. Play and sing phrases from dot notation. Record their own ideas. Make their own symbols as part of a class score.	Perform long and short sounds in response to symbols. Create long and short sounds on instruments. Play and sing phrases from dot notation. Record their own ideas. Make their own symbols as part of a class score.	Perform using notation as a support.
Performance Skills	Perform in a variety of ways and for different audiences showing elements of musical understanding and awareness.	Perform in a variety of ways and for different audiences showing elements of musical understanding and awareness.	Perform in different ways, exploring the way the performers are a musical resource. Perform with awareness of different parts.	Present performances effectively with awareness of audience, venue and occasion.
Evaluating and Appraising	Choose sounds and instruments carefully. Listen to and describe pieces of music and musical phrases.	Choose sounds and instruments carefully and make improvements to their own and other's work. Perform together and follow instructions that combine the musical elements.	Recognise how music can reflect different intentions.	Improve their work through analysis, evaluation and comparison.