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.
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| 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.
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| 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.
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| 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.
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| 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.
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| 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
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| 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.
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| 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.
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