



Music Progression of Skills

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening and Appraising	<p>Listens with increased attention to sounds</p>		<p>Listen to music with sustained concentration.</p> <p>Find the pulse whilst listening to music using movement.</p> <p>Recognise different instruments</p> <p>Listen to, copy and repeat a simple rhythm or melody</p> <p>Discuss feelings and emotions linked to music.</p>	<p>Listen with concentration and understanding to a range of high-quality live and recorded music</p>	<p>Listen with direction to a range of high quality music</p> <p>Confidently recognise a range of musical instruments</p>	<p>Confidently recognise a range of musical instruments and the different sounds they make</p> <p>Confidently recognise and explore a range of musical styles and traditions and know their basic style indicators</p> <p>Use musical language to appraise a piece or style of music</p>	<p>Understand how pulse, rhythm and pitch work together</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p>	<p>Listen with attention to detail and recall sounds with increasing aural memory and accuracy</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>

Performing and improvisation

<p>Is able to create his/her own songs, or improvise a song around one he/she knows</p> <p>Plays instruments with increasing control to express his/her feelings and ideas</p> <p>Can sing the pitch of a tone sung by another person ('pitch match')</p> <p>Can sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs</p>	<p>Sings in a group or on his/her own, increasingly matching the pitch and following the melody</p> <p>Explores and engages in music making and dance, performing solo or in groups</p> <p>Performs songs, rhymes, poems and stories with others, and - when appropriate - tries to move in time with music (ELG)</p> <p>Sings a range of well-known nursery rhymes and songs (ELG)</p>	<p>Learn and perform chants, rhythms, raps and songs.</p> <p>Learn to follow the conductor or band leader.</p> <p>Sings songs musically and understands how to warm up and project their voice whilst demonstrating good practise</p>	<p>Improvise a simple rhythm using different instruments including the voice.</p> <p>Use their voice expressively and creatively by singing songs and speaking chants and rhymes with growing confidence.</p> <p>Sing a song in two parts.</p> <p>Use tuned and untuned classroom percussion to play accompaniments and tunes</p>	<p>Understand that improvisation is when a composer makes up a tune within boundaries</p> <p>Understand that composition is when a composer writes down and records a musical idea</p> <p>Sing songs with multiple parts with increasing confidence</p> <p>Play and perform in solo or ensemble contexts with confidence</p>	<p>Copy increasingly challenging rhythms using body percussion and untuned instruments where appropriate</p> <p>Sing as part of an ensemble with confidence and precision</p> <p>Play and perform in solo or ensemble contexts with increasing confidence</p>	<p>Improvise with increasing confidence using own voice, rhythms and varied pitch</p> <p>Sing as part of an ensemble with increasing confidence and precision</p> <p>Play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression</p>	
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Composition							Compose complex rhythms from an increasing aural memory	
Notation			Use the correct musical language to describe a piece of music.		Develop an understanding of formal, written notation which includes crotchets and rests Begin to listen to and recall sounds with increasing aural memory	Develop an understanding of formal, written notation which includes minims and quavers	Use and develop an understanding of formal, written notation which includes staff, semibreves and dotted crotchets	Deepen an understanding and use of formal, written notation which includes staff, semibreves and dotted crotchets

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Dimensions of music</p>			<p>Begin to understand that rhythm is a mixture of long and short sounds that happen over a pulse.</p> <p>Understand that pitch describes how high or low sounds are.</p> <p>Understand that tempo describes how fast or slow the music is</p> <p>Understand that dynamics describe how loud or quiet the music is</p>	<p>Listen with direction to a range of high quality music</p>	<p>Find the pulse within the context of different songs/music with ease</p> <p>Find the pulse within the context of different songs/music with ease</p>	<p>Listen to and recall sounds with increasing aural memory</p>		<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">History of music</p>							<p>Develop an increasing understanding of the history and context of music</p>	