

## Skills Progression in Music at Foundation Stage



Music	Explores a range of musical instruments	Experiments with changing the sound by using instruments in different ways	Chooses and uses instruments to represent something e.g. drum for thunder	Changes how they play instruments by following instructions	Begins to make musical patterns by repeating sounds	Makes up rhythms for others to copy and copies rhythms played for them	
	Enjoys listening to music	Responds to music	Talks about how music makes them feel		Identifies if music is 'happy', 'sad' or 'scary'	Explains emotions in music	
Being Imaginative and Expressive Singing and dancing	Moves to music	Copies basic movements	Learns short routines, with support		Learns long routines, with support	Puts actions together to create their own dance	<b>Sing a range of well-known nursery rhymes and songs</b>
	Knows some words when singing	Enjoys singing in a small group	Sings in a group and begins to create own songs and actions		Begins to develop their confidence in performing to others	Enjoys performing solo or in groups with little support	<b>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music</b>

# Skills Progression in Music at Key Stage One

	Singing, playing & performing	Exploring and composing	Transcribing	Describing
<b>Year 1</b>	<ul style="list-style-type: none"> <li>✓ Perform simple songs from memory, singing collectively at the same pitch.</li> <li>✓ Explore using the voice in different ways.</li> <li>✓ Explore using the voice expressively and creatively.</li> <li>✓ Find the pulse of a piece of music with some support (by movement or clapping.)</li> <li>✓ Copy a simple rhythm.</li> <li>✓ Explore crescendo (getting louder) and diminuendo (getting quieter) vocally and instrumentally.</li> <li>✓ Explore accelerando (getting faster) and rallentando (getting slower) vocally and instrumentally.</li> <li>✓ Sing in unison and sing call and response songs.</li> <li>✓ Respond to simple visual clues e.g. stop, go, loud, quiet.</li> <li>✓ Begin to use the 'thinking' voice.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Create music as a response to a stimulus e.g. a rocket launching, a rainstorm, a rockpool etc. choosing and using appropriate instruments to create an idea.</li> <li>✓ Experiment with, create, select and combine sounds using the inter-related dimensions.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Follow pictures and symbols to support singing and playing e.g. 4 spots=4 taps on the drum</li> <li>✓ Suggest symbols to represent sounds.</li> <li>✓ Experience using Music Technology to capture, change and combine sounds.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Use a simple graphic score for performing or as a stimulus for composition.</li> <li>✓ Begin to recognise the link between shape and pitch in graphic notations.</li> <li>✓ Experience using Music Technology to capture, change and combine sounds.</li> </ul>

Y1 GD	<ul style="list-style-type: none"> <li>✓ Can they perform a rhythm to a steady pulse?</li> </ul>	<ul style="list-style-type: none"> <li>✓ Can they repeat (short rhythmic and melodic) patterns?</li> <li>✓ Can they give a reason for choosing an instrument?</li> </ul>	<ul style="list-style-type: none"> <li>✓ Can they identify what different sounds could represent and give a reason why?</li> </ul>	<ul style="list-style-type: none"> <li>✓ Can they identify texture - listening for whether there is more than one sound at the same time?</li> <li>✓ Can they identify musical structure in a piece of music (verse, chorus etc.)?</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>✓ Sing songs with a wider pitch range (C-C) showing a sense of melodic shape.</li> <li>✓ Sing lah-soh-me songs with accurate pitch matching.</li> <li>✓ Explore using the voice expressively and creatively.</li> <li>✓ Copy a simple rhythm on a percussion instrument.</li> <li>✓ Beat the pulse of a piece of music, using body and using a percussion instrument.</li> <li>✓ Begin to identify the difference between pulse and rhythm.</li> <li>✓ Internalise a steady pulse e.g. use the 'thinking voice' to 'sing' short extracts in own head.</li> <li>✓ Create crescendo (getting louder) and diminuendo (getting quieter) vocally and instrumentally.</li> <li>✓ Create accelerando (getting faster) and rallentando (getting slower) vocally and instrumentally.</li> <li>✓ Experience singing songs with different structures e.g. verse/ chorus.</li> <li>✓ Add simple accompaniments to songs using tuned and untuned percussion instruments e.g. drones or keeping pulse on a drum.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Create music as a response to a stimulus e.g. a rocket launching, a rainstorm, a rockpool etc. choosing and using appropriate instruments to create an idea.</li> <li>✓ Experiment with, create, select, combine and sequence sounds using the inter-related dimensions.</li> <li>✓ Clap a simple rhythmic pattern for others to copy.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Use a simple graphic score for performing or as a stimulus for composition.</li> <li>✓ Begin to recognise the link between shape and pitch in graphic notations.</li> <li>✓ Experience using Music Technology to capture, change and combine sounds.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Identify patterns of one and two sounds per beat and use rhythm names (walk/jogging or ta/te-te).</li> <li>✓ Know that pitch means 'high and low' and identify high and low sounds when listening to a piece of music.</li> <li>✓ Recognise changes in dynamics, tempo and timbre and explain in simple ways how these changes affect the music.</li> <li>✓ Listen with concentration to a range of recorded and live music and express an opinion about the music.</li> <li>✓ Group instruments in different ways e.g. according to how they are played, wooden/metal/skin etc.</li> </ul>

