

Progression of Skills Music

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
General	<ul style="list-style-type: none"> • Listen to music with sustained concentration • Find the pulse whilst listening to music and using movement • Use the correct musical language to describe a piece of music • Recognise different instruments • Discuss feelings and emotions linked to different pieces of music • Begin to understand that the rhythm is a mixture of long and short sounds that happen over the pulse • Listen to, copy and repeat a simple rhythm or melody • Understand that pitch describes how high or low sounds are • Understand that tempo describes how fast or slow the music is • Understand that dynamics describe how loud or quiet the music is • Learn and perform chants, rhythms, raps and songs • Work and perform together with others as an ensemble or as a group singing • Learn to follow the conductor or band leader • Sing songs musically and understand how to warm up and project the voice whilst demonstrating good posture 	<ul style="list-style-type: none"> • Listen with concentration and understanding to a range of high-quality live and recorded music • Build an understanding of the pulse and internalise it when listening to a piece of music • Begin to recognise and explore different musical styles • Begin to develop an understanding of the history and context of music • Improvise a simple rhythm using different instruments including the voice • Understand the timbre describe the character or quality of a sound • Understand that texture describes the layers within the music • Understand that structure describes how different sections of music are ordered • Begin to describe a piece of music using a developing understanding of the interrelated musical dimensions • Use his / her voice expressively and creatively by singing songs and speaking chants and rhymes with growing confidence • Develop an understanding of melody, the words and their importance in the music being listened to • Sing a song in two parts • Use tuned and un-tuned classroom percussion to play accompaniments and tunes • Use tuned and un-tuned classroom percussion to compose and improvise • Perform as an ensemble using a variety of instruments and play different parts where appropriate • Play instruments using the correct techniques with respect • Start to understand basic musical notation • Start to choose, organise and combine musical patterns • Practise, rehearse and present performances to audiences with a growing awareness of the people watching • Experiment with, create, select and combine sounds using inter-related dimensions of music 	<ul style="list-style-type: none"> • Listen with direction to a range of high quality music • Confidently recognise a range of musical instruments • Find the pulse within the context of different songs / music with ease • Understand that improvisation is when a composer makes up a tune within boundaries • Understand that composition is when a composer writes down and records a musical idea • Sing songs with multiple parts with increasing confidence • Play and perform in solo or ensemble contexts with confidence • Develop an understanding of formal, written notation which includes crotchets and rests • Begin to listen to and recall sounds with increasing aural memory 	<ul style="list-style-type: none"> • Confidently recognise a range of musical instruments and the different sounds they make • Confidently recognise and explore a range of musical styles and traditions and know their basic style indicators • Use musical language to appraise a piece of style of music • Copy increasingly challenging rhythms using body percussion and un-tuned instruments where appropriate • Sing as part of an ensemble with confidence and precision • Play and perform in solo or ensemble contexts with increasing confidence • Develop an understanding of formal, written notation which includes minims and quavers • Listen to and recall sounds with increasing aural memory 	<ul style="list-style-type: none"> • Compose complex rhythms from an increasing aural memory • Understand how pulse, rhythm and pitch work together • Improvise with increasing confidence using own voice, rhythms and varied pitch • Sing as part of an ensemble with increasing confidence and precision • Play and perform in solo or ensemble contexts with accuracy, control, fluency and expression • Use and develop an understanding of formal, written notation which includes staff, semibreves and dotted crotchets • Develop an increasing understanding of the history and context of music • Listen with attention to detail and recall sounds with increasing aural memory 	<ul style="list-style-type: none"> • Sing as part of an ensemble with full confidence and precision • Play and perform in solo or ensemble contexts with increasing accuracy, control, fluency and expression • Create a simple composition and record using formal notation • Develop a deeper understanding of the history and context of music • Appropriately discuss the dimensions of music and recognise them in music heard • Listen with attention to detail and recall sounds with increasing aural memory and accuracy • Appreciate and understand a wide range high-quality live and recorded music drawn from different traditions and from great composers and musicians • Deepen an understanding and use of formal, written notation which includes staff, semibreves and dotted crotchets • Improvise and compose music for a range of purposes using the inter-related dimensions of music