

Music Skills Progression

	Singing			Listening			Composing		Musicianship & Performing	
Nursery	- Join in singing simple repetitive songs and melodic patterns using a limited pitch range. - Start to use spoken voice rhythmically in rhymes and in free creative play. - Explore using the voice in different ways (e.g. whispering, singing, speaking, animal/sounds.) - Start to copy and pitch match simple intervals such as soh-me pattern with voice.			- Explore different sounds of musical instruments and other sound makers. - Respond and react musically to others, copying, ‘answering,’ and interacting with creative sound. - Move in response to different pieces of recorded music, responding to obvious changes in tempo and dynamics.			- Experiment creatively with sounds (voice, body percussion, instruments and sound makers.) - Suggest words, sounds or ways to play to contribute to change and variation in simple songs. - Use simple age-appropriate music technology (recording, playing back, mic, headphones)		Pulse/Beat - Move and play to the pulse of the music (march, pat knees, clap, tap, shake etc) - Explore changes in tempo (fast and slow) using voice, body percussion, sound makers. Rhythm - Develop awareness of rhythm and rhyme in speech. Pitch - Explore variation in pitch using voice and body movements. Dynamics - Explore changes in dynamics (loud and quiet) using voice and sound makers.	
Key Vocabulary	General	Pitch	Duration	Dynamics	Tempo	Timbre	Texture	Structure	Notation	
	Instrument	High	Beat	Loud	Slow	(General descriptive terms to describe sounds e.g.) Squeaky Growly Scratchy Spiky Smooth	Together	Repeat	Simple graphic symbols e.g.: <i>Boot=footsteps or Big shape/ small shape denoting loud or quiet etc.</i>	
	Listen	Low	Pattern	Quiet/Soft	Fast		Call/answer			
	Sing		Long							
	Sound		short							
	Voice									
	Play									
	Stop									
	Copy									
	In addition, pupils should begin to name the classroom percussion instruments that they are playing e.g. Drum, Shakers, Tapping sticks,									

	Singing			Listening			Composing		Musicianship & Performing	
Reception	- Join in singing simple repetitive songs and melodic patterns using a limited pitch range. - Use spoken voice rhythmically in rhymes and in free creative play. - Explore using the voice in different ways (e.g. whispering, singing, speaking, animal/sounds.) - Copy and pitch match simple intervals such as soh-me pattern with voice.			- Explore different sounds of musical instruments and other sound makers. - Respond and react musically to others, copying, ‘answering,’ and interacting with creative sound. - Move in response to different pieces of recorded music, responding to obvious changes in tempo and dynamics.			- Experiment creatively with sounds (voice, body percussion, instruments and sound makers.) - Create simple representations of events, people and objects and feelings using sounds. - Suggest words, sounds or ways to play to contribute to change and variation in simple songs. - Experience using simple music technology (recording, playing back)		Pulse/Beat - Move and play to the pulse of the music (march, pat knees, clap, tap, shake etc) - Explore changes in tempo (fast and slow) using voice, body percussion, sound makers. Rhythm - Copy and create simple rhythms based on words. - Experience and develop awareness of rhythm and rhyme in speech. Pitch - Recognise and demonstrate obvious changes in pitch. Vocal/body/hand movements to describe. Dynamics - Explore changes in dynamics (loud and quiet) using voice and sound makers. Reading Notation - Any visual representation of sounds explored, such as symbols or shapes or colours.	
Key Vocabulary	General	Pitch	Duration	Dynamics	Tempo	Timbre	Texture	Structure	Notation	
	Instrument	High	Beat	Loud	Slow	(General descriptive terms to describe sounds e.g.) Squeaky Growly Scratchy Spiky	Together	Repeat Call/answer	Simple graphic symbols <i>e.g.:</i> <i>Boot=footsteps or Big shape/ small shape denoting loud or quiet etc.</i>	
	Listen	Low	Pattern	Quiet/Soft	Fast					
	Sing		Long							
	Sound		short							
	Voice									
	Play									
	Stop									

