

MUSIC SKILLS PROGRESSION	Year 1 & 2		Year 3 & 4	Year 5 & 6
CONTROLLING SOUNDS THROUGH SINGING AND PLAYING-PERFORMING SKILLS				
Use voices expressively	<ul style="list-style-type: none"> Use voice in different ways such as speaking, singing and chanting To sing with the sense of the shape of the melody 	Sing songs in unison and two parts	<ul style="list-style-type: none"> To sing in tune with expression 	<ul style="list-style-type: none"> To sing in unison with clear diction, controlled pitch and with a sense of phrase
Play tuned and un-tuned instruments	<ul style="list-style-type: none"> To create and choose sounds To perform simple patterns and accompaniments keeping to a steady pulse 	To play tuned and in tuned instruments with control and rhythmic accuracy	<ul style="list-style-type: none"> I can perform rhythmically simple parts that use a small range of notes 	<ul style="list-style-type: none"> I can maintain my own part and be aware of how the different parts fit together to achieve an overall effect in performances to audiences.
Rehearse and perform with others	<ul style="list-style-type: none"> To think about others when performing 	To practise, rehearse and present performances with an awareness of the audience		
CREATING AND DEVELOPING MUSICAL IDEAS-COMPOSING SKILLS				
Create musical patterns	<ul style="list-style-type: none"> Repeat short rhythmic and melodic patterns To know about and explore sounds 	Improvise, developing rhythmic and melodic material when performing	<ul style="list-style-type: none"> To perform rhythmically simple parts that use a small range of notes 	<ul style="list-style-type: none"> To improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within musical structures
Explore, choose and organise sounds and musical ideas	<ul style="list-style-type: none"> To recognise and explore how sounds can be organised To choose carefully and order sounds within simple structures such as beginning, middle, end, and in response to given starting points 	Explore, choose, combine and organise musical ideas with musical structures.	<ul style="list-style-type: none"> Join several layers of sound and understand the effect 	
RESPONDING AND REVIEWING APPRAISING SKILLS				
Explore and express ideas and feelings about music using movement, dance and expressive and musical language	<ul style="list-style-type: none"> To respond to different moods in music and to recognise changes in sounds 	Analyse and compare sounds Explore and explain ideas and feelings about music using movement, dance and expressive and musical language	<ul style="list-style-type: none"> To recognise and explore the ways sounds can be combined and used expressively. 	<ul style="list-style-type: none"> Describe, compare and evaluate different kinds of music using musical words
Make improvements to own work	<ul style="list-style-type: none"> To identify what improvements could be made to own work and make changes, including altering use of voice, playing of, and choice of instrument 	Improve own and others work in relation to its intended effect	<ul style="list-style-type: none"> To make improvements to own work, and comment on the effect 	<ul style="list-style-type: none"> Suggest improvements to own and other's work and comment on how it has been achieved
LISTENING, AND APPLYING KNOWLEDGE AND UNDERSTANDING				
To listen with concentration and recall sounds with increasing aural memory	<ul style="list-style-type: none"> To identify simple repeated patterns and follow musical instructions 	To listen with attention to detail and to internalise and recall sounds	<ul style="list-style-type: none"> listen to and recall repeated patterns 	<ul style="list-style-type: none"> To listen to and recall various simple musical patterns.
To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures	<ul style="list-style-type: none"> To understand how the musical elements can be used to create different moods and effects 	To know how the combined elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures and used to communicate different moods and effects	<ul style="list-style-type: none"> To understand how different musical elements are combined and used expressively 	<ul style="list-style-type: none"> To identify and explore the relationship between sounds and how music reflects different meanings
To understand that sounds can be made in different ways and described using given and invented signs and symbols	<ul style="list-style-type: none"> To represent sounds with simple symbols, including shapes marks. 	To know that music is produced in different ways and described through relevant established and invented notations	<ul style="list-style-type: none"> To use established notations to represent music, including chords, pitch etc 	<ul style="list-style-type: none"> Use a variety of notations to plan, revise and refine musical material
To know how music is used for particular purposes	<ul style="list-style-type: none"> To listen to short, simple pieces of music and talk about when and why they may hear it, such as a lullaby 	To understand how time and place can influence the way music is created, performed and heard	<ul style="list-style-type: none"> To listen to music from different periods, parts of the world and comment upon how they differ in terms of how it is performed and how they as audience respond to it. 	<ul style="list-style-type: none"> Evaluate how venue, occasion and purpose affects the way that music is created, performed and heard.