

Skills are continually revisited and built upon	Foundation Stage	Year 1 and 2	Year 3 and 4	Year 5 and 6
Singing songs with control and using the voice expressively (pitch and dynamics)	<p>Sing a range of songs and nursery rhymes with growing confidence</p> <p>Begin to sing with control - encourage projecting voice NOT shouting</p> <p>Internalise songs - Heads, shoulders etc</p> <p>Understand the importance of warming up the voice and correct posture ←</p>	<p>To find their singing voice and use their voices confidently</p> <p>Sing a melody accurately at an appropriate pitch</p> <p>Sing with an awareness of pulse and control of rhythm</p> <p>Sing songs with expression</p> <p>Follow pitch movements with their hands and use high, middle and low voices.</p> <p>Internalise songs by singing part of a song 'in their heads'</p> <p>Sing with an awareness of other performers</p>	<p>Sing with confidence and expression using a wider vocal range</p> <p>Sing in tune</p> <p>Sing with an awareness of pulse and control of rhythm</p> <p>Recognise phrase lengths and know when to breathe</p> <p>Sing with awareness and control of the expressive elements eg. Timbre, tempo and dynamics</p> <p>Sing songs and create different vocal effects</p> <p>Understand how mouth shapes can affect vocal sounds</p>	<p>Sing songs with increasing control of breathing and sound projection</p> <p>Sing songs in tune and with an awareness of other parts</p> <p>Identify phrases by breathing in appropriate places</p> <p>Sing with expression and rehearse with others</p> <p>Sing rounds and songs in 2 or more parts</p> <p>Sing confidently as a class, in small groups and alone and begin to have an awareness of improvisation with the voice</p> <p>Develop an understanding of musical terms eg. Crescendo, diminuendo, forte, pianissimo etc</p>
Listening, memory and movement	<p>Listen and respond to elements of music through movement - fast/slow, loud/quiet</p> <p>Use of environmental sounds/recordings to encourage and develop good listening skills</p> <p>Identify and match instruments by sound</p>	<p>Recall and remember short songs and sequences and patterns of sounds</p> <p>Respond physically when performing, composing and appraising music</p> <p>Explore and choose different movements to describe animals</p> <p>Identify different sound sources</p>	<p>Identify melodic phrases and play them by ear (with a limited, but increasing, range of notes)</p> <p>Create sequences of movement in response to sounds</p> <p>Identify phrases that could be used as an I introduction, interlude or ending</p>	<p>Internalise short melodies and play these on pitched percussion (play by ear) - increasing range</p> <p>Identify different moods and textures within a piece of music</p> <p>Identify how a mood is created by music and lyrics</p> <p>Listen to longer pieces of music and identify features</p>
Controlling pulse and rhythm (duration)	<p>Move to the pulse of music - marching etc</p> <p>Clap/play pulse to accompany songs</p> <p>Use syllables (food, animals, names) to introduce simple rhythm patterns</p> <p>Copy simple rhythm patterns—clap/play</p>	<p>Identify the pulse in different pieces of music</p> <p>Identify the pulse and join in getting faster and slower together</p> <p>Identify long and short sounds in music</p> <p>Perform a short rhythm to a given pulse</p> <p>Begin to internalise and create rhythmic patterns</p> <p>Accompany a chant or song by clapping or playing the pulse or rhythm</p>	<p>Recognise rhythmic patterns of increasing complexity</p> <p>Perform a repeated pattern to a steady pulse</p> <p>Identify and recall rhythmic and melodic patterns</p> <p>Sustain a simple rhythm in a group, whilst other rhythms are being played</p> <p>Identify repeated patterns used in a variety of music (ostinato)</p>	<p>Identify different speeds of pulse (Tempo) through clapping, playing and movement</p> <p>Improvise rhythm patterns</p> <p>Perform an independent part keeping to a steady beat</p> <p>Identify the metre of different songs through recognising the pattern of strong and weak beats</p> <p>Subdivide the pulse while keeping to a steady beat</p>
Exploring sounds, melody and accompaniment (to include vocal sounds and body percussion)	<p>Begin to recognise and name classroom instruments</p> <p>Introduce elements of pitch (high/low) and respond through movement</p> <p>Explore vocal sounds and body percussion (loud/quiet, high/low etc)</p>	<p>Explore different sound sources</p> <p>Identify and name different classroom instruments</p> <p>Create and choose sounds in response to a given stimulus</p> <p>Identify how sounds can be changed</p> <p>Change sounds to reflect a given stimulus</p>	<p>Identify ways sounds can be used to accompany a song</p> <p>Analyse and comment on how sounds are used to create different moods</p> <p>Explore and perform different types of accompaniment</p> <p>Recognise and explore different combinations of</p>	<p>Explore and select different melodic patterns</p> <p>Skills development for this element can be found in 'Control of Instruments' and 'Composition'</p>
