

## Music Progression of Skills

	<b>Performing</b>	<b>Improvising and composing</b>	<b>Listening and reviewing</b>
<b>FS</b>	Sing echo songs and nursery rhymes Experiment using different instruments Sing at different speeds	Take turns and share ideas Investigate ways to make sounds with different materials Create long and short clapping rhythms with help	Give opinions on a piece of music Listen to music and respond by using hand and body movements
<b>Year 1/2</b>	Sing simple songs and chants expressively and creatively Use voices to create sounds Begin to use correct, musical technique when using percussion Keep a steady beat Begin to think about others while performing	Experiment with sounds Repeat short rhythmic and melodic patterns Create clap rhythms Choose instruments to reflect a topic Explore how to organise sounds using a criteria (taken from the inter-related dimensions of music) eg. loud, soft, high, low, happy, sad etc. Invent symbols to represent sounds	Listen with concentration to a range of high-quality live and recorded music Talk about the music heard and give opinions on how it makes them feel Compare two pieces of music using the inter-related dimensions of music Think of simple ways to improve compositions
<b>Year 3/4</b>	Sing in rounds Sing in unison, becoming aware of pitch Perform simple rhythmic and musical parts Begin to show musical expression by changing dynamics Begin to read and play notes on an instrument Begin to think about other when performing	Represent sounds on a score (working from graphic scores towards staff notation) Create simple rhythmical and melodic patterns using tuned and untuned percussion Compose four bars of music that use a small range of notes Begin to layer sounds thinking about the dynamics Begin to understand Italian musical terminology Begin to use staff notation: quaver, crotchet and minim	Recognise family groups of instruments when listening to a range of high-quality live and recorded music Describe and give opinions on music using some key vocabulary (from the inter-related dimension of music) Discuss emotions and feelings after listening to music Identify the structure of music (getting slower or faster) Comment on own performances/compositions and how they could be improved
<b>Year 5/6</b>	Confidently sing part songs and canons with control, expression, phrasing and dynamics. Perform in solo and ensemble contexts with control, dynamics and awareness of others (where appropriate) Read and play notes on an instrument	Create and improvise melodic and rhythmic phrases as part of a group with a range of structures- using a range of tuned and untuned instrumentation Represent sounds on a score with symbols and work towards more accurate staff notation, increasing to use of: semiquaver, quaver, crotchet, minim, semibreve Compose using technology	Listen to a wide range of genres (drawn from different traditions and from great composers and musicians) and describe, compare and evaluate using musical vocabulary Listen with increasing attention to detail and recall sounds with increasing aural memory Develop an understanding of the history of music Discuss emotions and feelings after listening to music and provide reasoning Evaluate own and others' performances and compositions and how they could be improved

**Note- Inter-related dimensions of music:** pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations