

Music Skills progression	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening and appraising	<ul style="list-style-type: none"> Listen for different types of sounds Talk about different moods in music Listen with increased concentration and respond to a variety of live and recorded music Express thoughts and feelings about music through language, movement and other forms such as drawing Use graphic notations to show the difference between shape and pitch or sound 		<ul style="list-style-type: none"> Listen to live and recorded music from a widening range of influences, responding to the content Communicate ideas, thoughts and feelings in a variety of ways in response to music 		<ul style="list-style-type: none"> Share opinions about music and justify these Be perceptive to different music and communicate thoughts and feelings through a variety of ways e.g. creative arts, dance etc. 	
Musical activities	<ul style="list-style-type: none"> Use voices to sing songs, rhymes and chants. Try out different ways of producing sounds with voice, body sounds, instruments and music technology Understand the difference between pulse and rhythm, through movement, playing and singing. 		<ul style="list-style-type: none"> Use voice, sounds, technology in creative ways Sing and play appropriate material confidently and fluently Recognise and respond to basic musical symbols, standard or invented, such as crotchets, quavers. 		<ul style="list-style-type: none"> Sing and play music from a variety of cultures, historical periods and across a range of styles and genres Use voice, sounds, technology and instruments in creative ways and explore new techniques Use standard and invented notations in a range of different contexts Decode and encode short patterns using standard and invented notation when working as a musician 	
Creating and exploring	<ul style="list-style-type: none"> Use voice to create different effects Make sounds with voice or instruments, showing differences in sound such as loud and quiet, high and low etc. Imitate changes in pitch Make a sequence of long and short sounds, with help 		<ul style="list-style-type: none"> Choose and maintain pulse Maintain an independent part in a group when playing or singing e.g. rhythm, ostinato, simple part in singing Create simple rhythmic patterns, melodies and accompaniments Create short improvisations, arrangements and compositions from a broad range of musical and non-musical stimuli 		<ul style="list-style-type: none"> Sing and play with increasing control, confidence, expression and fluency Experiment with a variety of musical devices, timbres, textures and techniques when creating and making music 	
Performing	<ul style="list-style-type: none"> Take part in singing. Follow instructions on how and when to sing. Take part in group singing and playing. Join in and stop as appropriate 		<ul style="list-style-type: none"> Employ strategies for deliberate practice of music or songs Be aware of own contribution and the contribution of others when performing in a group 		<ul style="list-style-type: none"> Maintain an independent part in a group or as a soloist when singing or playing 	