Structure and form	<p>Verse and chorus</p> <p>Question and answer</p>	<p>Verse and chorus</p> <p>Question and answer</p>	<p>Ostinato</p> <p>Binary form (A B)</p>	<p>Rondo (A B A C A D A)</p> <p>Canon (Round)</p> <p>Ternary form (A B A)</p>

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Control of instruments (texture and timbre)	<p>Handle and play instruments with care and increasing control</p> <p>Investigate how sounds are made and sort instruments accordingly (tap, shake, scrape)</p> <p>Start and stop playing on a given signal</p>	<p>Play instruments in different ways to create sound effects</p> <p>Handle and play instruments with care and control -</p> <p>changing dynamics, tempo etc on a given signal</p> <p>Identify different groups of instruments</p>	<p>Identify melodic phrases and play them by ear (limited range of notes)</p> <p>Select instruments to describe visual images</p> <p>Create different effects using combinations of unpitched percussion</p> <p>Begin to use ICT to create sounds</p>	<p>Identify and control different ways percussion instruments make sounds</p> <p>Play accompaniments with control and accuracy</p> <p>Create different effects using combinations of pitched sounds, and chords</p> <p>Use ICT to create and manipulate sounds</p>
Composition	<p>Use sound to accompany story</p> <p>Begin to use picture symbols (Teacher lead) to create a class composition</p>	<p>Contribute to the creation of a class composition</p> <p>Basic skills progression for composition in KS1 are to be found within 'Exploring sounds'</p>	<p>Create textures by combining sounds in different ways</p> <p>Create music that describes contrasting moods and emotions</p> <p>Improvise basic tunes based on the pentatonic scale</p> <p>Compose music in pairs and small groups, based on a variety of starting points (picture, story, rhythm and pitch)</p> <p>Make improvements to their own work</p> <p>Create an accompaniment to a known song or piece of music</p>	<p>Identify and use a range of starting points to compose music, including poetry, story, film, class topic, photographs etc</p> <p>Explore, select, combine and edit a range of different sounds to compose a soundscape</p> <p>Write lyrics to a known song or melody</p> <p>Compose a short song to own lyrics based on everyday phrases</p> <p>Compose music individually, in pairs and small groups using a range of stimuli and develop their ideas into a completed composition</p>
Reading and writing notation	<p>Use of simple picture and symbol to direct play and order sounds (graphic notation)</p>	<p>Perform contrasting sounds (long/short, loud/quiet, fast/slow, smooth/jumpy) in response to symbols</p> <p>Begin to play and sing phrases from simple dot notation</p> <p>Use symbols (graphic notation) and simple dot notation to record their own ideas</p> <p>Make their own symbols as part of a class score</p> <p>Introduce the relative values of minim, crochet and quaver</p>	<p>Begin to understand the placement of pitch on a staff by introducing 2 then 3 line 'tunes'</p> <p>Use limited number of lines to write music and play pitched instruments</p> <p>Read and write rhythms using minim, crochet and quaver</p> <p>Introduce dotted minim, semibreve and crochet rests</p> <p>Continue to develop use of graphic notation when composing and listening to music</p>	<p>Begin to use full staff for reading and recording music</p> <p>Read and write rhythms using minim, crochet, quaver, dotted minim, semibreve and crochet rest</p> <p>Introduce semiquaver</p> <p>Begin to sing songs with staff notation as a support</p>
Performance skills	<p>Perform both in class and to a wider audience with growing confidence</p>	<p>Perform together and follow instructions that combine the musical elements covered</p> <p>Perform with confidence</p>	<p>Perform confidently with an awareness of different parts</p>	<p>Present performances effectively and confidently with an awareness of audience, venue and occasion</p>
Evaluating and appraising	<p>Begin to choose instruments with growing independence in response to a given stimulus</p> <p>Be able to say whether they like a piece of music or not and how it makes them feel</p>	<p>Choose sounds and instruments carefully and make improvements to their own work</p> <p>Be able to express why they like a particular piece of music and how it makes them feel</p>	<p>Be able to discuss their likes and dislikes in relation to a piece of music</p> <p>Be able to discuss the musical elements used within their own and others compositions</p> <p>Suggest ways in which a piece of music could be improved</p>	<p>Recognise how music can reflect different intentions</p> <p>Improve their work through analysis, evaluation and comparison</p> <p>Be able to recognise musical elements (structure, dynamics etc) and suggest reasons why this is used within a particular piece of music</p> <p>Compare and contrast different pieces of music</p>