

Progression of skills and knowledge for Music

EYFS Skills								
	Singing Songs with control and using the voice expressively	Listening, memory and movement	Controlling pulse and rhythm	Exploring sounds, melody and accompaniment	Control of instruments	Composition	Reading and writing notation	Performance skills, evaluating and appraising.
EYFS emerging	To find voice and use their voice confidently	Remember short songs and sounds.	Understand fast and slow	To explore different sound sources	Show awareness of how instruments are played	To explore different sound sources	Use long and short sounds.	Perform in front of others
EYFS expected	Sing with an awareness of other performers	Repeat patterns of sounds	Accompany a chant or song by clapping to the beat	Make sounds using classroom instruments	Play untuned instruments.	Make sounds using classroom instruments	Create long and short sounds.	Perform while showing an awareness of others.
EYFS Exceeding	Sing a melody accurately at their own pitch	Responds physically when performing music.	Accompany a chant or song by clapping the rhythm	Identify and name classroom instruments.	Play untuned instruments with control	Contribute to the creation of a class composition.	Create long and short sounds using classroom instruments	Perform and be part of an audience.

Progression of skills and knowledge for Music

Year 1 Skills								
	Singing Songs with control and using the voice expressively	Listening, memory and movement	Controlling pulse and rhythm	Exploring sounds, melody and accompaniment	Control of instruments	Composition	Reading and writing notation	Performance skills, evaluating and appraising.
Year 1 emerging	Sing with an awareness of other performers	Repeat patterns of sounds	Accompany a chant or song	Make sounds using classroom instruments	Play untuned instruments.	Make sounds using classroom instruments	Create long and short sounds.	Perform while showing an awareness of others.
Year 1 Expected	Sing a melody accurately at their own pitch	Responds physically when performing music.	Accompany a chant or song by clapping the rhythm	Identify and name classroom instruments.	Play untuned instruments with control	Contribute to the creation of a class composition.	Create long and short sounds using classroom instruments	Perform and be part of an audience.
Year 1 Exceeding	Sing with a sense of awareness of pulse and control of rhythm	Identify different sound resources	Identify pulse and join in getting faster and slower together.	Identify how different sounds can give a message	Play instruments in different ways.	Identify how different sounds can give a message	Perform long and short sounds in response to symbols	Follow instruction that combine musical element.

Progression of skills and knowledge for Music

Year 2 Skills								
	Singing Songs with control and using the voice expressively	Listening, memory and movement	Controlling pulse and rhythm	Exploring sounds, melody and accompaniment	Control of instruments	Composition	Reading and writing notation	Performance skills, evaluating and appraising.
Year 2 Emerging	Sing with a sense of awareness of pulse and control of rhythm	Identify different sound resources	Identify pulse and join in getting faster and slower together.	Identify how different sounds can give a message	Play instruments in different ways.	Identify how different sounds can give a message	Perform long and short sounds in response to symbols	Follow instruction that combine musical element.
Year 2 Expected	Recognise phrase length and know when to breathe	Respond physically when composing music	Identify long and short sounds in music	Create and choose sounds in response to a given stimuli	Create sound effects	Create and choose sounds in response to a given stimuli	Play and sing a notated phrase	Recognise the need for performance and audiences
Year 2 Exceeding	Follow pitch movements with their hands and use high low and middle voices	Respond physically when appraising music, identify well defined musical features	Accompanying a chant or song by clapping the pulse.	Change sounds to reflect different stimuli	Identify different groups of instruments.	Change sounds to reflect different stimuli	Play and sing a phrase from dot notation.	Perform together and follow instructions that combine the musical element.

Progression of skills and knowledge for Music

Year 3 Skills								
	Singing Songs with control and using the voice expressively	Listening, memory and movement	Controlling pulse and rhythm	Exploring sounds, melody and accompaniment	Control of instruments	Composition	Reading and writing notation	Performance skills, evaluating and appraising.
Year 3 emerging	Begin to sing with control and pitch.	Create sequences of movements in response to sounds.	Recognise rhythmic patterns	Identify ways of sounds are used to accompany a song	Select appropriate instruments	Create textures by combining sounds in different ways	Record their own ideas	Perform in different ways and in different situations
Year 3 Expected	Sing with awareness of pulse and rhythm	Explore and choose different movements to describe	Perform a repeated pattern to use a steady pulse	Explore and perform different types of accompaniment	Select instruments to describe visual images	Create music that describes contrasting moods/emotions	Make their own symbols for notation	Explore the way that performer are a musical resource
Year 3 Exceeding	Understand how mouth shapes can affect the voice	Demonstrate the ability to recognise the use of structure and expressive elements through dance	Identify and recall rhythmic and melodic patterns	Explore different patterns	Identify melodic phrases	Create an accompaniment to a known song	Make their own symbols for notation as part of a class score	Recognise how music can reflect different intentions

