



Progression of Music Skills

Music Skills	National Curriculum	Year One	Year Two	National Curriculum	Year Three	Year Four
Singing	Use their voices expressively and creatively by singing songs and speaking chants and rhymes.	<p>Explore making different sounds with the voice.</p> <p>Sing and chant songs and rhymes in unison.</p> <p>Begin to sing in tune using melodies that move mainly by step and include small intervals.</p> <p>Recognise visual signs for start, stop, mime actions, sing in your head.</p>	<p>Sing in tune within a limited pitch range up to an octave.</p> <p>Develop an awareness of diction when singing.</p> <p>Sing/chant in unison and with a simple second part.</p> <p>As part of a group, maintain an ostinato/drone with the voice.</p> <p>Recognise visual signs for start, stop, mime actions, sing in your head.</p>	<p>Sing and play musically with increasing confidence and control.</p> <p>Play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression.</p>	<p>Understand and respond to visual cues for starting and stopping.</p> <p>Maintain a second part in a vocal piece (e.g. partner songs and rounds) and an ostinato.</p> <p>Sing rhythmically and expressively using a limited range of notes of approximately an octave with increased control.</p>	<p>Demonstrate awareness of the need for good posture and diction whilst singing in order to maintain a pleasing sound.</p> <p>Sing with an awareness of how the interrelated dimensions of music affect the performance and its impact on the audience.</p> <p>Understand and respond to visual cues for starting and stopping, sustaining sounds, ending words with clear consonant sounds and/or fading away.</p> <p>Maintain a third part in a vocal piece showing an understanding of texture (e.g. partner songs, rounds and simple part harmony).</p> <p>Continue to sing rhythmically and expressively using a range of approximately an octave with increased control.</p>

