

Progression of skills for Music

	Listening and Appraising	Musical Activities - Games	Musical Activities - Singing	Musical activities	Performing
Y1	Appraisal Can explain why they do or don't like a piece of music. Begin to identify which styles of music do and don't appeal to them History Begin to understand that music making is different depending on the historical period. Vocabulary Attempt to use some suitable musical vocabulary. Timbre Begin to understand the character of a sound e.g strings, brass, the sound qualities of different percussion instruments. Texture Begin to understand how thick or thin music is eg. The layers of voices and/or instruments. Structure Begin to recognise how the sections of a song or piece of music are ordered.	Pulse (duration) Keep a steady beat when listening to music with an example to follow. Rhythm (duration) Begin to identify long and short sounds played over a steady beat. Rhythm Can identify rhythmic notation and know that these have different names. Tempo Identify when music goes faster and slower.	Pitch Able to identify high and low sounds. Pitch Able to pitch high and low sounds with increasing accuracy. Singing Enjoy singing songs as part of group	Improvising and composing Improvising Can copy back a vocal pattern with increasing accuracy. Can attempt to improvise a vocal answer to a question. Improvising Can copy back an instrumental pattern with increasing accuracy. Can attempt to improvise an instrumental answer to a question. Composing Can attempt a simple composition from given pre-set pitches using IT or tuned percussion.	Performing Can rehearse as part of a class or group for a performance. Can suggest ways to improve the performance. Can perform for an audience and evaluate what they have learnt form the experience. Glockenspiel/Instrumental Can play a one or two note instrumental part following a picture lead.
Y2	Appraisal Can explain why they do or don't like a piece of music. Begin to identify which styles of music do and don't appeal to them History Begin to understand that music making is different depending on the historical period. Vocabulary Use some appropriate vocabulary when discussing music.	Pulse (duration) Keep a steady beat when listening to music. Rhythm (duration) identify long and short sounds played over a steady beat. Rhythm Can identify rhythmic notation and know that these have different names.	Pitch Able to identify high and low sounds. Pitch Able to pitch high and low sounds with increasing accuracy. Singing Sing songs with understanding and developing musicality.	Improvising Can copy back a vocal pattern. Can improvise a vocal answer to a question. Improvising Can copy back an instrumental pattern. Can improvise an instrumental answer to a question. Composing Can compose using given pre-set pitches using IT or tuned percussion.	Performing Can rehearse as part of a class or group for a performance. Can suggest ways to improve the performance. Can perform for an audience and evaluate what they have learnt form the experience. Glockenspiel/Instrumental Follow a simple instrumental



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	Follow Jesus in all we do						
	Timbre Able to understand the character of a sound e.g strings, brass,	Tempo Identify when music goes faster and slower			part with increasing confidence, possibly using a		
	the sound qualities of different	granian and and			notated score.		
	percussion instruments.						
	Texture Able to understand how thick or						
	thin music is eg. The layers of voices						
	and/or instruments.						
	Structure understand how the sections						
	of a song or piece of music are ordered						
Y3	Appraisal Can explain why they do or	Pulse (duration) Keep a	Pitch Able to identify high	Improvising Can copy back a	Performing Can rehearse as		
	don't like a piece of music and be more	steady beat when listening	and low sounds with a	vocal pattern with a good	part of a class or group for a		
	specific when expressing preferences.	to music sometimes without	smaller interval between	degree of accuracy. Can	performance. Can suggest		
	Appraisal Developing an awareness of	a visual or adult lead.	pitches.	improvise a musically	ways to improve the		
	how to listen with understanding and	Rhythm (duration) Identify	Pitch Able to pitch high and	plausible vocal answer to a	performance. Can perform		
	direction. History Increased	and play long and short	low sounds with increasing	question with some	for an audience and evaluate		
	understanding that music making is	sounds played over a steady	accuracy.	creativity and	what they have learnt form		
	different depending on the historical	beat. Rhythm Can identify	Singing Enjoy singing songs	understanding. Improvising	the experience.		
	period and have some understanding of	rhythmic notation and name	as part of a group. Begin to	Can copy back an	Glockenspiel/Instrumental		
	historical periods and the instruments	some rhythmic values.	explore two part singing e.g.	instrumental pattern with a	Can play an instrumental		
	used.	Tempo Identify when music	through rounds and canons.	good level of accuracy. Can	part using more than two		
	Vocabulary Use familiar musical	goes faster and slower.		improvise a musically	notes following a picture		
	vocabulary with increasing confidence			plausible instrumental	lead or reading notation with		
	Timbre Increase their understanding of			answer to a question with	increasing confidence.		
	the character of a sound e.g. strings,			some creativity and			
	brass, the sound qualities of different			understanding.			
	percussion instruments.			Composing Can compose a			
	Texture Increase their understanding			simple rhythmic or melodic			
	how thick or thin music is e.g. The layers			pieces with some			
	of voices and/or instruments.			understanding of musical			
	Structure Develop further			structures.			
	understanding of how the sections of a						
	song or piece of music are						



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Y4	Appraisal Can explain why they do or	Pulse (duration) Keep a	Pitch Able to identify high	Improvising Can copy back a	Performing Can rehearse as		
	don't like a piece of music and be more	steady beat when listening	and low sounds with a	vocal pattern with a good	part of a class or group for a		
	specific when expressing preferences.	to music sometimes without	smaller interval between	degree of accuracy. Can	performance. Can suggest		
	Appraisal Developing an awareness of	a visual or adult lead.	pitches.	improvise a musically	ways to improve the		
	how to listen with understanding and	Rhythm (duration) Identify	Pitch Able to pitch high and	plausible vocal answer to a	performance. Can perform		
	direction. History Increased	and play long and short	low sounds with increasing	question with some	for an audience and evaluate		
	understanding that music making is	sounds played over a steady	accuracy.	creativity and	what they have learnt form		
	different depending on the historical	beat.	Singing Enjoy singing songs	understanding.	the experience.		
	period and have some understanding of	Rhythm Can identify	as part of a group. Begin to	Improvising Can copy back	Glockenspiel/Instrumental		
	historical periods and the instruments	rhythmic notation and name	explore two part singing e.g.	an instrumental pattern with	Can play an instrumental		
	used.	some rhythmic values.	through rounds and canons.	a good level of accuracy. Can	part using more than two		
	Vocabulary Use familiar musical	Tempo Identify when music		improvise a musically	notes following a picture		
	vocabulary with increasing confidence	goes faster and slower		plausible instrumental	lead or reading notation with		
	Timbre Increase their understanding of			answer to a question with	increasing confidence.		
	the character of a sound e.g. strings,			some creativity and			
	brass, the sound qualities of different			understanding.			
	percussion instruments.			Composing Can compose a			
	Texture Increase their understanding			simple rhythmic or melodic			
	how thick or thin music is e.g. The layers			pieces with some			
	of voices and/or instruments.			understanding of musical			
	Structure Develop further			structures			
	understanding of how the sections of a						
	song or piece of music are ordered.						
Y5	Appraisal Can explain why they do or	Pulse (duration) Keep a	Pitch Able to identify high	Improvising Can copy back a	Performing Can rehearse as		
	don't like a piece of music, expressing	steady beat when listening	and low sounds with a	vocal pattern accurately. Can	part of a class or group for a		
	preferences and explaining with musical	to music without a visual or	smaller interval between	improvise a vocal answer to	performance. Can suggest		
	understanding.	adult lead.	pitches, including when	a question with creativity	ways to improve the		
	Appraisal Able to listen with focused	Rhythm (duration) Identify	notes are next to each other.	and understanding.	performance. Can perform		
	concentration, understanding and	and play accurately for	Pitch Able to pitch sounds	Improvising Can copy back	for an audience and evaluate		
	direction.	extended periods long and	with accuracy.	an instrumental pattern	what they have learnt form		
	History Be able to identify some music	short sounds played over a	Singing Enjoy singing songs	accurately. Can improvise an	the experience.		
	from its historical context and be aware	steady beat.	as part of a group. Maintain	instrumental answer to a	Glockenspiel/Instrumental		



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	of specific instrumentation and styles. Vocabulary Use a wider range of musical vocabulary understanding when it is appropriate to do so. Timbre Describe with confidence the character of a sound e.g strings, brass, the sound qualities of different percussion instruments. Texture Be able to explain with accuracy how thick or thin music is eg. The layers of voices and/or instruments. Structure Understand and explain how the sections of a song or piece of music are ordered	Rhythm Can identify rhythmic notation and name rhythmic values including some rests. Tempo Identify when music goes faster and slower.	a vocal line in two part singing e.g. through rounds and canon.	question with creativity and understanding. Composing Can compose a simple rhythmic or melodic pieces with some understanding of musical structures.	Can play more musically demanding instrumental parts with increasing confidence and progression relying more on musical notation than picture notation
Y6	Appraisal Can explain why they do or don't like a piece of music, expressing preferences and explaining with musical understanding. Appraisal Able to listen with focused concentration, understanding and direction. History Be able to identify some music from its historical context and be aware of specific instrumentation and styles. Vocabulary Use a wider range of musical vocabulary understanding when it is appropriate to do so. Timbre Describe with confidence the character of a sound e.g strings, brass, the sound qualities of different percussion instruments.	Pulse (duration) Keep a steady beat when listening to music without a visual or adult lead. Rhythm (duration) Identify and play accurately for extended periods long and short sounds played over a steady beat. Rhythm Can identify rhythmic notation and name rhythmic values including some rests. Tempo Identify when music goes faster and slower.	Pitch Able to identify high and low sounds with a smaller interval between pitches, including when notes are next to each other. Pitch Able to pitch sounds with accuracy. Singing Enjoy singing songs as part of a group. Maintain a vocal line in two part singing e.g. through rounds and canon.	Improvising Can copy back a vocal pattern accurately. Can improvise a vocal answer to a question with creativity and understanding. Improvising Can copy back an instrumental pattern accurately. Can improvise an instrumental answer to a question with creativity and understanding. Composing Can compose a simple rhythmic or melodic pieces with some understanding of musical structures.	Performing Can rehearse as part of a class or group for a performance. Can suggest ways to improve the performance. Can perform for an audience and evaluate what they have learnt form the experience. Glockenspiel/Instrumental Can play more musically demanding instrumental parts with increasing confidence and progression relying more on musical notation than picture notation



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Texture Be able to explain with accuracy		
how thick or thin music is eg. The layers		
of voices and/or instruments.		
Structure Understand and explain how		
the sections of a song or piece of music		
are ordered.		