Music skill progression

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|  | Reception | KS1 | LKS2 | UKS2 |
| Singing songs with control and using the voice expressively | * Sing familiar songs. | * Find their singing voice and use voices confidently. * Sing melody accurately. * Sing with a sense of awareness of pulse and rhythm. * Sing songs with expression. * Begin to control pitch. * Sing with awareness of other performers. | * Sing with confidence using a wider vocal range. * Sing with accurate pitch. * Sing with awareness of pulse control and rhythm. * Recognise simple structures. * Sing expressively with awareness and control of * timbre tempo and dynamics. * Sing songs and create different vocal effect. | * Sing songs with increasing control of breathing, posture and sound projection. * Sing songs in tune and with awareness of other parts. * Identify phrases through breathing in appropriate places. Sing with expression and rehearse with others. * Sing confidently as a class, in small groups and alone. * Begin to have an awareness of improvisation with the voice. |
| Listening memory and movement | * Explore and engage in music making and dance, performing solo or in groups. | * Recall and remember songs and sequences of sounds. * Respond physically when performing composing and enjoying music. * Identify well defined musical features. | * Identify melodic phrases and play them by ear. * Create sequences of movements in response to sounds. * Demonstrate the ability to recognise structure and expressive elements through dance. * Identify phrases that could be used as an introduction or ending. | * Internalise short melodies and play these on pitched percussion. * Create movements that reflect musical features. * Identify different moods and textures. * Identify how a mood is created by music and lyrics. * Listen to longer pieces of music and identify features. |
| Controlling  rhythm and pulse |  | * Identify pulses in music. * Identify pulse and join in getting faster and slower together. * Identify long and short sounds. * Perform a rhythm to a given pulse. | * Recognise rhythm patterns. * Perform a repeated pattern to a steady pulse. * Identify and recall rhythm and melodic patterns | * Identify different speeds of pulse (tempo) by clapping and moving. * Improvise rhythm patterns. * Perform an independent part, keeping to a steady beat. |
| Exploring sounds melody and  accompaniment | * Explore different sound. | * Explore different sound sources. * Identify and name instruments. * Create and change sounds in response to stimuli. * Identify how sounds can be changed. * Change sounds to reflect different stimuli. | * Explain the effect of silences in a piece of music. * Identify different purposes of music. * Identify character in a piece of music. | * Skills development for this element are within control of instruments and composition. |
| Control of instruments | * Play instruments with increasing control to express their feelings and ideas. | * Play a variety of tuned and untuned instruments. * Handle and play instruments with control. * Identify different groups of instruments. | * Identify different melodic phrases and play them by ear. * Select instruments to describe visual images. Choose instruments on the basis of internalised sounds. | * Identify and control different ways percussion instruments make sounds. * Play accompaniments with control and accuracy. * Create different effects using combinations of pitched sounds. * Used ICT to change and manipulate sounds. |
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| Composition | * Create their own songs, or improvise a song they know. | * Contribute to the creation of a class composition. | * Create textures by combining sounds in different ways. * Create music that describes contrasting moods and emotions. * Improvise simple tunes based on the pentatonic scale. * Compose music in pairs and make improvements to their own work. * Create an accompaniment to a known song. * Create descriptive music in pairs. | * Compose music individually or in pairs using a range of stimuli and developing their 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. * Play and sing a phrase from dot notation. * Record own ideas. * Use symbols to represent sounds. | | * Perform using notation as a support. * Sing songs with staff notation as support |
| Performance skills |  | * Perform together and follow instructions that combine musical elements. | * Perform in different ways, exploring the way the * performers are a musical resource. * Perform with an awareness of different parts. | * Present performances effectively with awareness of * audience, venue and occasion. |
| Evaluating and appraising |  | * Choose sounds and instruments carefully and make improvements to their own and other’s work. | * Improve their work through the analysis evaluation and comparison. |  |