

Music Skills Progression

Music – Playing & Performing						
Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Nursery: Joins in singing familiar songs Reception Sing a range of well-known nursery rhymes or songs. Perform songs, rhymes, poems and stories with others</p>	<p>Use voices in different ways such as speaking, singing and chanting To create and choose sounds To perform simple rhythmical patterns, beginning to show an understanding With support, begin to think about others when performing.</p>	<p>Use voices expressively and creatively. To sing with the sense of shape of the melody To create and choose sounds for a specific effect. To perform rhythmical patterns and accompaniments, keeping a steady pulse. Begin to think about others while performing.</p>	<p>To sing in unison, becoming aware of pitch. To perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes. To think about others while performing.</p>	<p>To sing in unison maintaining the correct pitch and using increasing expression. To play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics. To independently think about others while performing.</p>	<p>To sing in unison with clear diction, controlled pitch and sense of phrase. To play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression. To maintain my own part and be aware how the different parts fit together.</p>	<p>To sing in solo, unison and in parts with clear diction, controlled pitch and with sense of phrase To play and perform with accuracy, fluency, control and expression To think about the audience when performing and how to create a specific effect.</p>
<p>SEND Provision:</p>	<p>Pupils being given the opportunity to explore a range of instruments and their sounds Actions with songs to support memory and understanding Audios to support Visuals to support understanding Word bank to support with technical vocabulary</p>					

Music – Creating & Composing						
Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Nursery: Taps out repeated rhythm Makes music in a range of ways Reception: Explore a range of musical instruments. Create a pattern with instruments.</p>	<p>To know about and experiment with sounds To recognise and explore how sounds can be organised, To identify and organise sounds using simple criteria e.g. loud, soft, high low.</p>	<p>Repeat short rhythmic and melodic patterns To begin to explore and choose and order sounds using the inter-related dimensions of music.</p>	<p>To create simple rhythmical patterns that use a small range of notes. To begin to join simple layers of sound, e.g. a background rhythm and a solo melody.</p>	<p>To create rhythmical and simple melodic patterns using an increased number of notes. To join layers of sound, thinking about musical dynamics of each layer and understanding the effect.</p>	<p>To create increasingly complicated rhythmic and melodic phrases within given structures.</p>	<p>To create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures.</p>
<p>SEND Provision:</p>	<p>Example patterns to support pupils with creating own Pupils to explore a range of instruments to create different sounds Word banks to support with technical vocabulary Audio examples to support composing</p>					

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Music - Appraising						
Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><u>Reception</u> Comment on which music they enjoy or not and give reasons for this.</p>	<p>To talk about how music makes you feel or want to move. E.g. it makes me want to jump/sleep/shout etc. To think about and make simple suggestions about what could make their own work better. E.g: play faster or louder.</p>	<p>To respond to different moods in music and explain thinking about changes in sounds To identify what improvements could be made to own work and make these changes, including altering use of voice, playing of and choice of instruments.</p>	<p>To explore and comment on the ways sounds can be used expressively. To comment on the effectiveness of own work, identifying and making improvements.</p>	<p>To recognise and explore the ways sounds can be combined and used expressively and comment on this effect. To comment on the effectiveness of own work, identifying and making improvements based on its intended outcome.</p>	<p>To describe, compare and evaluate different types of music beginning to use musical words. To comment on the success of own and others work, suggesting improvements based on intended outcomes.</p>	<p>To describe, compare and evaluate different types of music using a range of musical vocabulary including the inter-related dimensions of music. To evaluate the success of own and others work, suggesting specific improvements based on intended outcomes and comment on how this could be achieved.</p>
SEND Provision:	<p>Word banks to support with technical & appraising vocabulary Emotion mats to discuss how music makes us feel Zones of Regulation resources Audio examples of sounds being combined to support ideas developing</p>					

Music – Listening and Applying Knowledge						
Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><u>Nursery:</u> Plays along to the beat of the song they are listening to. <u>Reception</u> Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>	<p>To begin to identify simple repeated patterns and follow basic musical instructions. To begin to understand that musical elements can be used to create different moods and effects. To begin to represent sounds with simple sounds including shapes and marks To listen to short, simple pieces of music and talk about when and why they may hear it. E.g: a lullaby or Wedding march.</p>	<p>To identify and recognise repeated patterns and follow a wider range of musical instructions To understand how musical elements, create different moods and effects. To confidently represent sounds with a range of symbols, shapes or marks. To listen to pieces of music and discuss where and when they may be heard explaining why using simple musical vocabulary. E.g. It's quiet and smooth so it would be good for a lullaby.</p>	<p>To listen with attention and begin to recall sounds. To begin to understand how different musical elements are combined and used to create an effect To begin to recognise simple notations to represent music, including pitch and volume. To listen to and begin to respond to music drawn from different traditions and great composers and musicians.</p>	<p>To listen to and recall patterns of sounds with increasing accuracy. To understand how different musical elements are combined and used expressively. To understand and begin to use established and invented musical notations to represent music To listen to, understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians.</p>	<p>To listen to and recall a range of sounds and patterns of sounds confidently. To begin to identify the relationship between sounds and how music can reflect different meanings. To recognise and use a range of musical notations including staff notation. To listen to a range of high quality, live and recorded music from different traditions, composers and musicians and begin to discuss their differences</p>	<p>To listen to, internalise and recall sounds and patterns of sounds with accuracy and confidence. To identify and explore the relationship between sounds and how music can reflect different meanings. To use and apply a range of musical notations including staff notation, to plan, revise and refine musical material. 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</p>

High Expectations lead to High Achievers

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					and how music may have changed over time.	that music is created and performed.
SEND Provision:	Actions to support with performances Explore alternative performance strategies to support pupil confidence Visual prompts to support with representing music in different ways Word banks to support with technical vocabulary and symbols Audio support to recall sounds Consider how pupils will listen to music successfully – ensure it is not a sensory overload					

Key Vocabulary

PULSE: the steady beat of a piece of a piece of music

PITCH: the melody and the way the notes change from low to high and vice versa.

RHYTHM: or duration is the pattern of long and short sounds in a piece of music

DYNAMICS: Loud and soft

TEMPO: Fast and slow

TIMBRE: The type of sound – whisper/hum/sing/talk (examples with the voice) or twinkly/hard/soft (examples with instruments)

TEXTURE: Layers of sound (number of instruments or voices playing together)

STRUCTURE: The way the music is laid out –e.g. Verse, chorus, verse.