



Music:

Progression of Key Skills

(All children, including SEND must achieve skills highlighted in bold in order to progress year on year)	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Elements of Music / Terminology			Pulse (steady beat in a song) Rhythm (pattern made from long and short sounds) Pitch (range of high and low sounds) Tempo (Italian word; how fast or slow music goes) To understand that pulse is a steady beat in music	Dynamics (how loud or quiet the music is) To notice the difference between loud and quiet	Dynamics (piano means soft, forte means loud) Timbre (quality and character of the sound) Unison (to sing together) Minim (note that last for two counts) Crotchet (note that lasts for one count) Crotchet rest (rest that lasts for 1 count) Semibreve (note that lasts for 4 counts).	Dynamics (crescendo: music getting louder. Diminuendo: music getting quieter). Structure (how the music or song is organized). To identify when music gets louder / quieter.	Texture (unison, solo, duet or accompaniment). To notice the difference in sound when playing on their own or in a group.	All key terms used with greater independence, confidence and accuracy.

					To understand that there are long and short notes.			
Listen and Appraise		To move to the music reflecting the mood.	Describe how music makes you feel. Identify changes in pitch. Identify and respond to changes in tempo and pitch through movement. Begin to sit still and listen. To listen to a variety of different music and show a preference.	Listen with increasing concentration and use key terms to comment on a piece of music. Listen to and repeat back rhythmic patterns. Understand how music can tell a story. Reflect on and improve a groups performance. Keep a steady pulse to a tune. Listen to and repeat back a simple rhythmic pattern.	Listen with increasing concentration and use key terms to comment on a piece of music. Recognise a change in pitch by ear. Appraise own performance when playing an instrument. To notice the difference in high and low notes.	Listen with increasing concentration and use key terms to comment on a piece of music. Discuss the structure of a song. Consider how a song should be sung and evaluate their own performance. To be aware of any repeated sections of a song.	Listen with increasing concentration and use key terms to comment on a piece of music. Compare pieces of music using the interrelated dimensions of music. To notice the difference in tempo / dynamics in two very different pieces of music.	Listen with increasing concentration and use key terms to comment on a piece of music. Carefully select and present a piece of music to the class. Choose their favourite piece of music and listen to it for a sustained period of time.
Using voices expressively and creatively (Singing)	Learn to sing some nursery rhymes. Remember most words and actions. Listen to nursery rhymes.	Learn to sing some nursery rhymes. Remember most words and actions. Listen to nursery rhymes.	Sing a song together or as a group. Remember most words and actions. Begin to stop and start correctly when instructed. Begin to join in with some actions or words in familiar songs.	Sing songs and speak rhymes with awareness of the beat. Start and stop when instructed , including holding a note when the instructor says. Experiment with dynamics and tempo whilst singing in a round (London's Burning).	Sing and perform with greater control (Accuracy of hitting notes, starting and stopping with greater accuracy. Sing in tune Sing with expression, paying attention to changes in dynamics. Know some basic vocal warm ups.	Sing in tune, accurately hitting more notes. Sing, paying attention to dynamics and diction. Hold part within an ensemble. Sing in a small group.	Sing in unison with clearer diction, controlled pitch and sense of phrasing. More accurate changes in pitch (no sliding between notes). Sing in Rounds Sing in a larger group	Sing in unison and in harmonies with clearer diction, controlled pitch and sense of phrasing. Greater accuracy when changing pitch. Sing with more expression and clearer diction / signs.

				Perform expressively (singing in an ensemble).	Sing a song or do actions for a song.			
Play tuned and untuned instruments: Glockenspiels			Treat instruments with respect. Explore making sounds on the glockenspiel. Know how to open the glockenspiel. Know how to hold a beater correctly.	Hold the beater with more confidence and loosely (to get the correct sound). Try to keep in time to the beat. To play an instrument of their choice alongside a backing track.	Hold beater correctly (correct fingers and loose grip) To play with a good, clear sound and hitting the notes with increasing accuracy. Play in time with the beat. Play notes of different lengths. To begin to hold a beater correctly.	Use beater with increasing control. Play in time with the pulse. Hitting notes with increasing accuracy (hitting intended note). Follow music more closely Start to hold notes for the correct length in a piece. Play a single note knowing when to start and stop.	Use beater with increasing control. Play in time with the pulse. Hitting notes with increasing accuracy Play as part of a 2 part ensemble. Play 2 notes of different pitches knowing when to start and stop.	Play with greater confidence and accuracy.
Play tuned and untuned instruments: Ukulele							Hold ukulele correctly. Play chords G, C F and F7. To treat instruments with respect.	Play with increasing confidence and accuracy. To hold ukulele correctly.
Creating and Exploring: Improvise (Come up with a series of sounds,		Explore different sounds on percussion instruments	Explore different sounds on percussion instruments. Improvise a short clapped rhythm. Continue to explore different sounds on percussion instruments	Explore different sounds to represent a stimuli. (Fire) To select an instrument for a picture.	Explore different sounds to represent a stimuli. To select an appropriate instrument for a picture or sound.	Using aural memory to clap back a short sequence made up by a friend. Clap back a simple short sequence.	Create more complex rhythmic patterns. Create their own short simple sequence.	

<i>hard to ever replicate)</i>								
Creating and Exploring: Composing (Create ideas and 'fix them' by writing them down in some form)			Create and play simple word rhythms. Compose a short series of rhythms to tell a story about a picture. As a class make up sounds in a short piece of music (Pass the Sound)	Compose lyrics to a well known melody. Imitate changes in pitch and compose own sung rhythm (Charanga game)	Compose a two note simple rhythm on the glockenspiel (written as letters or notation) Compose a short piece of music using crochets B A G on the recorder using staff notation.	Create simple rhythmic pattern using a small range of notes for the recorder (B A G D E) Compose a three note simple rhythm on the glockenspiel (written as letters or notation)	Create more complex rhythmic patterns.	Compose lyrics in the style of a rap (chorus, verse, hook). Write a short rhythm in the style of Hip Hop.
Creating and Exploring: Music Notation (ways to visually represent music)			Understand that a picture or letter corresponds to a note. Start to understand the length of a note (one clap or two claps) Represent a short composition using pictures in a grid.	Understand that a letter corresponds to a note Start to understand the length of a note (one clap or two claps)	Start to understand formal staff notation (crotchets, minims, semi breves) To read notes B A G in formal staff notation. To compose a short piece of music using crotchets B A G	Identify B A G written as staff notation with increasing accuracy. To read notes E, D, C F on the formal staff notation Show a greater understanding of formal notation (crotchets, minims and rests)	Compose to a known song using graphic notation (written on a stave) Read chords as musical notation.	To build on existing knowledge.