

**Progression in Key Music Skills (Year 1-6)**

Year 1 and 2			
Improvising and Composing	Listening and Understanding	Performance: Instrumental	Performance: Vocal
<ul style="list-style-type: none"> <li>to experiment with, create, select and combine sounds using the inter-related dimensions of music (NC)</li> <li>to invent symbols to represent sounds (Y1 LL)</li> <li>to choose, create and remember higher and lower sound patterns and simple rhythmic patterns (Y1 LL)</li> <li>to choose, create and order sounds for different purposes (Y1 LL)</li> <li>to invent symbols to represent sounds (Y2 LL)</li> <li>to choose, create and remember higher and lower sound patterns and rhythmic patterns (Y2 LL)</li> <li>to choose, create and order sounds to show simple contrasts (Y2 LL)</li> </ul>	<ul style="list-style-type: none"> <li>to listen with concentration and understanding to a range of high-quality live and recorded music (NC)</li> <li>to talk about music heard with appropriate vocabulary, giving opinions (Y1 LL)</li> <li>to respond to changes in character through movement, words or pictures (Y1 LL)</li> <li>to give opinions, justifying musical ideas with appropriate vocabulary (Y2 LL)</li> <li>to respond to changes in mood through movement, words or pictures (Y2 LL)</li> </ul>	<ul style="list-style-type: none"> <li>to play tuned and untuned instruments musically (NC)</li> <li>to keep a steady beat and copy simple rhythm patterns (Y1 LL)</li> <li>to use a range of percussion instruments correctly (Y1 LL)</li> <li>to choose and play patterns with increasing confidence (Y2 LL)</li> <li>to use the correct technique for a range of percussion instruments (Y2 LL)</li> </ul>	<ul style="list-style-type: none"> <li>to use their voices expressively and creatively by singing songs and speaking chants and rhymes (NC)</li> <li>to sing songs, rounds and chants and use simple vocal patterns as accompaniments (Y2 LL)</li> <li>to sing songs, rounds and chants building rhythm and melody (Y2 LL)</li> </ul>

## Year 3 and 4

Improvising and Composing	Listening and Understanding	Performance: Instrumental	Performance: Vocal
<ul style="list-style-type: none"> <li>to improvise and compose music for a range of purposes using the inter-related dimensions of music (NC)</li> <li>to represent sounds with symbols (Y3 LL)</li> <li>Within a group, to create and play layered music with an awareness of how the layers fit together (Y3 LL)</li> <li>to choose and order sounds within simple structures such as beginning, middle, end, and in response to given starting points (Y3 LL)</li> <li>to improvise and compose with an awareness of context and purpose (Y4 LL)</li> <li>to improvise and compose within known structures featuring musical changes (Y4 LL)</li> </ul>	<ul style="list-style-type: none"> <li>to listen with attention to detail and recall sounds with increasing aural memory (NC)</li> <li>to use and understand staff and other musical notations (NC)</li> <li>to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians (NC)</li> <li>to develop an understanding of the history of music (NC)</li> <li>to begin to discuss how music has developed over time (Y3 LL)</li> <li>to identify instruments they hear and recognise how they are played (Y3 LL)</li> <li>to identify some of the structural and expressive aspects of music heard (e.g. starts quiet and gets gradually louder) (Y3 LL)</li> </ul>	<ul style="list-style-type: none"> <li>to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression (NC)</li> <li>to maintain an independent part within a group (Y3 LL)</li> <li>to keep to a steady beat (Y3 LL)</li> <li>to copy and match simple patterns in 2, 3, and 4 metre (Y3 LL)</li> <li>to use the correct technique for a range of percussion instruments, keyboards, and my own instruments if necessary (Y3 LL)</li> <li>to maintain an independent part within a group, using controlled playing techniques (Y4 LL)</li> <li>to maintain rhythmic and melodic repetition in 2, 3, and 4 metre (Y4 LL)</li> </ul>	<ul style="list-style-type: none"> <li>to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression (NC)</li> <li>to sing rounds and partner songs, maintaining my part (Y3 LL)</li> <li>to sing rounds and partner songs, maintaining my part (Y4 LL)</li> </ul>

- to develop an awareness of the music's context and purpose (Y3 LL)
- to recognise different compositions and name their composer (Y4 LL)
- to give opinions, using appropriate musical vocabulary to justify these (Y4 LL)
- to identify some of the structural and expressive aspects of music heard (e.g. rhythmic repetition on the drum) (Y4 LL)
- to develop an awareness of the music's context, purpose and the composer's intent (Y4 LL)
- to listen to music with layered parts, noticing how the layers fit together (Y4 LL)

## Year 5 and 6

Improvising and Composing	Listening and Understanding	Performance: Instrumental	Performance: Vocal
<ul style="list-style-type: none"> <li>• to improvise and compose music for a range of purposes using the inter-related dimensions of music (NC)</li> <li>• to represent sounds with detailed symbols (Y5 LL)</li> <li>• to improvise, compose and refine with an awareness of context and purpose (Y5 LL)</li> <li>• to improvise and compose including using simple chord structures (Y5 LL)</li> <li>• to represent sounds with detailed symbols (Y6 LL)</li> <li>• Within a group, to create and play with an awareness of balance (Y6 LL)</li> <li>• to improvise and compose including the use of scales, complex rhythm patterns and simple chord structures (Y6 LL)</li> </ul>	<ul style="list-style-type: none"> <li>• to listen with attention to detail and recall sounds with increasing aural memory (NC)</li> <li>• to use and understand staff and other musical notations (NC)</li> <li>• to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians (NC)</li> <li>• to develop an understanding of the history of music (NC)</li> <li>• to recognise how certain types of music have developed over time (Y5 LL)</li> <li>• to identify different ensemble combinations, instruments heard and their role within the ensemble (e.g. ostinato; melody) (Y5 LL)</li> <li>• to identify some of the structural and expressive aspects of music heard (e.g. major or minor chords)</li> </ul>	<ul style="list-style-type: none"> <li>• to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression (NC)</li> <li>• to accurately maintain an independent part within a group, using controlled playing techniques (Y5 LL)</li> <li>• to play simple parts with accuracy (Y5 LL)</li> <li>• to accurately maintain an independent part within a group, using controlled playing techniques in a variety of metres (Y6 LL)</li> <li>• to play simple parts with accuracy and awareness of pitch, metre and balance (Y6 LL)</li> </ul>	<ul style="list-style-type: none"> <li>• to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression (NC)</li> <li>• to sing simple part songs with control and an awareness of phrasing (Y5 LL)</li> <li>• to confidently sing part songs with control, expression and an awareness of phrasing (Y6 LL)</li> </ul>

	<p>used) (Y5 LL)</p> <ul style="list-style-type: none"><li>• to compare and contrast different music, with an awareness of the music's context, purpose and the composer's intent (Y5 LL)</li><li>• to listen to music with a variety of textures, noticing different types of harmony (Y5 LL)</li><li>• to give opinions, using appropriate and extended vocabulary to justify these (Y6 LL)</li><li>• to identify some of the structural and expressive aspects of music heard (e.g. chromatic scales used in the melody) (Y6 LL)</li><li>• to listen to music with a range of different metres (Y6 LL)</li></ul>		
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