

Music- Progression of Skills							
KS1 NC skills	Year 1	Year 2	KS2 NC skills	Year 3	Year 4	Year 5	Year 6
Singing: controlling sounds through singing							
Use their voices expressively and creatively by singing songs and speaking chants and rhymes	Use voice expressively		Sing and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency control and expression	Sing songs in unison and different parts			
	Learn and perform chants, rhymes, raps and songs within a third/fifth range. Sing songs musically and understand how to warm up <i>Units: 3, 4, 7, 11, 12</i>	Use voice expressively and creatively by singing songs and speaking rhymes with growing confidence both alone and as a group mostly within a third/fifth interval <i>Units: 4, 8, 11, 12</i>		Learn, memorise and sing songs with a range of up to an octave with intervals greater than a third <i>Units: 1, 8, 9, 11</i>	Learn, memorise and sing songs and chants of a range greater than an octave and with intervals of up to an octave . Sing songs from a variety of sources <i>Units: 1, 3, 8, 10, 11</i>	Sing as part of an ensemble in multiple parts and demonstrate correct breathing techniques for legato singing. <i>Units 1, 2, 3, 4, 5, 6.</i>	Sing as part of an ensemble in multiple parts with correct techniques. Explore singing in character, and consider the effect that has on singing techniques <i>Units: 1, 2, 3, 5, 6</i>
	Rehearse and perform with others			To practise, rehearse and present performances with an awareness of the audience			
	Be able to sing short phrases. Perform at Christmas nativity performance <i>Units: 3, 4, 7, 11 ,12</i>	Sing songs and perform at Christmas nativity performance <i>Units: 4, 8 , 9, 11, 12</i>		Sing songs in two parts within the classroom and perform song for Church service <i>Units: 1, 8, 9, 11</i>	Sing songs in two or more parts and perform for Church service <i>Units: 1, 3, 8, 10, 11</i>	Sing songs and perform in the community/ for Church service/ at biennial singing festival. <i>Units 1,2,3,4,5,6</i>	Sing with confidence and voice projection. Perform for Church service and in the community/ at biennial singing festival <i>Units 1, 2, 4, 5, 6</i>

Music Progression of Skills								
Composing: Creating and developing musical ideas								
KS1 NC skills	Year 1		Year 2	KS2 NC skills	Year 3	Year 4	Year 5	Year 6
Play tuned and untuned instruments musically Experiment with, create, select and combine sounds using the inter-related dimensions of music	Play tuned and un-tuned instruments and create musical patterns		Improvise and compose music for a range of purposes using the inter-related dimensions of music	To play tuned and un-tuned instruments. Use to improvise, creating rhythmic and melodic material.				
	Be able to control use of simple instruments such as egg shakers, drums and perform simple rhythms <i>Units: 2, 4, 5, 8, 9, 12</i>	Improvise simple rhythms using different instruments or voice that fit within the given space in a piece <i>Units: 4, 5, 8, 12</i>		Improvise short motifs to represent eg. characters or events <i>Units: 1, 5, 6, 7, 10</i>	Improvise patterns and motifs independently and in small groups and start to combine <i>Units: 6, 10, 11</i>	Improvise motifs and patterns to represent eg concepts and feelings and combine rhythm and melody using instruments taught in <i>whole class instrumental tuition</i> <i>Units 3, 5, 6</i>	Work independently and in small groups to improvise music in different genres <i>Unit: 1, 3,</i>	
	Explore, choose and organise sounds and musical ideas			Explore, choose, combine and organise musical ideas with musical structures				
	Use instruments to create a particular mood or feeling using dynamics and tempo <i>Units: 4, 7, 8, 10, 11, 12</i>	Use tuned and untuned percussion instruments to develop compositions within a given structure (such as a story of two sections or demonstrating different moods. <i>Units: 3, 7, 9, 10, 12</i>		Combine motifs into a composition with a simple structure eg. narrate a story <i>Unit: 1, 2, 4, 5, 6, 8, 11, 12</i>	Explore different ways of combining musical motifs such as rondo or ABA structure <i>Units: 2, 4, 5, 6, 7, 9, 10, 11</i>	Compose a piece with a given structure and/or mood using rhythmical and melodic ideas that fit within the structure using instruments and /or voices Units 1,2,3,5	Create a simple composition and record using formal notation. Devise, combine and structure rhythms and melodies <i>Units: 1, 3, 4, 5</i>	

