

**Skills Progression – Music**

	<b>Pitch</b>	<b>Duration</b>	<b>Dynamics</b>	<b>Tempo</b>	<b>Timbre</b>	<b>Texture</b>	<b>Structure</b>
<b>Yr R</b>	Respond to high and low sounds. Explore and enjoy high and low sounds through singing, playing, listening and responding. Use and choose high and low sounds to describe musical ideas or add sound effects.	Recognise and respond to long and short sounds and the steady beat in music heard and performed. Explore and enjoy long and short sounds, a steady beat and the contrast between steady beat and no beat through singing, playing, listening and responding. Use and choose long / short sounds or steady beats to describe musical ideas or add sound effects.	Recognise and respond to loud, quiet and silence. Explore and enjoy loud and quiet sounds and silence through singing, playing, listening and responding. Use and choose loud / quiet sounds or silence to describe musical ideas or add sound effects.	Recognise and respond to fast and slow. Explore and enjoy fast and slow sounds through singing, playing, listening and responding. Use and choose fast and slow sounds to describe musical ideas or add sound effects.	Respond to a range of sounds and sound-makers. Explore and enjoy a range of sound makers through singing, playing, listening and responding Use and choose sounds in a variety of ways to describe musical ideas or add sound effects.	Respond to one sound and many sounds combined. Explore and enjoy my sound, your sound(s) and our sounds in different combinations through singing, playing, listening and responding. Start to use and choose different combinations of sounds to describe musical ideas or add sound effects.	Recognise and respond to musical stories / narratives, distinguish between same and different. Explore and enjoy music with simple structures through singing, playing, listening and responding. Use and choose sounds to convey a musical idea.
<b>Yr 1</b>	Recognise and respond to high and low sounds. Explore and enjoy high and low sounds through singing, playing, listening and responding. Choose, create and remember high and low sound patterns.	Recognise and respond to steady beats and patterns of long and short sounds in music heard and performed. Explore and enjoy steady beats and patterns of long and short sounds through singing, playing, listening and responding. Choose, create and remember steady beat patterns and combinations of long and short sounds.	Understand loud, quiet and silence. Explore and enjoy contrasting dynamics through singing, playing, listening and responding. Use contrasting dynamics to convey a musical idea.	Understand fast and slow. Explore and enjoy contrasting tempi through singing, playing, listening and responding. Use contrasting tempi to convey a musical idea.	Identify families of school percussion instruments and their properties by sound. Explore and enjoy a range of school percussion instruments, sorting into family groups according to their timbre through playing, listening and responding. Choose and combine vocal and instrumental sounds for a variety of purposes.	Recognise and respond to one sound and to many sounds. Explore and enjoy solo (1) and tutti (many) vocal and instrumental textures through singing, playing, listening and responding. Use and choose different combinations of sounds to describe musical ideas or add sound effects.	Understand and identify beginning, middle, end and the use of introduction and repetition. Listen to and perform music with simple structures. Choose, create and order sounds to convey a musical idea.
<b>Yr 2</b>	Recognise and respond to higher and lower sounds and respond to the general shape of melodies and begin to	Recognise, respond and distinguish between beat and rhythm in music heard and performed and	Understand getting louder and quieter. Explore and enjoy changing dynamics through singing,	Understand getting faster and slower. Explore and enjoy changing tempi through singing,	Identify the way sounds are made. Explore and enjoy a range of school percussion and other	Recognise and respond to the different layers of sounds used in music. Explore and enjoy the	Understand and identify repetition and contrast. Listen to and perform music with an

	recognise steps, leaps and repeated notes. Explore and enjoy higher and lower sounds through singing, playing, listening and responding. Choose, create and remember higher and lower sound patterns.	understand that rhythmic patterns fit to the beat. Explore and enjoy keeping to a steady beat and performing simple rhythmic patterns and accompaniments through singing, playing, listening and responding. Choose, create and remember rhythmic patterns keeping to a steady beat.	playing, listening and responding. Use dynamics that get louder and / or quieter to convey a musical idea.	playing, listening and responding. Use tempi that get faster and / or slower to convey a musical idea.	familiar instruments, sorting into groups according to the way they are played through playing, listening and responding. Choose, change and combine vocal and instrumental sounds for a variety of purposes.	different layers of sounds (used) in a variety of simple vocal and instrumental textures through singing, playing, listening and responding. Choose, change and combine vocal and instrumental sounds to create simple accompaniments and begin to combine layers to convey a musical idea.	awareness of its structure. Choose, create and order sounds to convey contrasting musical ideas or for a specific purpose.