Progression of skills and knowledge for Music

Year 4 Skills								
	Singing Songs with control and using the voice expressively	Listening, memory and movement	Controlling pulse and rhythm	Exploring sounds, melody and accompaniment	Control of instruments	Composition	Reading and writing notation	Performance skills, evaluating and appraising.
Year 4 Emerging	Sing with awareness of pulse and rhythm	Explore and choose different movements to describe	Perform a repeated pattern to use a steady pulse	Explore and perform different types of accompaniment	Select instruments to describe visual images	Create music that describes contrasting moods/emotions	Make their own symbols for notation	Explore the way that performer are a musical resource
Year 4 Expected	Understand how mouth shapes can affect the voice	Demonstrate the ability to recognise the use of structure and expressive elements through dance	Identify and recall rhythmic and melodic patterns	Explore different patterns	Identify melodic phrases	Create an accompaniment to a known song	Make their own symbols for notation as part of a class score	Recognise how music can reflect different intentions
Year 4 Exceeding	Sing expressively with awareness and control at the expressive elements ie. Timbre, tempo and dynamics	Identify phrases that could be used as an introduction, interlude and ending	Identify repeated patterns used in a variety of music (ostinato)	Analyse how sounds are used to create different moods.	Play accompaniments with control and accuracy	Create descriptive music in pairs or small groups	Perform using a notation as support	Perform with an awareness of different parts.

Progression of skills and knowledge for Music

Year 5 Skills								
	Singing Songs with control and using the voice expressively	Listening, memory and movement	Controlling pulse and rhythm	Exploring sounds, melody and accompaniment	Control of instruments	Composition	Reading and writing notation	Performance skills, evaluating and appraising.
Year 5 Emerging	Sing expressively with awareness and control at the expressive elements ie. Timbre, tempo and dynamics	Identify phrases that could be used as an introduction, interlude and ending	Identify repeated patterns used in a variety of music (ostinato)	Analyse how sounds are used to create different moods.	Play accompaniments with control and accuracy	Create descriptive music in pairs or small groups	Perform using a notation as support	Perform with an awareness of different parts.
Year 5 Expected	Sing songs with increasing control of breathing, posture and sound projection	Internalise short melodies and play these on pitched percussion (by ear)	Improvise rhythm patterns	Comment on how sounds are used to create different moods	Identify different starting points for composing music	Identify different starting points for composing music	Sing songs using notation of their own	Present performances effectively
Year 5 Exceeding	Sing a round two parts and identify the melodic phrases and how they fit together	Listen to longer pieces of music and identify features	Perform independent part keeping to a steady beat	Select different melodic patterns	Create different effects using combinations of pitched sounds	Explore, select and combine a variety of different sounds to compose a soundscape	Sing songs using staff notation	Show and awareness of audiences, venue and occasion

Progression of skills and knowledge for Music

Year 6 Skills								
	Singing Songs with control and using the voice expressively	Listening, memory and movement	Controlling pulse and rhythm	Exploring sounds, melody and accompaniment	Control of instruments	Composition	Reading and writing notation	Performance skills, evaluating and appraising.
Year 6 Emerging	Sing songs with increasing control of breathing, posture and sound projection	Internalise short melodies and play these on pitched percussion (by ear)	Improvise rhythm patterns	Comment on how sounds are used to create different moods	Identify different starting points for composing music	Identify different starting points for composing music	Sing songs using notation of their own	Present performances effectively
Year 6 Expected	Sing a round two parts and identify the melodic phrases and how they fit together	Listen to longer pieces of music and identify features	Perform independent part keeping to a steady beat	Select different melodic patterns	Create different effects using combinations of pitched sounds	Explore, select and combine a variety of different sounds to compose a soundscape	Sing songs using staff notation	Show and awareness of audiences, venue and occasion
Year 6 Exceeding	Begin to have an awareness of improvisation with the voice	Identify different moods and textures	Subdivide the pulse while keeping to a steady beat	Recognise and explore different combinations of pitch sounds	Use ICT to change and manipulate sounds	Use a range of stimuli and develop musical ideas into a completed composition	Sing and perform using instruments using staff notations as support	

Performance skills evaluation and appraising	Improve their work through analysis, evaluation and comparison. Choose and link actions to create an expressive dance phase which shows some sensitivity to accompaniment. Plan and perform a movement sequence showing contrasts in speed/level and direction. Apply basic compositional ideas to create dance phases.
---	--