<b>Y2 GD</b>	<ul style="list-style-type: none"> <li>✓ Can they understand the importance of a warm up?</li> <li>✓ Can they sing/play rhythmic patterns in contrasting dynamics; keeping to the pulse?</li> </ul>	<ul style="list-style-type: none"> <li>✓ Can they use simple structures (e.g. repetition and order) in a piece of music?</li> <li>✓ Do they know that phrases are where we breathe in a song?</li> </ul>		<ul style="list-style-type: none"> <li>✓ Can they tell whether a change (e.g. pitch, tempo, dynamic, texture and timbre) is gradual or sudden and describe its effect?</li> </ul>
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Singing, playing & performing		Exploring and composing		Transcribing		Describing	
<b>Year 3</b>	<ul style="list-style-type: none"> <li>✓ Sing a growing range of songs in tune and with expression.</li> <li>✓ Experience singing canons, simple rounds and other partner songs.</li> <li>✓ Understand the difference between pulse and rhythm.</li> <li>✓ Choose and maintain an appropriate pulse.</li> <li>✓ Play simple ostinato parts (repeating rhythms) on percussion instruments.</li> <li>✓ Play simple melodic patterns using a small number of notes.</li> <li>✓ Show control of dynamics and tempo when singing and playing, following physical signals.</li> <li>✓ Begin to show an awareness of the audience when performing.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Compose music for a range of purposes, thoughtfully using the inter-related dimensions of music to create specific effects, moods, atmospheres and ideas.</li> <li>✓ Begin to improvise and compose simple rhythmic patterns within a given structure.</li> <li>✓ Compose, rehearse and perform with others and begin to improve own work.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Recognise the symbols for crotchets, quavers and crotchet rests.</li> <li>✓ Read and clap/tap a 4 beat pattern (e.g. from a flashcard) that contains crotchets, quavers and crotchet rests.</li> <li>✓ Begin to show the link between shape and pitch using graphic notations.</li> <li>✓ Explore and develop using Music Technology to capture, change and combine sounds.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Identify patterns of one and two sounds per beat plus rests and use rhythm names (walk/jogging/rest or ta/te-te.)</li> <li>✓ Recognise pitch changes and motifs (repeating phrases) in a piece of music.</li> <li>✓ Listen with increasing concentration and recognise how the inter-related dimensions of music can be used to create different moods and effects.</li> <li>✓ Recognise the different instrumental families when watching musical performances and begin to recognise the sounds they make.</li> <li>✓ Appreciate and understand a growing range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</li> </ul>			

<b>Y3 GD</b>	<ul style="list-style-type: none"> <li>✓ Can they sing/play rhythmic patterns in contrasting tempo; keeping to the pulse?</li> </ul>	<ul style="list-style-type: none"> <li>✓ Can they create accompaniments for melodies?</li> <li>✓ Can they compose a simple piece of music that they can recall to use again?</li> <li>✓ Do they understand metre in 4 beats; then 3 beats?</li> </ul>	<ul style="list-style-type: none"> <li>✓ Can they compare repetition, contrast and variation within a piece of music?</li> </ul>	<ul style="list-style-type: none"> <li>✓ Can they recognise changes in sounds that move incrementally and more dramatically?</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>✓ Sing within an appropriate vocal range with clear diction, mostly accurate tuning and control of breathing.</li> <li>✓ Sing canons, rounds and other partner songs with increased control.</li> <li>✓ Choose and maintain an appropriate pulse.</li> <li>✓ Maintain an ostinato part (repeating rhythm), keeping to the pulse.</li> <li>✓ Maintain a simple melody, vocally or on an instrument, keeping to the pulse.</li> <li>✓ Show control of dynamics and tempo when singing and playing, following physical signals and written symbols (pp p mp mf f ff &lt; &gt; accelerando rallentando.)</li> <li>✓ Maintain an independent part when singing or playing in two parts e.g. ostinato, drone, simple part singing.</li> <li>✓ Play and perform in solo and ensemble contexts, playing and singing with increasing accuracy, fluency, control and expression.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Compose music for a range of purposes, thoughtfully using the inter-related dimensions of music to create specific effects, moods, atmospheres and ideas.</li> <li>✓ Create simple rhythmic patterns, melodies and accompaniments.</li> <li>✓ Compose and perform within given structures e.g. ABA, rondo, call and response.</li> <li>✓ Make improvements to own work, giving reasons for changes made.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Recognise the symbols for minims, crotchets, quavers and crotchet rests.</li> <li>✓ Read and clap/tap a 4 beat pattern (e.g. from a flashcard) that contains minims, crotchets, quavers and crotchet rests.</li> <li>✓ Experience staff notation and begin to understand how pitch is represented on a stave.</li> <li>✓ Explore and develop using Music Technology to capture, change and combine sounds.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Identify patterns of one and two sounds per beat plus rests and two beat sounds and use rhythm names (walk/jogging/rest/stride.)</li> <li>✓ Recognise how pitch changes can be used to convey a character or theme.</li> <li>✓ Listen with increasing concentration and describe how the inter-related dimensions of music can be used to create different moods and effects.</li> <li>✓ Recognise the different instrumental families when listening to a piece of live or recorded music.</li> <li>✓ Appreciate and understand a growing range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> </ul>
<b>Y4 GD</b>	<ul style="list-style-type: none"> <li>✓ Can they use selected pitches simultaneously to produce simple harmony?</li> </ul>	<ul style="list-style-type: none"> <li>✓ Can they explore and use sets of pitches, e.g. 4 or 5 note scales?</li> <li>✓ Can they show how they can use dynamics to provide contrast?</li> </ul>		<ul style="list-style-type: none"> <li>✓ Can they identify how a change in timbre can change the effect of a piece of music?</li> </ul>

