

<b>Music</b>	<b>Skills Progression</b>					
	<b>Monitored by:</b>					
	<b>FS2/ Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>
	<b>KS1 Use of voice expressively and creatively</b>	<b>KS1 Use of voice expressively and creatively</b>	<b>KS2 Play and perform; using the voice and playing instruments</b>	<b>KS2 Play and perform; using the voice and playing instruments</b>	<b>KS2 Play and perform using the voice</b>	<b>KS2 Play and perform; using the voice</b>
	Explore the voice in different ways such as speaking, singing and chanting.  Discover how the voice can produce loud/quiet (dynamics), fast/slow (tempo)sounds.  Sing, with some expression, confidence and creativity to an audience.  Sing and move with some awareness of the pulse.	Sing with a sense of the shape/contour of the melody.  Sing with an awareness of the pulse and of others.  Improvise in making sounds with the voice.  See how melodies and words can be interpreted, experimenting with changing the words and musical qualities of songs.  Sing with improving posture and diction and a sense of breath control.  Perform songs, to an audience, using creativity and expression to begin to create dramatic effect.	Sing in tune, with confidence and with an awareness of posture and breath control.  Understand the importance of pronouncing the words in a song well.  Sing as part of a group using expression to create effect.  Sing in a round with an awareness of others.  Use different voices when singing i.e. thinking voice (internalising), humming voice and singing voice.  When singing, follow the contour of the melody and recognise changes in pitch using hand signals to show the pitch level/direction.  Through body percussion or by playing an instrument identify, recall and improvise short rhythmic patterns with growing confidence (including rests) and with an awareness of the pulse.  Clap/play the pulse and word rhythm of a song.  In a small group, maintain an independent simple rhythmic part in an ensemble e.g. word rhythm, repeating pattern and certain words.  Perform simple melodic parts on an instrument e.g. a short melodic accompaniment to a song.  Perform to an audience with growing confidence.	Sing in tune, with confidence, an awareness of others and an ever growing awareness of posture and breath control.  Make suggestions of where to breathe in a song.  Begin to sing with a sense of phrasing.  Sing songs from memory.  Maintain a part within a group, singing rounds, cannons and partner songs.  Understand the importance of pronouncing the words in a song well.  Show developing control of the voice, in creating dynamic and tempo changes for effect.  Confidently, use different voices when singing i.e. thinking voice (internalising), humming voice and singing voice. Use these in combination with others.  Begin to have the confidence to sing alone in a group situation.  Move confidently between the pulse and word rhythm of a song on a given signal.  Individually, maintain an independent rhythmic/melodic part in an ensemble e.g. word rhythm, ostinato, words for effect, drone.  Move in time to a changing pulse. Perform confidently to an audience and begin to evaluate performance.	Confidently, sing in tune in a group and from memory, with a good awareness of the pulse, phrasing and diction. Consider how the voice needs to project.  Sing in tune, alone, with an awareness of the pulse and phrasing.  Whilst performing by ear and from notations, maintain own part with an awareness of how the different parts fit together and the need to achieve an overall effect e.g. a round, a descant, canon or partner song. Consider how different parts may sing different dynamics to also achieve effect.  Perform songs in a way that reflects their meaning e.g. legato or staccato, variance in dynamics and tempo.  Show an awareness of the 'smiling face' when singing.  Demonstrate improving tone production and the ability to produce unforced, well blended sounds by supporting the sound with deeper breath.  Make expressive use of the musical elements to add interest to their singing.	When singing (in a group, individually or in parts) show increasing control of breathing, posture and sound projection. Breathe through the mouth, demonstrating ability to breathe low and relaxed rather than with tension into the chest. Focus on the important balance between poise and relaxation and have developed a good awareness of the 'smiling face' and ability to produce unforced, well blended sounds by supporting the sound with deeper breaths.  Demonstrate good tone production and use of diction. Use simple mouth shapes e.g. 'oo' and 'ah' with good effect and begin to use techniques to help create the desired mood/feeling/texture etc of a song e.g. legato and staccato singing.  Identify phrases and opportunities for breathing places and identify song structures.  Make expressive use of the musical elements to add interest when singing.