<b>Yr 3</b>	Identify steps, leaps and repeated notes in melodies. Listen and respond to melodies featuring steps, leaps and repeated notes and explore through singing and playing. Use steps, leaps and repeated notes to improvise and compose.	Begin to understand 2, 3 and 4 metre and how rhythms fit to a steady beat. Listen and respond to rhythm patterns in 2, 3 and 4 metre and explore through singing and playing. Improvise and compose rhythm patterns in 2, 3 and 4 metre.	Understand getting louder and quieter in finer gradations. Listen and respond to music using dynamic variation to convey a musical idea, explore through singing and playing. Begin to use dynamic variation to convey a musical idea.	Understand getting faster and slower in finer gradations. Listen and respond to music using tempo variation to convey a musical idea, explore through singing and playing. Begin to use tempo variation to convey a musical idea.	Identify a range of non-percussion instruments by name and the way they are played. Extend the use of percussion instruments. Listen to a range of contrasting music identifying the instruments used and how they are played. Explore different techniques for playing a variety of percussion instruments for different purposes. Select instruments and vocal sounds and use appropriate playing techniques when improvising and composing.	Recognise different combinations of layers in music. Listen, identify and respond to different textures and explore them through singing and playing. Begin to use a variety of textures when improvising and composing.	Develop understanding of repetition and contrast structures. Listen, respond to and perform music with a developing greater awareness of its structure. Improvise and compose using known musical structures.
<b>Yr 4</b>	Identify melodic shape and different scale patterns. Listen and respond to melodic patterns and	Understand 2, 3 and 4 metre and how rhythms fit to a steady beat. Listen and respond to	Consolidate understanding of, and identify, getting louder and quieter. Listen and respond to	Consolidate understanding of getting faster and slower in finer gradations.	Identify a wider range of non-percussion instruments by name and the way they are played.	Identify different types of texture between solo, unison, drone, layers and simple harmony.	Develop understanding of conventional musical structures and identify the more subtle development of

	<p>scales and explore through singing and playing. Use melodic patterns and scales to improvise and compose.</p>	<p>rhythm patterns in 2, 3 and 4 metre and explore through singing and playing. Improvise and compose rhythm patterns in 2, 3 and 4 metre.</p>	<p>music using dynamic variation to convey a musical idea, explore through singing and playing. Use dynamic variation appropriately to convey a musical idea.</p>	<p>Listen and respond to music using tempo variation to convey a musical idea, explore through singing and playing. Use tempo variation appropriately to convey a musical idea.</p>	<p>Extend the use of percussion instruments. Listen to a range of contrasting music identifying the instruments used and how they are played. Explore different techniques for playing a variety of percussion instruments identifying those that are most successful on each instrument. Select instruments and vocal sounds and use appropriate playing techniques when improvising and composing.</p>	<p>Listen, identify and respond to different textures and explore them through singing and playing. Use a variety of textures appropriately when improvising and composing.</p>	<p>musical ideas – similar but not the same. Listen, respond to and perform music with an awareness of its structure and musical changes. Improvise and compose using known musical structures and featuring musical changes.</p>
<b>Yr 5</b>	<p>Recognise and identify a range of different scale patterns. Listen and respond to music featuring scale patterns and explore through singing and playing. Improvise and compose using scales to give pieces shape and coherence.</p>	<p>Understand more complex rhythmic patterns and metres. Listen and respond to more complex rhythm patterns and metres and explore through singing and playing. Improvise and compose using more complex rhythm patterns and metres to give pieces shape and coherence.</p>	<p>Understand how a wide range of dynamics can be manipulated for expressive effect. Listen and respond with an awareness of the impact of dynamic variation. Use dynamic variation to convey a musical idea when singing and playing. Use dynamic variation imaginatively to convey a musical idea.