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Basic skills: Listening and applying knowledge and understanding of notation when playing instruments							
Listen with concentration and understanding to a range of high-quality live and recorded music	To listen with concentration and recall sounds within increasing aural memory		Listen with attention to detail and recall sounds with increasing aural memory . Play musical instruments with increasing accuracy, fluency, control and expression. Use and understand stave and other musical notations	To listen with attention to detail, to internalise and recall sounds. To rehearse and present performances with an awareness of the audience			
	Find the pulse whilst listening to music by using movement (eg. marching in time) and copy a simple rhythm <i>Units: 2, 6, 9, 12</i>			Clap a 2 bar rhythm from notation. Play a selected instrument with correct posture exploring techniques such as staccato and legato. <i>Units: 3, 5, 6, 7</i>	Clap a 4 bar rhythm from notation. Play recorder with correct posture, techniques such as fingering and breathing <i>Whole Class Instrument tuition: recorder Units 1,2,3,4,9,10, 11</i>	Play short phrases either from memory or from notation. Play a selected instrument with correct techniques <i>Units: 2,3,5</i>	Play whole phrases from memory or notation. Play and perform in solo or ensemble contexts with increasing accuracy, control, fluency and expression. <i>Unit: 3,6</i>
	To understand the sounds can be made in different ways and described using given invented signs and symbols			To know that music is produced in different ways and described through relevant established invented notations			
	Know the sounds made by simple percussion instruments (metal, wooden, scraper etc) and invent symbols for each <i>Units: 2, 6, 9, 12</i>	Be able to play tuned and untuned instruments and know the sounds each makes. Read symbols and use to play short motifs <i>Units: 3, 4</i>		Explore different ways of recording music such as graphic scores, grids and pictures. <i>Units: 3, 5, 6, 7</i>	Start to read formal stave notation in treble clef of 5 notes including semibreve, minim and crotchet and their rests. and play on recorder <i>Whole class instrument tuition: recorder Units 1,2,3,4,9,10, 11</i>	Develop understanding of formal notation and read rhythms with quavers and quaver rests. <i>Units 2,3,5</i>	Continue to play either wind, string or percussion instrument and use standard notation. Introduce synthetic sounds eg. Garage band <i>Units: 3, 6</i>

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Listening/ Appraising: responding and reviewing							
Listen with concentration and understanding to a range of high-quality live and recorded Music	Explore and express ideas and feelings about music		Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	Analyse and compare sounds Explore and explain ideas about feeling about music using expressive and musical language			
	Use terminology such as high/low, loud/ soft, fast/slow to describe a piece of music discussing feelings and emotions <i>Units:4, 6, 8, 10,</i>	listen to music from a range of composers and be able to express an emotional response eg. I prefer... because it makes me feel... <i>Units 3, 8, 9, 12</i>		Know the 4 families of musical instruments. Distinguish between different styles of music by comparing features of each starting to use musical language eg forte/piano. <i>Units: 6,10</i>	Recognise a range of musical instruments from different traditions and know the sounds they make. eg, be able to hear and recognise the brass instruments <i>Units: 3, 5, 6, 7, 10</i>	Listen to and appreciate a wide range of live and recorded music from different cultures and styles. Express an emotional response and preference. <i>Units 2,3,5,6</i>	Listen to and appreciate a wide range of live and recorded music from different cultures and styles and express an emotional response with reasons. Be able to compare music from different eras and genres <i>Units: 3,5</i>
	To know music is used for particular purposes		Develop an understanding of the history of music	To understand how time and place can influence the way music is created			
	Listen to a range of musical styles and begin to identify features of the music eg a loud march <i>Units:4, 6, 8, 10,</i>	Listen to a range of music and identify contrasting features eg lullaby/ rock song <i>Units; 3, 8, 9, 12</i>		Begin to understand some of the history of music and relate facts about different composers/styles eg, Beethoven, traditional playground songs <i>Units: 6, 10</i>	Listen to and appreciate a range of high quality music from great composers. Be able to recall facts about certain composers and their music, eg Mussorgsky, 80s glam rock (Queen) <i>Units: 3, 5, 6, 7, 10</i>	Be able to talk about musical elements such as period and genre when learning about great composers/ history of music. <i>Units 2,3,5,6</i>	Confidently talk about musical genres when developing knowledge about great composers and the history of music. Start to know chronology of music history. <i>Units: 3, 5</i>