

## FS & KS1 Music - Progression of Key Skills

NC Statements	Reception	Year 1	Year 2
Use of voice expressively and creatively.	<ul style="list-style-type: none"> <li>• Sing cumulative, echo or 'call and response' songs with actions to a steady beat.</li> <li>• Perform songs with instrumental sounds.</li> <li>• Explore singing at different speeds and pitch to create moods and feelings.</li> <li>• Explore quiet and loud/ high and low instrumental and vocal sounds.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the use of the voice in different ways such as speaking, singing and chanting.</li> <li>• Discover how the voice can produce rhythm and pulse, high and low (pitch) and create different effects.</li> <li>• Begin to sing in tune, with expression, confidence and creativity to an audience.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing with a sense of the shape of a melody.</li> <li>• Use their voices expressively and creatively by singing songs and speaking rhymes.</li> <li>• Improvise in making sounds with the voice.</li> <li>• Perform songs using creativity and expression and create dramatic effect.</li> </ul>
Play tuned and untuned instruments musically.	<ul style="list-style-type: none"> <li>• Play instruments to a steady beat and at different speeds.</li> <li>• Play sounds expressively and descriptively.</li> <li>• Understand how to hold and play an instrument with care.</li> <li>• Explore the different sounds instruments make (including body percussion and voices).</li> <li>• Recognise and explore how sounds can be changed.</li> <li>• Choose an instrument to create a specific sound.</li> </ul>	<ul style="list-style-type: none"> <li>• Play instruments showing an awareness of others.</li> <li>• Repeat and investigate simple beats and rhythms.</li> <li>• Learn to play sounds linking with symbols.</li> <li>• Understand how to play an instrument with care and attention.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform simple patterns and accompaniments keeping to a steady pulse.</li> <li>• Play sounds following a structure or a simple score.</li> <li>• Understand how to control playing a musical instrument so that they sound, as they should.</li> </ul>
Listen with concentration and understanding to a range of high-quality music.	<ul style="list-style-type: none"> <li>• Express feelings in music by responding to different moods in a musical score.</li> <li>• Listen to music and respond by using hand and whole body movements.</li> <li>• Listen to different sounds (animal noise, water etc.) and respond with voice and movement.</li> </ul>	<ul style="list-style-type: none"> <li>• Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.).</li> <li>• Reflect on music and say how it makes people feel, act and move.</li> <li>• Respond to different composers and discuss different genres of music.</li> </ul>	<ul style="list-style-type: none"> <li>• Notice how music can be used to create different moods and effects and to communicate ideas.</li> <li>• Listen and understand how to improve own composition.</li> <li>• Sort instruments in to different types.</li> <li>• Listen to, review, and evaluate music, including the works of the great composers.</li> </ul>
Experiment with, create, select and combine sounds.	<ul style="list-style-type: none"> <li>• Choose different instruments, including the voice, to create sound effects in play.</li> <li>• Investigate a variety of ways to create sound with different materials.</li> <li>• Select sounds and movements and use them expressively within a steady beat or variable speeds.</li> <li>• Compose music using voices, body percussion, instruments and sound sources.</li> <li>• Create and perform expressive music or movements, using a graphic score.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a sequence of long and short sounds with help, including clapping longer rhythms.</li> <li>• Create music on their own and with others.</li> <li>• Investigate making sounds that are very different (e.g. loud and quiet - dynamics, high and low – pitch, timbre, fast and slow – tempo).</li> <li>• Explore own ideas and change as desired.</li> </ul>	<ul style="list-style-type: none"> <li>• Experiment with, creating, selecting, and combining sounds.</li> <li>• Use sounds to achieve an effect. (including use of ICT)</li> <li>• Work with others to create short musical patterns.</li> <li>• Represent sounds with symbols.</li> <li>• Investigate long and short sounds</li> <li>• Explore changes in pitch to communicate an idea.</li> </ul>

## KS2 Music - Progression of Key skills

NC Statements	Year 3	Year 4	Year 5	Year 6
Play and perform	<ul style="list-style-type: none"> <li>• Sing in tune.</li> <li>• Start to show control in voice.</li> <li>• Perform with confidence.</li> <li>• Perform simple melodic and rhythmic parts.</li> <li>• Improvise repeated patterns.</li> <li>• Beginning to understand the importance of pronouncing the words in a song well.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing in tune with awareness of others, sing with control and expression.</li> <li>• Perform simple melodic and rhythmic parts with awareness of others.</li> <li>• Improvise repeated patterns growing in sophistication.</li> <li>• Sing songs from memory with accurate pitch. Maintain a simple part within a group.</li> <li>• Understand the importance of pronouncing the words in a song well.</li> <li>• Play instruments with care and control so the sounds are clear.</li> <li>• Perform with control and awareness of what others in the group are singing or playing.</li> </ul>	<ul style="list-style-type: none"> <li>• Whilst performing from notations, I maintain my own part with awareness of how the different parts fit together and the need to achieve an overall effect.</li> <li>• Breathe well and pronounce words, change pitch and show control in singing.</li> <li>• Perform songs with an awareness of the meaning of the words.</li> <li>• Hold a part in a round.</li> <li>• Perform songs in a way that reflects there meaning and the occasion.</li> <li>• Sustain a drone or melodic ostinato to accompany singing.</li> <li>• Play an accompaniment on an instrument (e.g. trumpet or clarinet).</li> </ul>	<ul style="list-style-type: none"> <li>• Create songs with an understanding of the relationship between lyrics and melody.</li> <li>• Perform significant parts from memory and from notations with awareness of my own contribution.</li> <li>• Refine and improve my own work.</li> <li>• Sing or play musically and with increasing confidence and control.</li> <li>• Play and perform alone and in a group, displaying a variety of techniques.</li> <li>• Take turns to lead a group.</li> <li>• Sing a harmony part confidently and accurately.</li> </ul>
Improvise and compose music for a range of purposes.	<ul style="list-style-type: none"> <li>• To compose music that combines musical elements.</li> <li>• Carefully choose sounds to achieve an effect.</li> <li>• Order my sounds to help create an effect.</li> <li>• Create short musical patterns with long and short sequences and rhythmic phrases.</li> <li>• Pupils create music on their own and with others.</li> </ul>	<ul style="list-style-type: none"> <li>• Compose music that combines several layers of sound.</li> <li>• Awareness of the effect of several layers of sound.</li> <li>• compose and perform melodies and songs. (Including using ICT).</li> <li>• Recognise and create repeated patterns with a range of instruments.</li> <li>• Carefully choose order, combine and control sounds with awareness of their combined effect.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the venue and sense of occasion to create performances that are well appreciated by the audience.</li> <li>• Compose by developing ideas within musical structures.</li> <li>• Improvise melodic and rhythmic phases as part of a group performance.</li> <li>• Improvise within a group.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils develop an understanding of musical composition, organising and manipulating ideas within musical structures</li> <li>• Improvise melodic and rhythmic material within given structures.</li> <li>• Show thoughtfulness in selecting sounds and structures to convey an idea.</li> <li>• Create my own musical patterns.</li> <li>• Create accompaniments for tunes.</li> <li>• Use a variety of different musical devices including melody, rhythms, and chords.</li> </ul>

