

Killigrew Primary School

Music Skills Progression 2023-2024

	Nursery	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Listening	Respond to music through movement	Respond to music through movement	Recognise and understand the difference between pulse and rhythm	Recognise timbre changes in music they listen to	Discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary	Recognise the use and development of motifs in music	Recognise and confidently discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary	Discuss musical eras in context, identify how they have influenced each other, and discuss the impact of different composers on the development of musical styles
	Suggest actions for familiar lyrics	Explore lyrics by suggesting appropriate actions	Understand that different types of sounds are called timbres	Recognise structural features in music they listen to	Understand that music from different parts of the world has different features	Identify gradual dynamic and tempo changes within a piece of music	Represent the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary	Recognise and confidently discuss the stylistic features of music and relating it to other aspects of the Arts
	Understand the story behind simple lyrics	Explore the story behind the lyrics or music	Recognise basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower)	Listen to and recognise instrumentation	Recognise and explain the changes within a piece of music using musical vocabulary	Recognise and discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary	Compare, discuss and evaluate music using detailed musical vocabulary	Represent changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary
	Through adult modelling, follow a simple beat using body percussion	Listen to and follow a beat using body percussion and instruments	Describe the character, mood, or 'story' of music they listen to, both verbally and through movement	Identify melodies that move in steps	Describe the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement	Identify common features between different genres, styles and traditions of music	Develop confidence in using detailed musical vocabulary to discuss and evaluate their own and others' work	Identify the way that features of a
	Listen to sounds and match them to the object or instrument	Consider whether a piece of music has a fast, moderate or slow tempo		Listen to and repeat a short, simple melody by ear		Recognise, name and explain the effect of the interrelated dimensions of music		
	Listen to and repeat a simple rhythm	Listen to sounds and match them to the object or instrument	Describe the differences between two pieces of music	Suggest improvements to their own and others' work	Begin to show an awareness of metre	Identify scaled dynamics (crescendo/decrescendo) within a piece of music		
	Listen to and repeat familiar and simple lyrics	Listen to sounds and identify				Use musical vocabulary to discuss the purpose of a piece of music		
						Use musical vocabulary when discussing		

	Understand that different instruments make different sounds	high and low pitch Listen to and repeat a simple rhythm Listen to and repeat simple lyrics Understand that different instruments make different sounds and grouping them accordingly	Express a basic opinion about music (like/dislike) Listen to and repeat short, simple rhythmic patterns Listen and respond to other performers by playing as part of a group		Begin to use musical vocabulary when discussing improvements to their own and others' work	improvements to their own and others' work		song can complement one another to create a coherent overall effect Use musical vocabulary correctly when describing and evaluating the features of a piece of music Evaluate how the venue, occasion and purpose affects the way a piece of music sounds Confidently use detailed musical vocabulary to discuss and evaluate their own and others work
Composing	Select classroom objects to use as instruments Experiment with body percussion	Play untuned percussion 'in time' with a piece of music Select classroom objects to use as instruments	Select and create short sequences of sound with voices or instruments to represent a given idea or character	Select and create longer sequences of appropriate sounds with voices or instruments to represent a given idea or character	Compose a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing) Combine melodies and rhythms to	Compose a coherent piece of music in a given style with voices, bodies and instruments Begin to improvise musically within a given style	Compose a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama)	Improvise coherently and creatively within a given style, incorporating given features Compose a multi-layered piece of music from a

	Explore how different instruments could represent different moods	Experiment with body percussion and vocal sounds to respond to music	Combine instrumental and vocal sounds within a given structure	Successfully combine and layer several instrumental and vocal patterns within a given structure	compose a multi-layered composition in a given style (pentatonic)	Develop melodies using rhythmic variation, transposition, inversion, and looping	Improvise coherently within a given style	given stimulus with voices, bodies and Instruments
	Experiment with playing instruments in different ways	Select appropriate instruments to represent action and mood Experiment with playing instruments in different ways	Create simple melodies using a few notes Choose dynamics, tempo and timbre for a piece of music Create a simple graphic score to represent a composition Begin to make improvements to their work as suggested by the teacher	Create simple melodies from five or more notes Choose appropriate dynamics, tempo and timbre for a piece of music Use letter name and graphic notation to represent the details of their composition Begin to suggest improvements to their own work	Use letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions Suggest and implement improvements to their own work, using musical vocabulary	Create a piece of music with at least four different layers and a clear structure Use letter name, graphic and rhythmic notation and key musical vocabulary to label and record their compositions Suggest improvements to others' work, using musical vocabulary	Combine rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest Use staff notation to record rhythms and melodies Select, discuss and refine musical choices both alone and with others, using musical vocabulary with confidence Suggest and demonstrate improvements to own and others' work	Compose an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure Develop melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture Record own composition using appropriate forms of notation and/or technology and incorporating Constructively critique their own and others' work, using musical vocabulary

Performing	Use voices to join in with well-known songs from memory	Use their voices to join in with well-known songs from memory	Use their voices expressively to speak and chant	Use their voices expressively when singing, including the use of basic dynamics (loud and quiet)	Sing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique	Sing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes	Sing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression	Sing songs in two or more secure parts from memory, with accuracy, fluency, control and expression
	With adult support, maintain their role within a group performance	Remember and maintain their role within a group performance	Sing short songs from memory, maintaining the overall shape of the melody and keeping in time	Sing short songs from memory, with melodic and rhythmic accuracy	Sing and play in time with peers, with some degree of accuracy and awareness of their part in the group performance	Sing and play in time with peers with accuracy and awareness of their part in the group performance	Work as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group	Work as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group
	Perform actions to music	Move to music with instruction to perform actions	Maintain the pulse (play on the beat) using hands, and tuned and untuned instruments	Copy longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse	Perform from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology	Play melody parts on tuned instruments with accuracy and control and developing instrumental technique	Perform with accuracy and fluency from graphic and simple staff notation	Perform a solo or taking a leadership role within a performance
	Participate in performances to an audience	Participate in performances to a small audience	Copy back short rhythmic and melodic phrases on percussion instruments	Perform expressively using dynamics and timbre to alter sounds as appropriate		Play syncopated rhythms with accuracy, control and fluency	Play a simple chord progression with accuracy and fluency	Perform with accuracy and fluency from graphic and staff notation and from their own notation
		Stop and start playing at the right time	Respond to simple musical instructions such as tempo and dynamic changes as part of a class performance	Sing back short melodic patterns by ear and playing short melodic patterns from letter notation				Perform by following a conductor's cues and directions

History of Music					Understand that music from different times has different features	Recognise and discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary	Confidently discuss the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time	Discuss musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles