

## Skills Progression for Music

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>PERFORMING: SINGING AND PLAYING</b>						
<p>Developing preferences for forms of expression.</p> <p>Creates movement in response to music.</p> <p>Sings to self and makes up simple songs.</p>	<p>Call and respond (following instructions and long and short sounds)</p> <p>Match pitch (higher and lower notes)</p> <p>Perform in a group (singing and playing)</p> <p>Listen carefully when others perform.</p>	<p>Perform in a group following the tune or melody (singing and playing)</p> <p>Play singing warm up game (with long and short sounds)</p> <p>Perform as a group with simple instructions from a leader</p>	<p>Perform in a group following the tune or melody from memory with singing.</p> <p>Play singing warm up game (pronouncing the words clearly)</p> <p>Start to play a tuned instrument (glockenspiels) with a simple tune and call and response</p>	<p>Perform in a group following the tune or melody with clear dynamics and pronounced words (singing and playing)</p> <p>Perform in a group and be able to respond to peers in that group (improvisation)</p>	<p>Perform in a group with clear dynamics, expression through the lyrics (singing)</p> <p>Perform in a round</p> <p>Perform a solo with tuned instruments or singing confidently</p> <p>Perform in a group and be able to respond to peers in that group with good aural memory (improvisation)</p>	<p>Sing or play from memory with confidence</p> <p>Take turns to lead a group</p> <p>Play more complex music on a tuned instrument or sing</p>
<b>COMPOSING: CREATING AND DEVELOPING THEIR OWN MUSIC</b>						
<p>Makes up rhythms.</p> <p>Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</p>	<p>Clap rhythms with a call and response</p> <p>Explore sounds with different materials (high, low, loud and quiet)</p>	<p>Create a short musical pattern</p> <p>Play tuned and un-tuned instruments musically</p>	<p>Learn simple notes B, A and G to compose and perform with</p> <p>Create and improvise repeated patterns</p> <p>Relay actions using percussion</p>	<p>Learn simple notes B, A and G and pause to compose and perform with</p> <p>Create a simple rhythm with a tuned instrument</p> <p>Relay actions using percussion instruments</p>	<p>Learn simple notes B, A and G and pause C and D to compose and perform with</p> <p>Create a simple rhythm with a tuned instrument and some dynamics</p> <p>Relay feelings using percussion instruments</p>	<p>Learn simple notes B, A and G and pause C and D and E and F to compose and perform with</p> <p>Create a simple rhythm with a tuned instrument with clear dynamics</p> <p>Relay feelings using percussion instruments</p>
<b>RESPONDING AND REVIEWING</b>						
<p>Captures experiences and responses with a range of media, such as music</p>	<p>Link music to a mood or feeling</p> <p>Understand a music pulse</p>	<p>Find the pulse in music</p> <p>Recognise how a sound changes and different instrument sounds (percussion and tuned)</p>	<p>Know the difference between pulse and rhythm</p> <p>Start to use musical vocabulary pitch (high and low) and length (long and short) beats</p> <p>Use the vocab to show what works well in music and what needs improving</p>	<p>Identify a pulse and rhythm in a piece of music</p> <p>Start to use musical vocabulary pitch (high and low) and length (long and short), beats and tempo (quick and slow) rhythm, melody and harmony</p> <p>Learn about orchestral families (woodwind, string etc)</p>	<p>Identify a pulse and rhythm in a piece of music and how pitch fits in</p> <p>Start to use musical vocabulary pitch (high and low) and length (long and short), beats and tempo (quick and slow) rhythm, melody and harmony</p> <p>Use vocab to show what works well in music and what needs improving</p>	<p>Identify a pulse and rhythm in a piece of music</p> <p>Use musical vocab confidently</p> <p>Learn about harmonies and riff (repeated melody) are used in music</p> <p>Learn how lyrics reflect the cultural and social context</p> <p>Improve own/other work using musical knowledge</p>

**LISTENING AND APPLYING KNOWLEDGE AND UNDERSTANDING**

<p>Listen for different types of sounds</p> <p>Know how sounds are made and changed. Make sounds with a slight difference, with help</p> <p>Use voice in different ways to create different effects</p>	<p>Listen carefully and recall short rhythmic and melodic patterns</p> <p>Use changes in dynamic, timbre and pitch to organise music</p> <p>Change sounds to suit a situation</p> <p>Make own sounds and symbols to make and record music</p> <p>Start to look at basic formal notation – play by ear first</p> <p>Know music can be played or listened to for a purpose (in history/ different cultures)</p>	<p>Listen carefully and recall short rhythmic and melodic patterns. Use changes in dynamics, timbre and pitch to organise music</p> <p>Change sounds to make a suit a situation</p> <p>Make own sounds and symbols to make and record music. Start to look at basic formal notation (crotchets and quavers)</p> <p>Know music can be played or listened to for a variety of purpose (in history/ different cultures)</p>	<p>Combine sounds expressively (all dimensions)</p> <p>Read notes and know how many beats they represent (crotchet, quaver, rests/pause)</p> <p>Know that sense of occasion affects performance</p> <p>Describe different purposes of music in history/ other cultures</p>	<p>Combine sounds expressively (all dimensions)</p> <p>Read notes and know how many beats they represent (minim, crotchet, semibreve, quaver, rests/pause)</p> <p>Know that sense of occasion affects performance</p> <p>Describe different purposes of music in history/ other cultures</p>	<p>Use increased aural memory to recall sounds accurately</p> <p>Read notes and know how many beats they represent (minim, crotchet, semibreve, quaver, rests/pause and dotted crotchets)</p> <p>Know and use standard musical notation to perform and record own music (adding dotted quavers)</p> <p>Use different venues and occasions to vary performances</p> <p>Describe different purposes of music in history/ other cultures</p>
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**APPRECIATION AND UNDERSTANDING**

Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians (linked to relevant topics)

**SUGGESTED GENRE**

<p>Old School Hip-Hop Reggae Blues, Baroque, Latin, Bhangra, Folk, Funk Bossa Nova Pop Classical</p>	<p>Afro-pop, South African Rock Reggae Pop Classical</p>	<p>R n B Reggae Pop Disco Classical</p>	<p>Pop Grime Gospel The Beatles Pop Classical</p>	<p>Rock Bossa Nova Swing Pop Ballads Old School Hip-Hop Motown Classical</p>	<p>Pop, Neo Soul Bacharach, Blues Classical, Urban Gospel 70s Pop Ballard Classical</p>
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