</p>	<p>Understand and identify how a wide range of tempi can be manipulated for expressive effect. Listen and respond with an awareness of the impact of tempo variation. Use tempo variation to convey a musical idea when singing and playing. Use tempo variation imaginatively to convey a musical idea.</p>	<p>Identify families of instruments and different ensemble combinations. Refine use of percussion instruments. Listen to and investigate different ensemble combinations commenting on the composer's intent. Apply specific playing techniques using percussion instruments for a desired effect. Select timbres for specific purposes when improvising and composing.</p>	<p>Begin to understand types of harmony. Listen with an awareness of texture and perform simple harmony parts when singing and playing. Use different harmonic parts when improvising and composing.</p>	<p>Understand a wider range of musical structures. Listen to and perform music, identifying the structure and commenting on the composer's intent. Compose using known musical structures including the use of simple chord structures.</p>
<b>Yr 6</b>	<p>Recognise and identify a range of different scale patterns. Listen and respond to music featuring scale patterns and explore</p>	<p>Understand more complex rhythmic patterns and metres. Listen and respond to more complex rhythm patterns and metres</p>	<p>Understand how a wide range of dynamics can be manipulated for expressive effect. Listen and respond</p>	<p>Understand and identify how a wide range of tempi can be manipulated for expressive effect. Listen and respond</p>	<p>Identify families of instruments, and different ensemble combinations. Refine use of percussion instruments.</p>	<p>Begin to understand types of harmony and how they can be used for expressive effect. Listen with an awareness of texture</p>	<p>Understand a wider range of musical structures. Listen to and perform music, identifying the structure and</p>

	<p>through singing and playing. Improve and compose using scales to give pieces shape and coherence.</p>	<p>and explore through singing and playing. Improve and compose using more complex rhythm patterns and metres to give pieces shape and coherence.</p>	<p>with an awareness of the impact of dynamic variation. Use dynamic variation to convey a musical idea when singing and playing. Use dynamic variation imaginatively to convey a musical idea.</p>	<p>with an awareness of the impact of tempo variation. Use tempo variation to convey a musical idea when singing and playing. Use tempo variation imaginatively to convey a musical idea.</p>	<p>Listen to and investigate different ensemble combinations commenting on the composer's intent. Apply specific playing techniques using percussion instruments for a desired effect. Select timbres for specific purposes when improvising and composing.</p>	<p>and perform simple harmony parts when singing and playing. Use different harmonic parts when improvising and composing.</p>	<p>commenting on the composer's intent. Compose using known musical structures including the use of simple chord structures.</p>
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	<b>Singing</b>	<b>Playing</b>	<b>Rehearsing</b>	<b>Notating</b>	<b>Listening and Responding</b>	<b>Describing and Discussing</b>
<b>Yr R</b>	Use voice to chant and sing familiar songs, or sections of songs, and rhymes from memory. Explore and enjoy using voices in a variety of ways developing control of vocal shape and diction. Choose and use vocal sounds to communicate simple musical ideas.	Use body sounds and begin to develop control when using percussion instruments and other sound makers showing increased accuracy when playing. Explore and enjoy playing with some control of technique, keep steady beat copy simple rhythm patterns. Choose and use instruments and sound makers to communicate simple musical ideas.	Sing and play in time within a group, starting and stopping together. Follow leader's directions for rehearsing and performing. Begin to consider ways of improving their own work during rehearsal for performance.	Recognise that musical ideas can be represented and communicated through 3D objects, picture cues, signs and symbols. Respond to different objects, cues, signs and symbols that have been used to represent sounds. Choose and use objects, cues, signs and symbols to represent sounds.	Recognise mood, character, contrast and changes in music. Listen and respond to mood, character, contrast and changes heard in music through a variety of other art forms considering how it makes you feel. Choose and use sounds to communicate musical ideas.	Begin to build an appropriate musical vocabulary relating to the dimensions. Talk about sounds and music heard and performed using an appropriate musical vocabulary and share ideas and opinions. Use specifically chosen words to communicate creative ideas.