	<b>KS1 Experiment with, create select and combine sounds (voice, tuned and untuned instruments)</b>	<b>KS1 Play tuned and untuned instruments</b>	<b>KS2 Explore sounds, improvise and compose music</b>	<b>KS2 Explore sounds, improvise and compose music</b>	<b>KS2 Explore sounds, improvise and compose music</b>	<b>KS2 Explore sounds, improvise and compose music</b>

Music	Skills Progression					
	Monitored by:					
	FS2/ Y1	Y2	Y3	Y4	Y5	Y6
	<p>Understand how to play an instrument with care and attention.</p> <p>Explore different instruments and ways of making sounds with them including very different sounds e.g. loud/quiet, high/low, fast/slow.</p> <p>Choose sounds to represent different things e.g. ideas, thoughts, feelings and moods.</p> <p>Play instruments with some awareness of others and some awareness of the pulse.</p> <p>Repeat and investigate simple beats and rhythms e.g. very short imitations, question and answer, word rhythms and short sequences.</p> <p>Listen to short two note melodies, with distinct difference in pitch (high/low,) and then imitate and perform as question and answer.</p> <p>Create a sequence of long and short sounds with help, including clapping rhythms.</p> <p>Begin to choose sounds to create simple accompaniments using instruments e.g. play on a certain word.</p> <p>Play sounds from very simple graphic notation.</p> <p>Represent sounds using their own graphic notation.</p> <p>Explore own ideas, beginning to think how they could be improved, and change as desired.</p> <p>Begin to use technology to record sounds.</p>	<p>Imitate, improvise and perform simple patterns (3 notes) and accompaniments, with an awareness of silence, and keeping to a steady beat.</p> <p>Understand how to control playing a musical instrument so that it sounds, as it should do and as needed for the music.</p> <p>Investigate long and short sounds.</p> <p>Explore changes in pitch to communicate an idea.</p> <p>Identify a link between different shape and pitch using graphic notation.</p> <p>Play and move between different parts with a sound-before-symbol approach.</p>	<p>Improvise question and answer responses on percussion and through vocal sounds.</p> <p>Carefully, choose and order sounds to achieve an effect by composing music that combines the musical elements: pitch, dynamics, timbre, texture, tempo, duration and structure.</p> <p>Know how some instruments produce sound and why pitch differs e.g. the length of the chime bar changes the pitch.</p> <p>Understand the term 'pentatonic scale' and explore how they can be used in songs.</p> <p>Follow conductor's instructions to perform e.g. compositions.</p> <p>Be a conductor and give signals to combine sounds e.g. in group compositions.</p>	<p>Imitate, improvise and perform more complex and longer rhythms, on a range of instruments and body percussion, including rests.</p> <p>Understand the term, 'ostinato' (repeating pattern) both in terms of rhythm and pitch. Recognise, imitate, create and perform an ostinato (rhythmical and melodic) in time to the pulse, both individually and in combination with others on a range of instruments.</p> <p>Confidentially, move between playing the pulse, word rhythm and a repeated pattern of a song.</p> <p>Compose music that combines several layers of sound and note its effect, including the use of ICT.</p> <p>Find combinations of notes that make 'comfortable' and 'uncomfortable' sounds and start to use them in creating moods and abstract effects in their own music.</p> <p>Understand what is meant by programme music and combine their sounds in different ways to create this, thinking about the musical elements.</p> <p>When performing, follow and create clear conductor's signals for dynamics, tempo, structure and texture.</p>	<p>Recall/imitate/improvise longer and more complex rhythm patterns – 8/12 beats, including rests.</p> <p>Read and interpret a musical grid score working out how rhythms should be played, including dynamics.</p> <p>See how rhythms containing notes/sounds of different duration fit together by comparing note values e.g. crotchets, quavers, minims, semibreves.</p> <p>Play a complex rhythm as a repeating pattern (ostinato), keeping the pulse constant.</p> <p>Play own repeating rhythm (ostinato) in combination with others with an awareness of the pulse, identifying how rhythms fit together.</p> <p>Understand that silence is as important as making a sound.</p>	<p>Identify and imitate longer and more complex rhythmic patterns, including rests and use of dynamics.</p> <p>Improvise longer and more complex rhythmic patterns of a set length, including rests and dynamics and perform them separately.</p> <p>Understand that music can be in different metres. Identify different metres and perform an independent part, keeping to a steady pulse and accenting the first beat.</p> <p>Lead a rhythm game improvising longer and more complex rhythmic patterns of a set length, including rests and dynamics and swapping between metres.</p> <p>Create and record on a graphic score rhythms in a different metres e.g. of 7.</p>
	KS1 Listen with concentration and understanding	KS1 Experiment with, create select and combine sounds (voice, tuned and untuned instruments)	KS2 Listen with attention to detail and recall sounds	KS2 Listen with attention to detail and recall sounds	KS2 Cyclic Patterns	KS2 Explore sounds, improvise and compose music

<b>Music</b>	<b>Skills Progression</b>					
	<b>Monitored by:</b>					
