

Music Progression of skills

	FS1	FS2	Y1	Y2	Y3	Y4	Y5	Y6
Singing	Sings to self. Makes up simple songs. Sing a few familiar songs.	Begin to build a repertoire of songs and dances Use voice to sing	Use voice to sing, speak and chant with confidence. Sing songs with expression. Sing with some awareness of other performers.	Sing and follow a melody Follow pitch movements with their hands and use high, middle and low voices.	Sing with confidence using a wider vocal range. Sing in tune with expression. Sing with an awareness of pulse and rhythm.	Sing expressively with an awareness of timbre, tempo and dynamics. Sing songs from memory using mouth shapes to affect voice sounds.	Sing songs with increasing control of breathing, posture and sound projection. Sing a round in two parts and identify the melodic phrases.	Sing songs in harmony and in tune confidently showing awareness of other parts. Begin to have an awareness of improvisation of the voice.
Listening and appraising	Imitate movement in response of music. Use movement to express feelings.	Listen to different sounds. Say whether they like or dislike a piece of music.	Recall and remember short songs and sequences of patterns of sounds. Begin to identify different instrument sounds. Say whether they like or dislike a piece of music and why.	Identify different sound sources. Identify some musical features and begin to use musical language to discuss them. Make improvements to their own work.	Identify melodic phrases and play them by ear. Use musical words to describe what they like and dislike about a piece of music. Recognise the work of at least one composer.	Identify phrases that could be described as an introduction, interlude and ending. Explain why silence is used in music and describe the effect. Identify and describe the different purposes of music.	Describe, compare and evaluate music using musical vocabulary. Contrast the work of a famous composer with another, and explain their preferences. Explain why they think music is successful or unsuccessful	Analyse features within different pieces of music. Improve their work through analysis, evaluation and comparison. Perform parts from memory

							and suggest improvements.	
Improvising	Explore and learn how sounds can be changed.	Explore the different sounds of instruments. Represent ideas through music.	Explore different sound sources. Choose different sounds to represent different things.	Create and choose sounds in response to given stimuli. Identify how sounds can be changed.	Identify ways sounds are used to accompany song. Explore and perform different types of accompaniment.	Improvise using repeated pattern. Recognise and explore different combinations of pitch sound,	Improvise within a group using melodic and rhythmic phrases.	Improvise within a group using melodic and rhythmic phrases by developing ideas within musical structures.
Performing	Begin to act out in role play situation.	Acts out in role play situation.	Perform together and follow instructions about when to play or sing.	Consider audience whilst performing. Follow conductor.	Perform in different ways, exploring how performers are a musical resource.	Perform with an awareness of different parts.	Present performances effectively with awareness of audience.	Take the lead in a performance.
Composing	Explore and learn how sounds can be changed. Explore media and materials.	Understand that different media can be changed to create new effects. Represent own ideas and feelings through music.	Repeat short rhythmic and melodic patterns. Begin to explore how sounds can be organised.	Know about and explore sounds. Order sounds to create a beginning, middle and an end.	Combine different sounds to create a specific mood or feeling. Begin to create accompaniments for tunes.	Create accompaniments for tunes. Compose melodies and songs. Create descriptive music in pairs or small groups.	Compose music or lyrics that meets a specific criteria. Change sounds or organise them differently to change the effect.	Use a variety of different musical devices in their composition (including melody, rhythms and chords).