<b>Yr 1</b>	Sing songs, rhymes and chants building rhythmic and melodic memory. Explore, develop and enjoy using voices in a variety of ways developing accuracy of pitch and diction. Use voices with increasing confidence to make a musical contribution.	Use body sounds Use dominant hand with untuned percussion and begin to use correct tuned percussion techniques. Explore and enjoy making sounds with an improved technique and with increased control including keeping a steady beat and copying simple rhythm patterns. Choose and play with increasing confidence to make a musical contribution.	Develop awareness of how to improve. Practise singing and playing to be the best it can be. Make suggestions for improving singing and playing.	Respond to graphic notation, use basic rhythmic notation. Explore using signs and symbols to represent sounds. Invent and order signs and symbols to represent chosen sounds.	Recognise changes in mood and character in music. Listen and respond to changes in mood and character through movement, dance, words and art recognising the emotional impact. Choose and create sounds to convey an idea.	Build an appropriate musical vocabulary relating to the dimensions. Talk about sounds and music heard and performed using an appropriate musical vocabulary and share ideas and opinions about them. Use an appropriate music vocabulary when communicating creative ideas to others.
<b>Yr 2</b>	Sing songs, rhymes and chants and use simple vocal patterns as accompaniments. Explore, develop and enjoy using voices in a variety of ways with increased accuracy of pitch and improved diction. Choose and perform vocal	Demonstrate accuracy and control of correct technique on an appropriate range of untuned and tuned percussion instruments. Explore and enjoy playing instruments with greater accuracy and control including simple rhythm patterns and ostinati as	Develop greater awareness of how to improve. Practise singing and playing to be the best it can be. Make suggestions for improving singing and playing.	Respond to graphic notation and use basic notation of rhythm and / or pitch. Explore using signs and symbols to represent sounds. Invent and order signs and symbols to represent chosen sounds including	Recognise changes in mood and character in music. Listen and respond to changes in mood and character through movement, dance, words and art recognising the emotional impact. Choose and invent sounds to convey an idea.	Build an appropriate musical vocabulary relating to the dimensions. Express and justify ideas and opinions about music heard and performed using an appropriate musical vocabulary. Use an appropriate music vocabulary when

	patterns and accompaniments with increasing confidence to make a musical contribution.	accompaniments. Choose sounds and play instruments with increasing confidence to make a musical contribution. Choose and play patterns and accompaniments with increasing confidence (to make a musical contribution).		accompaniments.		communicating creative ideas to others.
<b>Yr 3</b>	Sing rounds and partner songs. Listen to and sing rounds and partner songs developing an awareness of how the parts fit together. Contribute musical ideas to improve vocal performances through consideration of how the parts fit together.	Develop instrumental skills and techniques and maintain steady beat and copy and match patterns in 2, 3 and 4 metre. Listen to and play music with layered parts developing an awareness of how the different parts fit together. Maintain an independent part in a group. Create and play layered music with an awareness how different parts fit together.	Start to develop rehearsal and practice routines and strategies. Improve singing and playing through directed rehearsal and practice. Improve own and other's work through creative feedback and informed rehearsal.	Use rhythmic notation including basic stave notation. Use notation to record ideas. Use notation to remember, develop and record creative work.	Compare and contrast music heard and performed with an awareness of the music's context purpose and composer's intent. Use a variety of art forms to identify the structural and expressive aspects of the music and its impact on individual listeners. Improvise and compose with an awareness of context and purpose.	Use an appropriate music vocabulary in relation to the learning. Express and justify ideas and opinions about music heard and performed using an appropriate musical vocabulary. Use an appropriate music vocabulary when communicating creative ideas to others.