	Copy Smooth In addition, pupils should begin to name the classroom percussion instruments that they are playing e.g. Drum, Shakers, Tapping sticks,
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	Singing	Listening	Composing	Musicianship & Performing
Year 1	• Sing simple songs, chants and rhymes with a small pitch range from memory, singing collectively and at the same pitch. • Sing so-mi songs and singing games with accurate pitch matching. • Respond to simple visual directions (e.g. stop, start, loud, quiet) and counting in. • Explore using the voice expressively and creatively. • Begin to use the 'thinking' voice.	• Listen to a range of recorded and live music express own opinion about the music. • Recognise and respond to changes in dynamics, tempo and timbre. • Name some common hand-held percussion instruments and recognise their sounds aurally.	• Improvise simple vocal chants, using question and answer phrases. • Explore body, vocal and percussion sounds to create musical sound effects and short sequences of sounds in response to stimuli, e.g. a rainstorm, or to enhance story telling. • Explore and understand the difference between creating a rhythm pattern and a pitch pattern. • Begin to create rhythms using words and phrases as a starting point. • Recognise how graphic notation can represent created sounds and explore and invent own symbols. • Use music technology (where available) to capture, change and combine sounds.	Pulse/Beat • Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. Rhythm • Copy short rhythm patterns led by the teacher using body percussion and instruments. • Play short repeating rhythm patterns (ostinati) based on word-pattern chants while keeping in time with a steady beat. Pitch • Listen to sounds in the local school environment, comparing high and low sounds. • Sing familiar songs in both low and high voices and talk about the difference in sound. • Respond physically to high and low sounds. • Play short, pitched patterns on tuned instruments (e.g. glockenspiels or chime bars.) Reading Notation • Follow graphic notations and symbols when playing and performing.

Key Vocabulary	General	Pitch	Duration	Dynamics	Tempo	Timbre	Texture	Structure	Notation
	Instrument	High	Beat/ Pulse	Loud	Slow	Percussion	Together	Repeat	Graphic symbols
	Listen	Low	Rhythm	Getting louder	Getting slower	Tuned		Call/answer	Stick notation
	Song		Walk	Quiet	Fast	Untuned			Walk
	Sound		Jogging	Getting quieter	Getting faster	Spiky			I
	Voice		Rest	Silent		Smooth			Jogging
	Chant		Thinking voice						Π
	Create								Rest
	Record								Z
	Play								Dot notation
	In addition, pupils should begin to name the classroom percussion instruments that they are playing e.g. Drum, Triangle, Claves, Woodblock, Chime bars, Guiro, Maracas etc								

	Singing	Listening	Composing	Musicianship & Performing
Year 2	• Sing a variety of songs with a wider pitch range (do-do) showing a sense of melodic shape. • Sing la-so-mi songs and singing games with accurate pitch matching. • Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and demonstrate these when singing and playing. • Explore using the voice expressively and creatively. • Internalise a steady pulse e.g. use the 'thinking voice' to 'sing' short extracts in own head. • Sing short phrases independently within a singing game or short song.	• Listen with greater concentration to a range of recorded and live music and express own opinion about the music. • Recognise changes in dynamics, tempo and timbre and explain in simple ways how these changes affect the music. • Name an increasing number of hand-held percussion instruments and recognise their sounds.	• Work with a partner to improvise simple question and answer phrases, (using voices and instruments) creating a musical conversation. • Create music as a response to a stimulus e.g. a rocket launching, a rockpool etc. choosing and using appropriate instruments to represent ideas. Experiment with, select, combine and sequence sounds using the inter-related dimensions. • Create rhythms using words and phrases as a starting point. • Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of compositions. • Use music technology (where available) to capture, change and combine sounds.	Pulse/Beat • Beat the pulse of a piece of music, using body percussion and using a percussion instrument. Respond to changes in tempo (speed.) • Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats in familiar music. Rhythm • Begin to identify the difference between pulse and rhythm. • Copy a simple rhythm (played by the teacher or another pupil) on a percussion instrument. • Identify patterns of one and two sounds per beat (i.e. crotchets/paired quavers) and use rhythm names (walk/jogging). • Read and play rhythm patterns represented as stick notation including crotchets (walk), paired quavers (jogging) and crotchet rests. Pitch • Respond to and identify high and low sounds independently

									when listening to a piece of music. • Begin to recognise the link between shape and pitch in graphic notations. Recognise dot notation and match it to 2 or 3 note phrases and tunes played on tuned percussion or sung. Reading Notation • Follow graphic symbols, dot notation and stick notation, as appropriate, when playing and performing.
Key Vocabulary	General	Pitch	Duration	Dynamics	Tempo	Timbre	Texture	Structure	Notation
	Instrument	High	Beat/ Pulse	Loud	Slow	Percussion	Together	Repeat	Graphic symbols
	Listen	Low	Rhythm	Getting louder	Getting slower	Tuned		Call/answer	Stick notation
	Song		Walk	Quiet	Fast	Untuned			Walk
	Sound		Jogging	Getting quieter	Getting faster	Spiky			I
	Voice		Rest	Silent		Smooth			Jogging
	Chant		Thinking voice						Π
	Create								Rest
	Record								Z
	Play								Dot notation
In addition, pupils should begin to name the classroom percussion instruments that they are playing e.g. Drum, Triangle, Claves, Woodblock, Chime bars, Guiro, Maracas etc									

	Singing	Listening	Composing	Musicianship & Performing
Year 3	• Sing a widening range of unison songs of varying styles and structures, tunefully and with expression. • Perform actions and body percussion confidently and in time to a range of action songs • Experience singing canons, simple rounds and other partner songs. • Show control of dynamics and tempo when singing and playing, following physical and written symbols: dynamics – p f (loud/soft); tempo – allegro, adagio (fast/slow)	• Listen with increasing concentration and recognise how the inter-related dimensions of music can be used to create different moods and effects. • Appreciate and understand a growing range of live and recorded music drawn from different traditions and historical periods and from great composers and musicians. • Recognise the different instrumental families when watching musical performances and begin to recognise the sounds they make.	• Improvise (using voices and tuned/untuned instruments), inventing short ‘on-the-spot’ responses and using a given note-range (where appropriate). • Compose in response to different stimuli, e.g. stories, images and musical sources, thoughtfully using the inter-related dimensions of music to create specific effects and atmospheres, and record using standard and graphic notation. • Structure musical ideas to create music that has a beginning, middle and end. • Begin to compose simple rhythmic patterns and song accompaniments on untuned percussion using crotchets (walk), paired quavers (jogging), minims (stride) and crotchet rests. • Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes. • Explore and develop using Music Technology (where available) to capture, change and combine sounds.	Pulse & Rhythm • Find and maintain the pulse of a piece of music using body percussion and instruments, responding to changes in tempo (speed.) • Understand the difference between pulse and rhythm. • Apply word chants to rhythms, understanding how to link each syllable to one musical note • Identify patterns of one and two sounds per beat plus rests (i.e. crotchets/paired quavers/rests) and use rhythm names (walk/jogging/rest.) • Play simple ostinato parts (repeating rhythms) on percussion instruments to accompany music and songs. Pitch • Play simple melodic patterns using a small number of notes, following dot notation. • Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes. Reading Notation

								• Recognise the symbols for crotchets, quavers and crotchet rests. • Read and clap/tap a 4 beat pattern (e.g. from a flashcard) that contains crotchets, quavers and crotchet rests. • Use dot notation to show higher or lower pitch with greater confidence. Performing • Rehearse and perform with others, beginning to show an awareness of the audience.	
Key Vocabulary	General Compose Improvise Mood Effect Orchestra Rehearse Perform Audience Expression Live Recorded Traditional Style In addition, as well as learning the names of the instrument families, pupils should be able to name an increasing number of musical instruments e.g. Guitar, Piano, Ukulele, Recorder, Violin, Trumpet etc	Pitch Scale Note stave	Duration Metre bar ostinato Stride	Dynamics Piano <i>p</i> (<i>quiet</i>) Forte <i>f</i> (<i>loud</i>) Crescendo (<i>getting louder</i>) Decrescendo (<i>getting quieter</i>)	Tempo Accelerando (<i>getting faster</i>) Rallentando (<i>getting slower</i>)	Timbre Brass Woodwind Strings	Texture Round Canon Part	Structure motif Verse Chorus	Notation Crotchet = WALK Quavers = JOGGING Minim = STRIDE Rest = SSH

	Singing	Listening	Composing	Musicianship & Performing
Year 4	• Continue to sing a broad range of unison songs within an appropriate vocal range with clear diction, mostly accurate tuning and control of breathing. • Sing canons, rounds and other partner songs with increased control. • Show control of dynamics, tempo and articulation when singing and playing, following physical signals and written symbols: (p f < > crescendo, decrescendo, accelerando, rallentando, staccato, legato)	• Listen with increasing concentration and describe how the inter-related dimensions of music can be used to create different moods and effects. • Appreciate and understand a growing range of live and recorded music drawn from different traditions and historical periods and from great composers and musicians. • Recognise the different instrumental families when watching musical performances and begin to recognise the sounds they make. • When listening to music, recognise the difference between major and minor.	• Become more skilled in improvising on a given note range (using voice, body percussion and instruments). • Use improvisations within more structured composition work • Compose in response to different stimuli, e.g. stories, images and musical sources, thoughtfully using the inter-related dimensions of music to create specific effects and atmospheres, and record using standard and graphic notation. • Structure musical ideas to create music that has a beginning, middle and end. • Compose rhythmic patterns using crotchets, paired quavers, minims and crotchet rests to create sequences of 2-, 3- or 4-beat phrases. • Combine known rhythmic notation with letter names to create short phrases using a limited range of pitches appropriate to the instrument. • Explore and develop using Music Technology (available) to capture, change and combine sounds.	Pulse & Rhythm • Confidently identify patterns of one and two sounds per beat plus rests and two beat sounds (i.e. crotchets/paired quavers/rests/minims) and use rhythm names (walk/jogging/rest/stride.) • Maintain an ostinato part (repeating rhythm), keeping to the pulse, with 2 or more layers of rhythms; follow rhythmic scores to support playing. Pitch • Play and perform simple melodies using a small range of notes, beginning to follow staff notation. • Maintain an independent part when singing or playing in two parts e.g. ostinato, drone, partner songs. • Copy short melodic phrases using a small number of notes, recognising pitch changes by ear Reading notation • Recognise the symbols for minims, crotchets, quavers and crotchet rests. • Read and clap/tap a 4 beat pattern (e.g. from a flashcard)

						• Make improvements to own work, giving reasons for changes made.	that contains minims, crotchets, quavers and crotchet rests. • Introduce the stave, lines and spaces, and clef. Performing • Play and perform in solo and ensemble contexts, playing and singing with increasing accuracy, fluency, control and expression.		
Key Vocabulary	General	Pitch	Duration	Dynamics	Tempo	Timbre	Texture	Structure	Notation
	Compose	Scale	Metre	Piano <i>p</i> (<i>quiet</i>)	Accelerando	Brass	Round	motif	Crotchet = WALK
	Improvise	Note	bar	Forte <i>f</i> (<i>loud</i>)	(<i>getting</i>	Woodwind	Canon	Verse	Quavers =
	Mood	stave	ostinato	Crescendo (<i>getting</i>	<i>faster</i>)	Strings	Part	Chorus	JOGGING
	Effect		Stride	<i>louder</i>)	Rallentando				Minim = STRIDE
	Orchestra			Decrescendo	(<i>getting</i>				Rest = SSH
	Rehearse			(<i>getting quieter</i>)	<i>slower</i>)				
	Perform								
	Audience								
	Expression								
Live									
Recorded									
Traditional									
Style									
	In addition, as well as learning the names of the instrument families, pupils should be able to name an increasing number of musical instruments e.g.								
	Guitar, Piano, Ukulele, Recorder, Violin, Trumpet etc								

	Singing	Listening	Composing	Musicianship & Performing
Year 5	• Sing within an appropriate vocal range with clear diction, accurate tuning, control of breathing and phrasing and communicating an awareness of style. • Sing three-part rounds, partner songs, and songs with different structures and begin to show an awareness of how the parts fit together. • Confidently and appropriately make use of dynamics, tempo and articulation when performing, following physical signals and written symbols (pp p mp mf f ff < > accelerando, rallentando, staccato, legato)	• Listen with attention to detail and recall sounds with increasing aural memory. • Appreciate and understand a wide range of live and recorded music drawn from different traditions and historical periods and from great composers and musicians. • Recognise and name a growing number of individual instruments within instrumental families. • Describe, compare and evaluate different pieces of music using appropriate musical vocabulary. • Begin to relate music across time to other factors e.g. world events and develop idea of a musical timeline.	• Improvise freely, (e.g. over a simple groove), responding to the beat, developing a sense of shape and character, (using voice, body percussion and instruments). • Compose music for a range of purposes, confidently and appropriately using the inter-related dimensions of music to create specific effects, moods, atmospheres and ideas. • Plan and compose an 8 beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest. Play this melody on tuned percussion and/or melodic instruments. • Combine short compositions to create a class piece, exploring different structures • Capture and record creative ideas in different ways e.g.: graphic symbols, rhythm notation, staff notation and music technology. • Make improvements to my own work, giving reasons using appropriate musical vocabulary.	Pulse and Rhythm • Play or sing a rhythmic pattern or melody and maintain it as part of a multi-layered ensemble piece, keeping a strong sense of pulse Pitch • Play melodies and/or a bassline on tuned percussion or melodic instruments, following staff notation with developing control. • Understand how chords are formed, and collaboratively play them on tuned percussion or melodic instruments, or using music software, to accompany familiar songs. • Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies. Reading Notation • Begin to understand the differences between semibreves, minims, crotchets and crotchet rests, quavers and semiquavers. • Understand the differences between 2/4, 3/4 and 4/4 time signatures. • Read and play short rhythmic phrases (e.g. from a