	<b>FS2/ Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>
	<p>Begin to respond through movement to different moods in music.</p> <p>Start to reflect on music and say how it makes them feel and act.</p> <p>Respond to different composers and begin to talk about different genres of music.</p> <p>Begin to use appropriate vocabulary in response to music: loud/quiet/soft (dynamics), fast/slow (tempo).</p>	<p>Begin to recognise that sounds need to be organised to be effective.</p> <p>Begin to understand the difference between composition and improvisation.</p> <p>Respond to a starting point given for composition.</p> <p>Choose carefully and order sounds in a beginning, middle and end.</p> <p>Begin to understand how different musical elements can be combined to create a mood and choose and organise sounds to achieve this.</p> <p>Combine sounds to create accompaniments to songs.</p> <p>Begin to record own and group compositions through simple graphic symbols.</p> <p>When playing as an ensemble, begin to follow simple conductor instructions e.g. start/stop and louder/quieter.</p>	<p>Notice and explore the way sounds can be combined and used expressively, thinking about the musical elements.</p> <p>Describe and compare sounds and music heard using musical language associated with the musical elements e.g. piano, forte, grave, allegro, high and low (pitch).</p> <p>Listen to different types of composes and musicians, and begin to describe their styles.</p> <p>Understand that music often describes an event, character, movement or feeling. It paints a picture in the mind.</p> <p>Improve work through analysis and evaluation against criteria discussed.</p>	<p>Listen to a range of music displaying different moods. Consider the impact of the music on their feelings.</p> <p>Listen to songs and gain information from them.</p> <p>Notice, analyse and explore in pieces of music the way sounds are combined and used expressively and suggest how the musical elements are used.</p> <p>Comment on musician's use of techniques to create effect.</p> <p>Whilst creating music, think how effective their sound choices were and improve where necessary.</p> <p>Evaluate own work and that of others according to pre-established criteria, thinking about how I or they could improve their work.</p>	<p>Understand the term, 'cyclic patterns' as a rhythmic (and/or melodic) pattern which repeats. Relate to African cyclic pattern music.</p> <p>Understand some of the traditions behind African drumming, the types of instruments used and the structure of African greetings.</p> <p>Invent and perform simple rhythms built upon speech patterns.</p> <p>Subdivide the pulse keeping a steady beat, accenting the first beat.</p> <p>Play a steady pulse whilst communicating (spoken) a different rhythm pattern.</p> <p>Follow the cues of the leader to start and stop the music and to improvise.</p> <p>Follow tempo changes, adjusting the speed of the rhythm played to fit the new tempo. Begin to improvise within the music by altering and embellishing a set rhythm, but still playing with an awareness of the beat.</p>	<p>Identify and imitate longer and more complex rhythmic patterns, including rests and use of dynamics.</p> <p>Improvise longer and more complex rhythmic patterns of a set length, including rests and dynamics and perform them separately.</p> <p>Understand that music can be in different metres. Identify different metres and perform an independent part, keeping to a steady pulse and accenting the first beat.</p> <p>Lead a rhythm game improvising longer and more complex rhythmic patterns of a set length, including rests and dynamics and swapping between metres.</p> <p>Create and record on a graphic score rhythms in a different metres e.g. of 7.</p>
			<b>KS2 Use and understand staff and other musical notation</b>	<b>KS2 Use and understand staff and other musical notation</b>	<b>KS2 Listen with attention to detail and recall sounds</b>	<b>KS2 Song writing</b>
			<p>Create sounds vocally and on percussion, which interpret simple graphic notation, being mindful of the musical elements pitch, duration and dynamics.</p> <p>Create own graphic symbols to represent sounds created, being mindful of pitch, duration and dynamics.</p> <p>Start to recognise basic signs and symbols on a music score e.g. p, pp, f, ff.</p>	<p>Interpret a series of graphic symbols explaining in words how they could be played.</p> <p>Interpret a series of graphic symbols by playing sounds to represent them, focusing on controlling the sounds to ensure they are consistent across all symbols.</p> <p>Create their own graphic trail using pre-written symbols, thinking about the musicality of the trail.</p> <p>Produce layers of sound through ordering pre-written graphic symbols.</p> <p>Create own graphic symbols and order these effectively to create a music trail.</p> <p>Recognise basic signs and symbols on a music score e.g. p, pp, f, ff, mp, mf, diminuendo and crescendo.</p>	<p>Having created their own music, explain why they think their music was successful or unsuccessful. Relate to the musical elements and their own and others preferences.</p> <p>Notice, analyse and explore in pieces of music the way sounds are combined and used expressively and suggest how the musical elements are used.</p> <p>Evaluate own work and that of others according to pre-established criteria, thinking about how I or they could improve their work.</p> <p>Comment on musician's use of techniques to create effect.</p>	<p>Understand how words are set to simple rhythm patterns using notation.</p> <p>Create own lyrics in phrases/sentences that fit to a 4 pulse metre.</p> <p>Compose and perform a simple melody to previously generated words taking into account how melodies for songs are usually structured e.g. melodies usually move step by step, usually each syllable of the tune has its own note etc.</p> <p>Record composed song using standard notation.</p>
