

Old Park Primary School Music Skills Progression

Highlighted statements show progression or new learning. Statements that are not highlighted show reviewed learning.



Singing songs with control and using the voice expressively.

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Children learn to identify known songs through melodies. Songs are used to support learning across other subjects for example counting, alphabet and topic.</p> <p>Sing with an awareness of other performers - understand simple signals for teacher sing - all sing.</p>	<p>To find their singing voice and use their voices confidently.</p> <p>Sing a melody accurately at their own pitch.</p> <p>Sing with a sense of awareness of pulse and control of rhythm.</p> <p>Recognise phrase lengths and know when to breathe.</p> <p>Sing songs expressively.</p> <p>Follow pitch movements with their hands and use high, low and middle voices.</p> <p>Begin to sing with control of pitch (e.g. following the shape of the melody).</p> <p>Sing with an awareness of other performers.</p>	<p>Sing with confidence using a wider vocal range.</p> <p>Sing in tune.</p> <p>Sing with awareness of pulse and control of rhythm.</p> <p>Recognise simple structures. (Phrases).</p> <p>Sing expressively with awareness and control at the expressive elements. E.g. timbre, tempo, dynamics.</p> <p>Sing songs and create different vocal effects.</p> <p>Understand how mouth shapes can affect voice sounds.</p> <p>Internalise sounds by singing parts of a song 'in their heads.'</p>	<p>Sing songs with increasing control of breathing, posture and sound projection.</p> <p>Sing songs in tune and with an awareness of other parts.</p> <p>Identify phrases through breathing in appropriate places.</p> <p>Sing with expression and rehearse with others.</p> <p>Sing a round in two parts and identify the melodic phrases and how they fit together.</p> <p>Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice.</p>			



Listening, Memory and Movement.

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Children play games and are encouraged to listen and respond to music. Children listen and repeat simple sounds/patterns - for example map out the pitch of a melody with their hands - attempting to get pitch correct. Play different extracts of music and allow children to vocalise what they think of the music, describe the music and how it made them feel.</p>	<p>Recall and remember short songs and sequences and patterns of sounds. Respond physically when performing, composing and appraising music.</p> <p>Identify different sound sources.</p> <p>Identify well-defined musical features.</p>	<p>Identify melodic phrases and play them by ear.</p> <p>Create sequences of movements in response to sounds. Explore and choose different movements to describe animals.</p> <p>Demonstrate the ability to recognise the use of structure and expressive elements through dance. Identify phrases that could be used as an introduction, interlude and ending.</p>	<p>Internalise short melodies and play these on pitched percussion (play by ear).</p> <p>Create dances that reflect musical features.</p> <p>Identify different moods and textures. Identify how a mood is created by music and lyrics. Listen to longer pieces of music and identify features.</p>			

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Controlling pulse and rhythm						
EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Chn explore the role of the conductor.</p> <p>Chn learn to follow gestures from the teacher during performances.</p> <p>Chn take on the role of the conductor.</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 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>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 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.</p> <p>Perform a repeated pattern (Ostinato) to a steady pulse.</p> <p>Identify and recall rhythmic and melodic patterns. Identify repeated patterns used in a variety of music. (Ostinato).</p>		<p>Identify different speeds of pulse (tempo) by clapping and moving.</p> <p>Improvise rhythm patterns.</p> <p>Perform an independent part keeping to a steady beat. 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.						
EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Melodies are explored through songs learnt.</p> <p>Chn are encouraged to comment on the mood of a melody.</p> <p>Chn explore a range of percussion instruments and comment on different sounds made.</p>	<p>To explore different sound sources.</p> <p>Make sounds and recognise how they can give a message.</p> <p>Identify and name classroom instruments.</p> <p>Create and choose sounds in response to a given stimulus. Identify how sounds can be changed.</p> <p>Change sounds to reflect different stimuli.</p>		<p>Identify ways sounds are used to accompany a song. Analyse and comment on how sounds are used to create different moods.</p> <p>Explore and perform different types of accompaniment. Explore and select different melodic patterns. Recognise and explore different combinations of pitch sounds.</p>			<p>Skills development for this element are to be found within 'Control of instruments' and 'Composition'.</p>

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Control of instruments						
EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Chn are introduced to basic percussion instruments - shown how to hold, play and care for different instruments. Play games that explore the different sounds the instruments make.</p>	<p>Play instruments in different ways and create sound effects.</p> <p>Handle and play instruments with control.</p> <p>Identify different groups of instruments.</p>		<p>Identify melodic phrases and play them by ear. Select instruments to describe visual images. Choose instruments on the basis of internalised sounds.</p>		<p>Identify and control different ways percussion instruments make sounds. Select instruments to describe visual images.</p> <p>Play accompaniments with control and accuracy. Create different effects using combinations of pitched sounds. Use ICT/Keyboard settings to change and manipulate sounds.</p>	



Composition						
EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Chn explore creating simple rhythmic patterns.</p> <p>Chn explore how different shapes and symbols can represent the particular sound of an instrument.</p> <p>Chn add simple sounds effects to a story.</p>	<p>Contribute to the creation of a class composition.</p> <p>Basic skills developments for composition in KS1 are to be found within 'Exploring sounds'.</p>		<p>Create textures by combining sounds in different ways. Create music that describes contrasting moods/emotions.</p> <p>Create music based on rhythmic modes and Dorian mode (YR4)</p> <p>Compose music in pairs and make improvements to their own work. Create an accompaniment to a known song. Create descriptive music in pairs or small groups.</p>		<p>Identify different starting points on composing music. Explore, select, combine and exploit a range of different sounds to compose a soundscape.</p> <p>Improvise simple tunes based on the pentatonic scale. Write lyrics to a known song.</p> <p>Compose a short song to own lyrics based on everyday phrases.</p> <p>Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition.</p>	

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Reading and writing notation						
EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Chn copy and repeat simple rhythmic phrases aurally.</p> <p>Rhythms can be recognised by the sound - for example tap, tap, scrape, tap, tap, scrape.</p>	<p>Perform long and short sounds in response to symbols.</p> <p>Create long and short sounds on instruments.</p> <p>Play and sing phrase from dot notation.</p> <p>Record their own ideas.</p> <p>Make their own symbols as part of a class score and composition tasks.</p>				<p>Perform using notation as a support.</p> <p>Sing songs with staff notation as support.</p> <p>Compose using correct notation symbols.</p>	

Performance skills						
EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Decide on appropriate signals for louder, quieter - faster/slower. Sing a song and see if chn can follow signal to get louder and quieter. Can they apply this to playing a percussion instrument?</p>	<p>Perform together and follow the instructions that combine the musical elements.</p>		<p>Perform in different ways, exploring the way the performers are a musical resource.</p> <p>Perform with awareness of different parts.</p>		<p>Present performances effectively with awareness of audience, venue and occasion.</p>	

Evaluating and appraising

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>With support - choose appropriate sounds.</p> <p>Discuss what they have done and whether it was successful.</p>	<p>Choose sounds and instruments carefully and make improvements to their own and others' work.</p>		<p>Recognise how music can reflect different intentions. Improve their work through analysis, evaluation and comparison.</p>			<p>Improve their work through analysis, evaluation and comparison.</p>