<p>Listen with attention to detail and recall sounds</p>	<ul style="list-style-type: none"> <li>To notice and explore the way sounds can be combined and used expressively.</li> <li>Listen to and talk about different types of composers and musicians.</li> <li>Listen to and talk about music from other traditions.</li> </ul>	<ul style="list-style-type: none"> <li>Listen to, review, and evaluate music across a range of historical periods, including the works of the great composers</li> <li>To notice, analyse and explore the way sounds can be combined and used expressively.</li> <li>To comment on composers intentions and musicians use of technique to create effect.</li> </ul>	<ul style="list-style-type: none"> <li>Notice and explore the relationship between sounds.</li> <li>Notice and explore how music reflects different intentions.</li> </ul>	<ul style="list-style-type: none"> <li>Notice, comment on and compare the use of musical devises.</li> <li>Notice, comment on and compare the relationship between sounds.</li> <li>Notice, comment on, compare and explore how music reflects different intentions.</li> </ul>
<p>Use and understand staff and other musical notation.</p>	<ul style="list-style-type: none"> <li>Explore structure, texture, and timbre.</li> <li>Use images, note names or simple notation represent music they have created.</li> </ul>	<ul style="list-style-type: none"> <li>Use musical notation when composing work.</li> <li>Know how many beats in a quaver, minim, crotchet and semibreve and recognise their symbols.</li> <li>Know the symbol for a rest in music, and use silence for effect in my music.</li> <li>Explore timbre, structure, tempo, and dynamics.</li> </ul>	<ul style="list-style-type: none"> <li>Know and use standard musical notation of quaver, crotchet, minim and semibreve.</li> <li>To indicate how many beats to play.</li> <li>Read the musical stave and can work out the notes, EGBDF and FACE.</li> <li>Draw a treble clef at the correct position on the stave.</li> </ul>	<ul style="list-style-type: none"> <li>Use of a variety of notation when performing and composing.</li> <li>Compose music for different occasions using appropriate musical devises.</li> <li>Quickly read notes and know how many beats they represent.</li> <li>Use a range of words to help describe music. (e.g. pitch, duration, dynamics, tempo, timbre, texture, and silence.)</li> <li>Describe music using musical words and use this to identify strengths and weaknesses in music.</li> </ul>
<p>Appreciate and understand a wide range of live and recorded music.</p>	<ul style="list-style-type: none"> <li>Begin to recognise and identify instruments being played.</li> <li>Comment on likes and dislikes.</li> <li>Recognise how musical elements can be used together to compose music.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to recognise and identify instruments and numbers of instruments and voices being played.</li> <li>Compare music and express growing tastes in music.</li> <li>Explain how musical elements can be used together to compose music.</li> </ul>	<ul style="list-style-type: none"> <li>Compare and evaluate different kinds of music using appropriate musical vocabulary.</li> <li>Explain and evaluate how musical elements, features and styles can be used together to compose music.</li> </ul>	<ul style="list-style-type: none"> <li>Analyse and compare musical features choosing appropriate musical vocabulary.</li> <li>Explain and evaluate how musical elements, features and styles can be used together to compose music.</li> </ul>
<p>Develop and understanding of the history of music.</p>	<ul style="list-style-type: none"> <li>Describe the different purposes of music throughout history and in other cultures.</li> <li>Understand that the sense of occasion affects the performance.</li> </ul>	<ul style="list-style-type: none"> <li>Develop and understanding of the history of music.</li> <li>Understand that the sense of occasion affects the performance.</li> <li>Combine sounds expressively.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the different cultural meanings and purposes of music, including contemporary culture.</li> <li>Use different venues and occasions to vary my performances.</li> </ul>	<ul style="list-style-type: none"> <li>Perform, listen to, review, and evaluate music across a range of historical periods, genres, styles, and traditions, including the works of the great composers.</li> <li>Understand and express opinions on the different cultural meanings and purposes of music, including contemporary cultural.</li> <li>Use different venues and occasions to vary my performances.</li> </ul>