



Music Skills Progression St Mary's Catholic Primary School

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Controlling Sounds through Singing and Playing							
Use Voices expressively	Nursery rhymes simple routine songs	Use voices in different ways such as speaking singing and chanting.	Use voices expressively and creatively. Joining in taking part	Sing in unison showing awareness of pitch	Sing in unison with correct pitch. use increased expression	Sing in unison with clear diction and controlled pitch begin part singing. Introduce solo parts.	To sing in solo, unison and in parts with clear diction, controlled pitch and with a sense of phrase.
Play tuned and untuned instruments	Explore different sounds that can be created.	To create and choose sounds to perform simple rhythmical patterns, beginning to show an awareness of pulse	To create and choose sounds for a specific effect. To perform rhythmical patterns and accompaniments, keeping a steady pulse.	To perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes.	To play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics.	To play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression	To play and perform with accuracy, fluency, control and expression
Rehearse and perform with others	Sing, speak, play instruments and copy actions and words alongside others and in small	To think about others while performing	Respond to simple instructions	Respond to instructions and improve	Rehearse and present performances with an awareness of the audience	Maintain a part and be aware how the different parts fit together.	To think about the audience when performing

	groups during play.						
Create musical patterns Exploring choosing and organising sounds and musical ideas.	Explore how sounds are created Talk about sounds made.	Copy musical patterns choose appropriate instruments group and sort sounds, how they are played, low, high, loud soft.	Repeat short rhythmic and melodic patterns introduction of notes	To create simple rhythmical patterns that use a small range of notes.	To create rhythmical and simple melodic patterns using an increased number of notes.	To join layers of sound, thinking about musical dynamics	To create increasingly complicated rhythmic and melodic phrases within given structures. To create and improvise melodic and rhythmic phrases as part of a group performance
To understand that sounds can be made in different ways and described using given and invented signs and symbols. Explore and express ideas and feelings about music and know how music is used for particular purposes	Shapes and marks. Moving to music. Starting and stopping when music stops fast and slow movements.	Graphic score. Images and pictures To talk about how music makes you feel or want to move. E.g. it makes me want to jump/sleep/shout etc.	Begin introduction of simple standard notation To respond to different moods in music and explain thinking about changes in sound. dance PE	Begin to recognise simple notations to represent music, including pitch and volume. To respond to different moods in music and explain thinking about changes in sound.	To understand and begin to use established and invented musical notations to represent music. To explore and comment on the ways sounds can be used expressively. Dance PE	To recognise and use a range of musical notations including staff notation. To describe, compare and evaluate different types of music beginning to use musical words.	To use and apply a range of musical notations including staff notation. To describe, compare and evaluate different types of music using a range of musical vocabulary

Listening and Appraising

	Discuss likes and dislikes of music heard	Identify instruments they can hear.	Describe music (faster/slower, louder/quieter, higher/lower)	Begin to use musical terminology to describe mood, happy, sad. use of music e.g. lullaby, dance, what kind of film? etc.	To listen to, understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians.	Recognise and talk about music from different genres, eras and cultures. talk about differences and how music may have changed over time.	To develop an understanding of the history of music from different, cultures, traditions, composers and musicians evaluating how venue, occasion and purpose effects the way that music is created and performed.
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