									flashcard) that contains semibreves, minims, crotchets and crotchet rests, quavers and semiquavers. - Follow pitch notation on the stave with developing control. Performing - Play and perform in solo and ensemble contexts, playing and singing with increasing accuracy, fluency, control and expression. - Conform to the etiquette of performance situations as a musician and as an audience member.
Key Vocabulary	General (as for LKS2) Compose Improvise Mood Effect Orchestra Rehearse Perform Audience Expression Live Recorded Traditional Style	Pitch Pentatonic Major Minor Harmony	Duration Running faster Ski	Dynamics <i>Pp</i> - <i>Pianissimo</i> (very quiet) <i>Mp</i> - <i>Mezzo piano</i> (moderately quiet) <i>Ff</i> - <i>Fortissimo</i> (very loud) <i>Mf</i> – <i>Mezzo forte</i> (moderately loud)	Tempo Allegro (fast) Adagio (slow)	Timbre Legato (smooth) Staccato (spiky)	Texture Chord Ensemble Solo Duet Sample	Structure Melody Accompaniment	Notation Semi-Quaver = RUNNING FASTER  Semibreve = Ski 
	In addition, pupils should be able to name an increasingly wide range of musical instruments e.g. Flute, Cello, Trombone, Xylophone, Bass Guitar etc.								

	Singing	Listening	Composing	Musicianship & Performing
Year 6	• Sing a broad range of songs within an appropriate vocal range, with clear diction, accurate tuning, control of breathing and phrasing and communicating an awareness of style. • Sing three and four part rounds and simple harmony lines, showing an awareness of how the parts fit together. • Refine use of dynamics, tempo and articulation when performing, following physical signals and written symbols (pp p mp mf f ff < > accelerando, rallentando, staccato, legato).	• Listen with attention to detail and recall sounds with increasing aural memory. • Appreciate and understand a wide range of live and recorded music drawn from different traditions and historical periods and from great composers and musicians. • Recognise and name a growing number of individual instruments within instrumental families. • Describe, compare and evaluate different pieces of music using appropriate musical vocabulary. • Begin to relate music across time to other factors e.g. world events and develop idea of a musical timeline.	• Continue to improvise freely, responding to the beat, developing a sense of shape and character, (using voice, body percussion and instruments). • Compose music for a range of purposes, confidently and appropriately using the inter-related dimensions of music to create specific effects, moods, atmospheres and ideas. • Explore the difference between major and minor by using 5 note set starting on C (major) or D (minor); compose simple question and answer phrases using the note set and play on tuned percussion and/or melodic instruments. • Capture and record creative ideas in different ways e.g.: graphic symbols, rhythm notation, staff notation and music technology. • Make improvements to my own work, giving reasons using appropriate musical vocabulary.	Pulse and Rhythm • Confidently play or sing a rhythmic pattern or melody and maintain it as part of a multi-layered ensemble piece, keeping a strong sense of pulse. Pitch • Play melodies and/or a bassline on tuned percussion or melodic instruments, following staff notation with increasing control. • Accompany melodies using block chords using tuned percussion or melodic instruments, or using music software. • Further develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies. Reading Notation • Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and begin to understand their equivalent rests where appropriate. • Further understand the differences between 2/4, 3/4 and 4/4 time signatures. • Read and play confidently from rhythm flashcards that

									contain known rhythms/ notes. • Further develop the skills to read and perform pitch notation. Performing • Play and perform in solo and ensemble contexts, playing and singing with increasing accuracy, fluency, control and expression. • Conform to the etiquette of performance situations as a musician and as an audience member.
Key Vocabulary	General (as for LKS2) Compose Improvise Mood Effect Orchestra Rehearse Perform Audience Expression Live Recorded Traditional Style In addition, pupils should be able to name an increasingly wide range of musical instruments e.g. Flute, Cello, Trombone, Xylophone, Bass Guitar etc.	Pitch Pentatonic Major Minor Harmony	Duration Running faster Ski	Dynamics <i>Pp</i> - <i>Pianissimo</i> (very quiet) <i>Mp</i> - <i>Mezzo piano</i> (moderately quiet) <i>Ff</i> - <i>Fortissimo</i> (very loud) <i>Mf</i> - <i>Mezzo forte</i> (moderately loud)	Tempo Allegro (fast) Adagio (slow)	Timbre Legato (smooth) Staccato (spiky)	Texture Chord Ensemble Solo Duet Sample	Structure Melody Accompaniment	Notation Semi-Quaver = RUNNING FASTER  Semibreve = Ski 