Moorsway Federation

Music Skills Progression

KS1 and KS2

	Singing/ Performing	Composing	Listening/ Appraising
Y1	• Use their voices to speak/sing/chant • Join in with singing • Use instruments to perform • Clap short rhythmic patterns • Copy sounds • Follow instructions about when to play or sing	• Make a range of sounds with their voice • Make different sounds with instruments • Identify changes in sounds • Change the sound • Repeat (short rhythmic and melodic) patterns • Choose sounds to represent different things • Make a sequence of sounds • Show sounds by using pictures	• Respond to different moods in music • Say how a piece of music makes them feel • Say whether they like or dislike a piece of music • Recognise repeated patterns
Y2	• Sing and follow the melody (tune) • Sing accurately at a given pitch • Perform simple patterns and accompaniments keeping a steady pulse Perform with others • Play simple rhythmic patterns on an instrument • Sing/ clap a pulse increasing or decreasing in tempo	• Order sounds to create a beginning, middle and end • Choose sounds which create an effect • Use symbols to represent sounds • Make connections between notations and musical sounds • Create short rhythmic patterns- sequences of long or short sounds • Begin to create short melodic patterns using 1 or 2 notes	• Improve their own work • Identify particular features when listening to music • Begin to identify the pulse in a piece of music and clap along. • Begin to recognise changes in dynamics and pitch. • Being to recognise different instruments they can hear.
Y3	• Sing in tune with expression	• Use different interrelated dimensions of	• Improve their work explaining how it

	● Control their voice when singing ● Play clear notes on instruments	music in their composition ● Create repeated patterns with different instruments ● Compose melodies and songs ● Create accompaniments for tunes ● Combine different sounds to create a specific mood or feeling	has improved ● Use musical vocabulary (the interrelated dimensions of music) to describe a piece of music and compositions ● Use musical vocabulary to describe what they like and dislike ● Recognise the work of at least one famous composer
Y4	● Perform a simple part rhythmically ● Sing songs from memory with increasing expression, accuracy and fluency ● Improvise using repeated patterns	● Use notations to record and interpret sequences of pitches ● Use standard notation ● Use notations to record compositions in a small group or on their own ● Use their notation in a performance	● Explain the place of silence and say what effect it has ● Describe what they hear using a wider range of musical vocabulary ● Start to identify the character of a piece of music ● Describe and identify the different purposes of music ● Identify styles of musical work ● Recognise how the inter-related dimensions of music are used by composers to create different moods and effects
Y5	● Breathe in the correct place when singing Sing and use their understanding of meaning to add expression ● Maintain their part whilst others are performing their part ● Perform 'by ear' and from simple notations Improvise within a group using melodic and rhythmic phrases ● Recognise and use basic structural forms e.g. rounds, variations, rondo form	● Change sounds or organise them differently to change the effect ● Compose music which meets specific criteria ● Use their notations to record groups of pitches (chords) ● Choose the most appropriate tempo for a piece of music ● Begin to use standard notation	● Describe, compare and evaluate different kinds of music using an appropriate and broad musical vocabulary ● Recognise how different inter-related dimensions of music are combined and used expressively in many different types of music ● Explain why they think their music is successful or unsuccessful ● Suggest improvements to their own or others' work ● Contrast the work of famous composers and show preferences

Y6	• Sing a harmony part confidently and accurately • Perform parts from memory • Perform using notations • Provide rhythmic support	• Use a variety of different musical devices in their composition (including melody, rhythms and chords) • Recognise that different forms of notation serve different purposes • Use different forms of notation • Combine groups of beats	• Refine and improve their work • Evaluate how the venue, occasion and purpose affects the way a piece of music is created • Analyse features within different pieces of music • Compare and contrast the impact that different composers from different times will have had on the people of the time. • Evaluate differences in live and recorded performances • Consider how one piece of music may be interpreted in different ways by different performers, sometimes according to venue and occasion