

Progression of Skills: Music

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Singing	Build up a repertoire of Nursery Rhymes. Use voice to chant and sing familiar songs, or sections of songs, and rhymes from memory.	Sing songs, rhymes and chants building rhythmic and melodic memory. Continuous through all units..	sing songs, rhymes and chants and use simple vocal patterns as accompaniments	Sing a wide range of unison songs tunefully and with expression and awareness of loud and soft. Perform actions confidently and in time and be able to keep a steady beat.	Sing a broad range of unison songs pitching the voice accurately including following directions for dynamics. Sing rounds and partner songs in different time signatures,	Sing songs from a broad repertoire, observing phrasing, accurate pitching and style. Sing three-part rounds and partner songs	Sing a broad range of songs including 3 and 4 part rounds with a sense of ensemble and performance observing accurate rhythm, phrasing, pitching and style. Develop greater awareness of balance between parts and vocal independence.
Playing	Introduce musical elements and Rosies Walk. Use body sounds and begin to develop control when using percussion instruments and other sound makers showing increased accuracy when playing.	Use body sounds Use dominant hand with untuned percussion and begin to use correct tuned percussion techniques. Introduced in The great fire of London and the Sea unit.	demonstrate accuracy and control of correct technique on an appropriate range of untuned and tuned percussion instruments	develop instrumental skills and techniques and maintain steady beat and copy and stepwise melodic phrases.	Begin to improvise within a limited pitch range and combine rhythmic notation with letter names to create short phrases.	Develop instrumental skills and techniques and perform simple parts with accuracy and with awareness of pitch, metre and balance. Begin to play melodies on tuned percussion or keyboards within the range C-C.	
Rehearsing and performing	Sing and play in time within a group, starting and stopping together. Continuous through all units.	Develop awareness of how to improve. Continuous through all units.	develop greater awareness of how to improve	Start to develop rehearsal and practice routines and strategies for performing in two or more parts with an awareness of audience.	Develop rehearsal and practice routines and strategies and perform in groups with an awareness of audience and performance etiquette.		
Notating	Recognise that musical ideas can be represented and communicated through 3D objects, picture cues, signs and symbols. Graphic notation used in Minibeast unit.	Respond to graphic notation, use basic rhythmic notation. Introduced in Ceilidh with Katie unit.	respond to graphic notation and use basic notation of rhythm and or pitch	Use rhythmic notation including basic stave notation to understand the difference between crotchets and paired quavers. Apply word chants to rhythms.	Use rhythmic notation including basic stave notation including minims, crotchets, paired quavers and rests.	Use pitched and rhythmic notation using basic stave notation. Understand the differences between 2/4, ¾ and 4/4 time signatures.	
Listening and Responding	Recognise mood, character, contrast and changes in music. Continuous through all units. Daily listening to a variety of genres.	Recognise changes in mood and character in music. Weekly listening to a variety of musical genres in KS 1 assemblies.		Listen and respond to recorded and performed music with an awareness of the stories, traditions, history or social context of the music and the composer's intent.		Compare and contrast music heard and performed (including live performances) with an awareness of the music's context, purpose and composer's intent and use musical vocabulary to describe.	