			<b>KS2 Appreciate and understand a wide range of live and recorded music</b>	<b>KS2 Appreciate and understand a wide range of live and recorded music</b>		

Music	Skills Progression					
	Monitored by:					
	FS2/ Y1	Y2	Y3	Y4	Y5	Y6
			<p>Recognise and classify instruments being played in a piece of music.</p> <p>Comment on likes and dislikes (give an opinion) of a piece of music with an awareness of using musical language.</p> <p>Recognise how the musical elements have been combined together to create a piece of music.</p>	<p>Compare music and express growing tastes in music.</p> <p>Explain how musical elements can be used together to compose music.</p>		
					<p><b>KS2 Ocarina - use and understand staff and other musical notation</b></p> <p>Know the origin of the ocarina.</p> <p>Identify the different parts of the ocarina and know how the sound is produced and altered.</p> <p>Create a good posture for playing the ocarina.</p> <p>Tongue to make short sounds ('doo') and control breath to make legato sounds. Develop breathing techniques using correct organs and muscles.</p> <p>Control the flow and strength of breath needed to produce a good tone.</p> <p>Read and play a series of oc-pixs.</p> <p>Develop co-ordination skills in the movement of the fingers.</p> <p>Know and play the standard musical notation of crotchet, minim and semibreve.</p> <p>Create a good posture for playing. Interpret musical signs for dynamics and tempo whilst playing.</p> <p>Play melodies, within the group, with an awareness of the pulse, of others and of the tone quality that they are producing.</p> <p>Whilst, playing the ocarina, maintain own part within a group e.g. in a round, a descant or harmony.</p> <p>Critically analyse how well they think they have progressed in playing the ocarina and how they could improve in the future.</p>	<p><b>KS2 Listen with attention to detail and recall sounds</b></p> <p>Consider how lyrics and mood of a song influence its tempo.</p> <p>Identify how lyrics can be used to convey mood, attitude or tell a story.</p> <p>Recognise that lyrics reflect the time and place in which they were composed.</p> <p>Recognise how lyrics can have cultural, historical and social meaning.</p>

Music	Skills Progression					
	Monitored by:					
	FS2/ Y1	Y2	Y3	Y4	Y5	Y6
			KS2 Develop an understanding of the history of music	KS2 Develop an understanding of the history of music	KS2 Appreciate and understand a wide range of live and recorded music.	KS2 Recorder - reading and using standard notation
			Describe some of the different purposes of music throughout history and in other cultures.  Understand that the sense of occasion affects the performance.	Begin to sort music heard into categories and times.  Understand that the sense of occasion affects the performance.	Understand how music evokes mood and reflects time and culture.  Explain, evaluate and reflect upon how musical elements, features and styles can be used together to compose music.	Identify the different parts of a recorder.  Know how the sound is produced on the recorder.  Create a good posture for playing. Develop breathing techniques using correct organs and muscles.  Control the flow and strength of breath needed to produce a good tone.  Make sounds, thinking about and using techniques to ensure a good tone quality – blowing warm air, ‘tuning in’ and making the ‘d’ sound.  Develop co-ordination skills in the movement of the fingers.  Know fingerings for B, A, G, low E and low D and know where these notes are positioned on the music stave.  Play as a member of a group, with an awareness of the pulse, rhythmic timing and of others.  Begin to read, interpret, play and use the following standard notation: Note Values: Crotchet, minim, semi-breve, quaver Rest Values: crotchet rest, minim rest, semibreve rest, whole bar rest.  Play an ostinato on the recorder, in combination with others, with an awareness of the pulse.  Play a range of melodies using the notes B A G Low E and Low D.  Understand general musical knowledge: stave, bar line, double bar line, treble clef

Music	Skills Progression					
	Monitored by:					
	FS2/ Y1	Y2	Y3	Y4	Y5	Y6
						staff, bar line, double bar line, treble clef, repeat marks, D.C. (from the beginning), D.C. al fine (repeat from the beginning to the fine (end) mark).  Understand and play the dynamic markings: very soft p, Soft pp, loud f, Very Loud ff, Crescendo, Diminuendo, Pitch  Critically analyse how well they think they have progressed in playing the recorder.
					KS2 Develop an understanding of the history of music	KS2 Appreciate and understand a wide range of live and recorded music.
					Look for known characteristics in music and use these to sort music into genres and time periods.  Understand that the sense of occasion affects the performance.	Explain, evaluate and reflect upon how musical elements, features and styles can be used together to compose music.
						KS2 Develop an understanding of the history of music
						Identify the features that symbolise the work of a great composers through time.