<p style="text-align: center;"><b>Year 5</b></p>	<ul style="list-style-type: none"> <li>✓ Sing within an appropriate vocal range with clear diction, accurate tuning, control of breathing and communicating an awareness of style.</li> <li>✓ Play or sing a rhythmic pattern or melody and maintain it as part of a multi-layered ensemble piece.</li> <li>✓ Maintain a strong sense of pulse and recognise when going out of time.</li> <li>✓ Confidently and appropriately make use of dynamics and tempo when performing, following physical signals and written symbols (pp p mp mf f ff &lt; &gt; accelerando rallentando.)</li> <li>✓ Play and perform in solo and ensemble contexts, playing and singing with increasing accuracy, fluency, control and expression.</li> <li>✓ Conform to the etiquette of performance situations as a musician and as an audience member.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Improvise and compose music for a range of purposes, confidently and appropriately using the inter-related dimensions of music to create specific effects, moods, atmospheres and ideas.</li> <li>✓ Improvise and compose rhythmic patterns and melodic patterns within given parameters e.g; structures, using particular notes.</li> <li>✓ Make improvements to my own work, giving reasons using appropriate musical vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Recognise the symbols for semibreves, minims, crotchets, quavers, semi-quavers and crotchet rests.</li> <li>✓ Follow notated rhythms and melody lines as an aid to performance.</li> <li>✓ Identify different metres (2 3 4) with increasing confidence.</li> <li>✓ Combine layers of sound using Music Technology software e.g. Garage Band, Audacity.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Listen with attention to detail and recall sounds with increasing aural memory.</li> <li>✓ Understand, recognise and describe how the inter-related dimensions of music can be used to create different moods and effects using appropriate musical vocabulary.</li> <li>✓ Recognise and name a growing number of individual instruments within instrumental families.</li> <li>✓ Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</li> <li>✓ Begin to relate music across time to other factors such as world events and to develop a basic idea of a musical timeline.</li> </ul>
<p style="text-align: center;"><b>Y5 GD</b></p>	<ul style="list-style-type: none"> <li>✓ Can they use pitches simultaneously to produce harmony by building up simple chords?</li> <li>✓ Can they devise and play a repeated sequence of pitches on a tuned instrument to accompany a song?</li> </ul>	<ul style="list-style-type: none"> <li>✓ Can they identify (and use) how patterns of repetitions, contrasts and variations can be organised to give structure to a melody, rhythm, dynamic and timbre?</li> </ul>	<ul style="list-style-type: none"> <li>✓ Can they identify where a gradual change in dynamics has helped to shape a phrase of music?</li> </ul>	<ul style="list-style-type: none"> <li>✓ Can they explain how tempo changes the character of music?</li> </ul>

<p style="text-align: center;"><b>Year 6</b></p>	<ul style="list-style-type: none"> <li>✓ Sing within an appropriate vocal range with clear diction, accurate tuning, control of breathing and communicating an awareness of style.</li> <li>✓ Play or sing a rhythmic pattern or melody and maintain it as part of a multi-layered ensemble piece.</li> <li>✓ Maintain an independent part when singing or playing, showing an awareness of how parts fit together.</li> <li>✓ Refine use of dynamics and tempo when performing, following physical signals and written symbols (pp p mp mf f ff &lt; &gt; accelerando rallentando.)</li> <li>✓ Play and perform in solo and ensemble contexts, playing and singing with increasing accuracy, fluency, control and expression.</li> <li>✓ Conform to the etiquette of performance situations as a musician and as an audience member.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Improvise and compose music for a range of purposes, refining the use of the inter-related dimensions of music to create specific effects, moods, atmospheres and ideas.</li> <li>✓ Improvise and compose rhythmic patterns and melodic patterns within given parameters e.g; structures, using particular notes.</li> <li>✓ Suggest improvements to my own and others' work using appropriate musical vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Recognise the symbols for semibreves, minims, crotchets, quavers, semi-quavers and crotchet rests.</li> <li>✓ Experience notation for dotted rhythms.</li> <li>✓ Use notation on the staff with increasing confidence.</li> <li>✓ Combine layers of sound using Music Technology software e.g. Garage Band, Audacity.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Listen with attention to detail and recall sounds with increasing aural memory.</li> <li>✓ Understand, recognise and describe how the inter-related dimensions of music can be used to create different moods and effects using appropriate musical vocabulary.</li> <li>✓ Recognise and name a growing number of individual instruments within instrumental families.</li> <li>✓ Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</li> <li>✓ Begin to relate music across time to other factors such as world events and to develop a basic idea of a musical timeline.</li> <li>✓ Describe, compare and evaluate different kinds of music using appropriate vocabulary.</li> </ul>
<p style="text-align: center;"><b>Y6 GD</b></p>	<ul style="list-style-type: none"> <li>✓ Can they perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the parts will fit together?</li> </ul>	<ul style="list-style-type: none"> <li>✓ Can they show how a small change of tempo can make a piece of music more effective?</li> <li>✓ Do they use the full range of chromatic pitches to build up chords, melodic lines and bass lines?</li> </ul>		<ul style="list-style-type: none"> <li>✓ Can they appraise the introductions, interludes and endings for songs and compositions they have created?</li> </ul>