

Music Progression of skills

| Singing | | | | | | | | |
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| Pre-school | FS1 | FS2 | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
| Enjoy songs and rhymes with a key adult. Copy sounds with a key adult. Say some of the words in songs and rhymes with a familiar adult. | 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. |
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| Listening and appraising | | | | | | | | |
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| <p>Participate in some action rhymes with a key adult.</p> <p>I can stop and start when the music starts and stops.</p> <p>I can follow a 2-step pattern of movements done by an adult.</p> | <p>Imitate movement in response of music.</p> <p>Use movement to express feelings.</p> | <p>Listen to different sounds. Say whether they like or dislike a piece of music.</p> | <p>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.</p> | <p>Identify different sound sources.</p> <p>Identify some musical features and begin to use musical language to discuss them.</p> <p>Make improvements to their own work.</p> | <p>Identify melodic phrases and play them by ear. Use musical words to describe what they like and dislike about a piece of music.</p> <p>Recognise the work of at least one composer.</p> | <p>Identify phrases that could be described as an introduction, interlude and ending. Explain why silence is used in music and describe the effect.</p> <p>Identify and describe the different purposes of music.</p> | <p>Describe, compare and evaluate music using musical vocabulary.</p> <p>Contrast the work of a famous composer with another, and explain their preferences.</p> <p>Explain why they think music is successful or unsuccessful and suggest improvements.</p> | <p>Analyse features within different pieces of music.</p> <p>Improve their work through analysis, evaluation and comparison.</p> <p>Perform parts from memory</p> |
| Improvising | | | | | | | | |
| <p>Watch a key adult make sounds change. Copy and explore changing sounds with a key adult.</p> | <p>Explore and learn how sounds can be changed.</p> | <p>Explore the different sounds of instruments. Represent ideas through music.</p> | <p>Explore different sound sources. Choose different sounds to represent different things.</p> | <p>Create and choose sounds in response to given stimuli. Identify how sounds can be changed.</p> | <p>Identify ways sounds are used to accompany song. Explore and perform different types of accompaniment.</p> | <p>Improvise using repeated pattern. Recognise and explore different combinations of pitch sound,</p> | <p>Improvise within a group using melodic and rhythmic phrases.</p> | <p>Improvise within a group using melodic and rhythmic phrases by developing ideas within musical structures.</p> |
| Performing | | | | | | | | |

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| Copy and join in with a key adult acting in role play. | 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 | | | | | | | | |
| Copy and explore how sounds can be changed. Copy and explore alongside key adult. | 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). |