<p>Playing and Performing</p>	<p>Play tuned and un-tuned instruments musically</p>	<p>Explore making different sounds with the instruments.</p> <p>Show an understanding of pulse.</p> <p>Start and stop at the appropriate time.</p> <p>Follow a leader when performing as a group.</p>	<p>Perform a simple melody using voice and/or instruments. Perform with a strong sense of pulse.</p> <p>Start to understand the difference between pulse and rhythm.</p> <p>Perform, demonstrating use of dynamics, pitch and tempo.</p> <p>Play simple rhythms. As part of a group, maintain an ostinato/drone with the voice or on instruments.</p> <p>Perform and interpret a piece using simple notation.</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p>Play a simple melody with technical control of the instrument/voice to create a pleasing sound.</p> <p>Perform, demonstrating changes in dynamics, pitch, tempo and articulation.</p> <p>Demonstrate the difference between pulse and rhythm. Clap or tap a pulse whilst speaking/playing/improvising a rhythm/song.</p> <p>Understand and respond to visual cues for starting and stopping.</p> <p>Can direct others to start and stop using gestures.</p>	<p>Play with an awareness of how the interrelated dimensions of music affect the performance and its impact on the audience.</p> <p>Perform using conventional rhythmic/melodic notation and/or from graphic notation including crotchet, quaver, minim, semibreve, semiquaver.</p> <p>Understand and respond to visual cues for starting and stopping, sustaining sounds, ending words with clear consonant sounds and/or fading away.</p> <p>Maintain a third part on an instrumental piece showing an understanding of texture (e.g. partner songs, rounds and simple part harmony).</p>
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<p>Composing and Improvising</p>	<p>Experiment with, create, select and combine sounds using the inter-related dimensions of music</p>	<p>Say words/rhymes and clap/play to create simple rhythmic patterns.</p> <p>Improvise a rhythm/sound over a given number of beats.</p> <p>Add sound effects to a story.</p> <p>Make a piece of music to illustrate a character or mood.</p> <p>Respond to music through movement.</p> <p>Understand simple graphic notation - one sign for a sound or group of sounds.</p>	<p>Use simple pitch and rhythm patterns to develop a structure for a short piece.</p> <p>Improvise a rhythm/sound over a given number of beats.</p> <p>Begin to recognise how music will fit a topic/theme.</p> <p>Experiment with different timbres to create effects.</p> <p>Recognise and begin to use contrasts in dynamics, tempo or pitch in a simple composition.</p> <p>Respond to music through movement.</p> <p>Notate a composition using simple graphic notation.</p> <p>Understand that music can be notated in different ways.</p>	<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p>	<p>Make four-bar rhythms in groups, pairs or individually. Improvise with increasing confidence. (e.g. using 2 - 3 notes).</p> <p>Contribute to a group composition which has a definite start, performance and finish and playing own part.</p> <p>Choose instruments and playing techniques to accurately depict story, mood or character showing an awareness of timbre.</p> <p>Adds pitch names to rhythmic notation to make melodies.</p> <p>Understand how changes in pitch can be shown on a graphic score.</p> <p>Understand graphic scores and how more than one sound can play at a time to create texture.</p> <p>Start to understand simple rhythmic notation including crotchet, quaver, minim, semibreve.</p>	<p>Construct a piece with a simple structure (e.g. Binary or Ternary). Improvise with increasing confidence (e.g. using 2 - 3 notes).</p> <p>Can add own words to an existing tune to make a new song.</p> <p>Makes soundscapes/descriptive/atmospheric pieces with narrative/through-composed structures.</p> <p>Add pitch names to rhythmic notation to make more complex melodies</p> <p>Begin to show an awareness of how changes in pitch can be shown on a staff.</p> <p>Work independently within a group composition showing thought in selection of instruments and playing techniques and understanding the effect of timbre and texture, including adding a drone.</p>
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<p>Aural awareness</p>	<p>Listen with concentration and understanding to a range of high quality live and recorded music</p>	<p>Listen to and experiment with vocal and instrumental sounds.</p> <p>Copy back simple rhythmic patterns and melodies. Recognise duration as being long or short.</p> <p>Recognise pitch as high or low.</p> <p>Recognise different articulations e.g. smooth and detached.</p> <p>Feel if the tempo is fast or slow by responding to the pulse.</p> <p>Recognise differences in dynamics as loud or soft.</p>	<p>Begin to recognise the sounds of different instruments (timbre) with an understanding of how sounds are produced.</p> <p>Sing and recognise simple melodic shapes and patterns.</p> <p>Take a lead in activities that involve imitation or call and response.</p> <p>Continue to develop an awareness of pulse, duration, pitch, tempo, dynamics and articulations in all activities.</p>	<p>Listen with attention to detail and recall sounds with increasing aural memory.</p>	<p>Recognise and describe how sounds are made on different instruments.</p> <p>Sing and recognise short melodic shapes and rhythmic patterns from memory.</p> <p>Continue to develop an awareness of pulse, duration, pitch, tempo, dynamics and articulations in all activities.</p> <p>Recognise different metres (e.g. 3 time and 4 time).</p>	<p>Recognise and describe how sounds are made and changed on different instruments and how this groups them into different instrumental families.</p> <p>Memorise rhythmic and melodic phrases and match to conventional/graphic pitch notation.</p> <p>Continue to develop an awareness of the inter-related dimensions of music, pulse and articulations.</p> <p>Recognise simple structures in the music that is being performed or listened to (e.g. phrases, Binary, Ternary, Verse-Chorus).</p> <p>Recognise different metres (e.g. 2, 3 or 4 time).</p>
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<p>Listening and appraising</p>	<p>Listen with concentration and understanding to a range of high quality live and recorded music</p>	<p>Comment on own performances and compositions.</p> <p>Describe music and sounds in simple terms.</p> <p>Talk about how the music makes them feel and why.</p>	<p>Talk about own and peers' work and make simple suggestions for improvement.</p> <p>Begin to recognise how other composers use changes in dynamics, pitch and tempo for effect.</p>	<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Develop an understanding of the history of music</p>	<p>Make constructive comments on own and others' music to develop compositions and performances.</p> <p>Make simple connections and comparisons with music being listened to and own compositions and performances.</p> <p>Begin to recognise how composers use the inter-related dimensions of music to create effects and mood.</p>	<p>Make constructive comments on own and others' music to develop compositions and performances discussing some of the inter-related dimensions of music.</p> <p>Make simple connections and comparisons with music being listened to and own compositions and performances.</p> <p>Identify how composers use the inter-related dimensions of music to create effects and mood.</p> <p>Ask questions about music in other cultures and traditions.</p>
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