

Music Skills Progression – Infants and Juniors

Main Skill	Year 1	Year 2
Sing - Use their voices expressively and creatively by singing songs and speaking chants and rhymes	Sing simple songs, call and response, chants and rhymes from memory and keep the correct pitch. Respond to simple visual directions ie. Stop, start, loud, quiet and start to sing after being counted in.	Sing songs with increasing vocal control. Understand dynamics and tempo when singing by direction of a leader or visual cues (understand terms crescendo – getting louder, diminuendo – getting quieter, and pause)
Play - tuned and untuned instruments musically	Follow instruction and use body percussion, percussion instruments and Glockenspiels with gaining confidence and precision. Play repeated and 'copycat' rhythmic and pitched patterns (ostinato) to maintain a steady beat.	Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion. Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests.
Listen - with concentration and understanding to a range of high-quality live and recorded music	Comment on their preferences, understand the stories, origins and traditions of the music as well as where they sit in history (1960s – 2000s focus)	Comment on their preferences, understand the stories, origins and traditions of the music as well as where they sit in history and their social context (20 th Century Music focus) Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo. Walk in time to the beat of a piece of music or song.
Compose - Experiment with, create, select and combine sounds using the inter-related dimensions of music.	Improvise simple vocal chants with question and answer. Create musical sound effects/ sequences in response to stimuli (e.g. Latin Carnival) Recognise graphic notation can represent sounds (explore and invent symbols to go with music)	Create music in response to a non-musical stimulus (e.g. storm, car race or rocket launch) Improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation. Use graphic symbols, dot notation and stick notation, to keep a record of composed pieces
Musicianship – increasing understanding (These skills are carried through so do not need to be concrete in order to be working at, but they do need to have some understanding in order to be on track)	Walk, Move or clap a steady beat with others and understand a changing tempo. Respond to the pulse through movement/ dance Understand the difference between creating a rhythm pattern and a pitch pattern.	Understand that the speed of the beat can change, creating a faster or slower pace (tempo). Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats

Music Skills Progression – Infants and Juniors

Main Skill	Year 3	Year 4
Sing - sing and play musically with increasing confidence and control.	Sing a widening range of unison songs of varying styles and structures tunefully and with expression. Perform forte and piano, (loud and soft.) Perform actions confidently and in time to a range of action songs changes. Perform as a choir in school assemblies.	Continue to sing a broad range of unison songs with the range of an octave pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo). Sing rounds and partner songs in different time signatures (2, 3 and 4 time) and begin to with a simple second part of vocal harmony Perform a range of songs in school assemblies. Maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Use tuned percussion and melodic instruments following staff notation as a class and in small groups. Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music	Play and perform melodies on learnt instruments following staff notation as a whole-class or in small groups. Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching.
Improvise and compose music - for a range of purposes using the inter-related dimensions of music. Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.	Use voice, tuned and untuned percussions as a class/group/ individual/instrumental teaching to invent 'on the spot' responses to a musical phrase (e.g. echo/ call and response) Create music that has a beginning, middle and end. Compose in response to stories, images, verse and music sources.	Improvise on a limited range of pitches on the instrument they are now learning, making use of musical features including smooth (legato) and detached (staccato). Begin to make compositional decisions about the overall structure of improvisations. Combine known rhythmic notation with letter names to create short pentatonic (5 note oriental sounding scale for the instruments being learnt. Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip. Begin to understand major (happy) and minor (sad) chords. Use learnt instruments in composition

Music Skills Progression – Infants and Juniors

<p>Listen -with attention to detail and recall sounds with increasing aural memory and develop an understanding of the history of music. appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>Comment on their preferences, understand the stories, origins and traditions of the music as well as where they sit in the historical timeline and their social context (Classical period learning Music focus) Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo. Walk in time to the beat of a piece of music or song.</p>	<p>Comment on their preferences, understand the stories, origins and traditions of the music as well as where they sit in the historical timeline and their social context (Renaissance period learning Music focus) Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo. Walk in time to the beat of a piece of music or song.</p>
<p>Use and understand staff and other musical notations</p>	<p>Combine known rhythmic notation with letter names and note values in composition. Perform using staff notation. Use listening skills to order dot notation. Begin to understand the terms stave, and clef, crotchets and quavers. Know the difference between crotchets and quavers.</p>	<p>Understand the differences between minims, crotchets, paired quavers and rests. Read and perform pitch notation within a defined range. Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.</p>

Music Skills Progression – Infants and Juniors

Main Skill	Year 5	Year 6
Sing - sing and play musically with increasing confidence and control.	Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. Observe phrasing, accurate pitching and appropriate style. Sing three-part rounds, partner songs, and songs with a verse and a chorus. Perform a range of songs in school assemblies and in school performance opportunities.	Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style. Continue to sing three- and four-part rounds or partner songs, and experiment with positioning singers randomly within the group – i.e. no longer in discrete parts – in order to develop greater listening skills, balance between parts and vocal independence. Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave as a whole class with greater independence. Understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments to familiar songs. Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra. Can begin to play familiar melodies by ear on tuned instruments	Play a melody following staff notation written on one stave and using notes within an octave range ; make decisions about dynamic range, including very loud (ff), very quiet (pp), moderately loud (mf) and moderately quiet (mp). Accompany this same melody, and others, using block chords or a bass line. This could be done using keyboards, tuned percussion or tablets, or demonstrated at the board using an online keyboard. Engage with others through ensemble playing (e.g. school orchestra, band, mixed ensemble) with pupils taking on melody or accompaniment roles. The accompaniment, if instrumental, could be chords or a single-note bass line.

Music Skills Progression – Infants and Juniors

<p>Improvise and compose music - for a range of purposes using the inter-related dimensions of music. Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p>	<p>Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments. Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano). Compose simple melodies with rhythmic or chordal accompaniment. Use repeats in composition to create a ternary piece. Use chords to compose music to evoke a specific atmosphere, mood or environment.</p>	<p>Extend improvisation skills through working in small groups to create music with multiple sections that include repetition and contrast. Use chord changes as part of an improvised sequence. Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape. Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody. Compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen. Either of these melodies can be enhanced with rhythmic or chordal accompaniment. Compose a ternary piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved.</p>
<p>Listen -with attention to detail and recall sounds with increasing aural memory and develop an understanding of the history of music. appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>Comment on their preferences, understand the stories, origins and traditions of the music as well as where they sit in the historical timeline and their social context (Baroque period learning Music focus) Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo. Walk in time to the beat of a piece of music or song.</p>	<p>Comment on their preferences and shared knowledge, understand the stories, origins and traditions of the music as well as where they sit in the historical timeline and their social context of the music they are listening to, singing and playing. (Romantic period learning Music focus) Be able to identify key pieces of Western Classical music learnt.</p>
<p>Use and understand staff and other musical notations</p>	<p>Understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers. Understand the differences between 2/4, 3/4 and 4/4 time signatures. Read and perform pitch notation within an octave Read and play short rhythmic phrases at sight using symbols for known rhythms and note durations.</p>	<p>Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests. Further develop the skills to read and perform pitch notation within an octave (e.g. C–C/ do–do). Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations. Read and play from notation a four-bar phrase, confidently identifying note names and durations.</p>