



Progression in Music Skills



Skill	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	Vocabulary
Singing	Simple songs rhythms and chants Working on recognition of pitch within a small range Call & response	Exploring dynamics – loud/soft Temp – slower/faster Responding to visual cues eg. from a conductor	Varying styles and structures eg. verse/chorus/bridge Singing with actions Keeping a steady beat Introduction to choir	Singing within a wider range eg. an octave Rounds and partner songs Singing songs with different time signatures and being aware of this	Awareness of phrasing – when to breathe. £ part rounds Extension of performance opportunities wider than just within school	Awareness of Syncopation Singing songs with more complicated rhythms Harmonies	Pitch Melody harmony
Listening & Appraising	Building ability to concentrate and actively listen. Express whether they like/dislike a piece of music	Express whether they like/dislike a piece of music and why. Provide a creative response inspired by music – eg. artwork, poem, dance	Start to identify different genres and instruments (timbre) Express and emotional reaction to music. Be able to explain how music makes them feel	Comparing and contrasting different pieces, styles and different composers Exploring music from different times	Explore the legacy of music – what makes a piece of music stand the test of time? Involvement in choice of repertoire and representation	Be able to recognise and discuss a wide range of characteristics of music in addition to the context. Make connections	Timbre Texture Dynamics Legacy Rhythm Pulse Tempo
Composition	Make musical sounds effects. Select instruments or body parts to make appropriate sounds in response to a stimulus	Work with partners or a small group to create call/response phrases using voices or untuned percussion. Introduction of graphic score/non-standard notation	Develop skills in improvising composition. Use of tuned instruments to experiment with sounds Keeping a steady beat with simple percussion instruments	Develop knowledge of standard musical notation and use appropriate vocabulary. Compose using pentatonic scale	Improvise more freely, making choices using their knowledge of musical elements. Use of standard notation in various time signatures Use of Music technology to create own compositions.	Composing using chords Evaluate own and each other's compositions more critically and revise/edit work to improve.	Score Notation Crochet Quaver Minim Rest Semi-quaver Stave Treble clef Scale
Performing	Building confidence by performing songs and simple sound effects in class	Performing with developed confidence in class and to wider audiences (Morning of Music) with simple vocal and instrumental arrangements	Choir opportunities Wider Opportunities provision Increased accuracy and awareness of performance and audience	Choir opportunities Wider Opportunities provision Increased accuracy and awareness of performance and audience Solo performances	Perform with increased control, expression, characterisation Morning of Music	Perform with increased control, expression, characterisation End of Year production Main solo opportunities in Carol Service	Performance Audience