<b>Yr 4</b>	Sing more complex rounds and partner songs. Listen to and sing more complex rounds and partner songs developing a deeper awareness of how the different parts fit together. Contribute musical ideas to improve vocal performances through consideration of how the parts fit together.	Further develop instrumental skills and techniques and maintain rhythmic and melodic ostinato as an accompaniment in 2, 3 and 4 metre. Listen to and play music with layered parts developing an awareness of how the different parts fit together. Accurately maintain an independent part demonstrating controlled playing techniques. Create and play layered	Continue to develop rehearsal and practice routines and strategies. Improve singing and playing through directed rehearsal and practice. Improve own and other's work through creative feedback and informed rehearsal.	Use rhythmic and pitched notation including basic stave notation. Use notation to record ideas. Use notation to remember, develop and record creative work.	Compare and contrast music heard and performed with an awareness of the music's context, purpose and composer's intent. Use a variety of art forms to identify the structural and expressive aspects of the music and its impact on individual listeners. Improvise and compose with an awareness of context and purpose.	Use an appropriate music vocabulary in relation to the learning. Express and justify ideas and opinions about music heard and performed using an appropriate musical vocabulary. Use an appropriate music vocabulary when communicating creative ideas to others.

		music with an awareness how different parts fit together.				
<b>Yr 5</b>	Sing simple part songs. Increase awareness of expression and interpretation through control of the dimensions and phrasing when singing in parts. Contribute musical ideas to enhance singing and vocal performances e.g. beatbox.	Further develop instrumental skills and techniques and perform simple parts with accuracy and with awareness of pitch, metre and balance. Accurately maintain an independent part demonstrating controlled playing techniques. Create, play and perform musically with an awareness of balance.	Develop rehearsal and practice routines and strategies. Improve singing and playing through directed rehearsal and independent practice. Sing and play taking responsibility for the quality of the performance.	Use rhythmic and pitched notation including basic stave notation. Use notation to record ideas. Use notation to remember, develop and record creative work.	Compare and contrast music heard and performed with an awareness of the music's context, purpose and composer's intent. Use a variety of creative activities to interpret musical detail and express an aesthetic response. Improvise, compose and refine their own and others' work with an awareness of context and purpose.	Further extend music vocabulary in relation to the learning. Express and justify ideas and opinions about music heard and performed using an appropriate and extended musical vocabulary. Use an extended music vocabulary when communicating creative ideas to others.
<b>Yr 6</b>	Sing part songs with confidence confidently. Increase awareness of expression and interpretation through control of the dimensions and phrasing when singing in parts. Contribute musical ideas to enhance singing and vocal performances e.g. beatbox.	Further develop instrumental skills and techniques and perform simple parts with accuracy and with awareness of pitch, metre and balance. Accurately maintain an independent part demonstrating controlled playing techniques. Maintain an independent part through using controlled playing techniques in a variety of metres. Create, play and perform musically with an awareness of balance.	Further develop rehearsal and practice routines and strategies. Improve singing and playing through directed rehearsal and independent practice. Sing and play taking increasing responsibility for the quality of the performance.	Use rhythmic and pitched notation including basic stave notation. Use notation to record ideas. Use notation to remember, develop and record creative work.	Compare and contrast music heard and performed with an awareness of the music's context and purpose and composer's intent. Identify the structural and expressive aspects of music. Improvise, compose and refine their own and others' work with an awareness of context and purpose.	Further extend music vocabulary in relation to the learning. Express and justify ideas and opinions about music heard and performed using an appropriate and extended musical vocabulary. Use an extended music vocabulary when communicating creative ideas to others.

Based on the draft 'Pathway to Musical Independence' by The Hampshire Music Service.