## Killigrew Primary School

## Music Skills Progression 2023-2024

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

	Understand	high and low	Express a basic		Begin to use	improvements to their		song can
	that different	pitch	opinion about		musical vocabulary	own and others' work		complement one
	instruments		music		when discussing			another to create
	make different	Listen to and	(like/dislike)		improvements to			a coherent overall
	sounds	repeat a simple			their own and			effect
		rhythm	Listen to and		others' work			
			repeat short,					Use musical
		Listen to and	simple rhythmic					vocabulary
		repeat simple	patterns					correctly when
		lyrics						describing and
			Listen and					evaluating the
		Understand	respond to other					features of a
		that different	performers by					piece of music
		instruments	playing as part of					
		make different	a group					Evaluate how the
		sounds and						venue, occasion
		grouping them						and purpose
		accordingly						affects the way a
								piece of music
								sounds
								Confidently use
								detailed musical
								vocabulary to
								discuss and
								evaluate their
								own and others
								work
Composing	Select	Play untuned	Select and create	Select and	Compose a piece	Compose a coherent	Compose a detailed	Improvise
	classroom	percussion 'in	short sequences	create longer	of music in a given	piece of music in a given	piece of music from	coherently and
	objects to use	time' with a	of sound with	sequences of	style with voices	style with voices, bodies	a given stimulus	creatively within a
	as instruments	piece of music	voices or	appropriate	and instruments	and instruments	with voices, bodies	, given style,
			instruments to	sounds with	(Battle Song,		and instruments	incorporating
	Experiment	Select	represent a	voices or	Indian Classical,	Begin to improvise	(Remix, Colours,	given features
	with body	classroom	given idea or	instruments to	Jazz, Swing)	musically within a given	Stories, Drama)	
	percussion	objects to use	character	represent a	,	style	,	Compose a multi-
	1	as instruments		given idea or	Combine melodies	/ · -		layered piece of
				character	and rhythms to			music from a
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Explore how	Experiment	Combine		compose a multi-	Develop melodies using	Improvise	given stimulus
different	with body	instrumental and	Successfully	layered	rhythmic variation,	coherently within a	with voices,
instruments	percussion and	vocal sounds	combine and	composition in a	transposition, inversion,	given style	bodies and
could represent	vocal sounds to	within a given	layer several	given style	and looping		Instruments
different	respond to	structure	instrumental	(pentatonic)		Combine rhythmic	
moods	music		and vocal		Create a piece of music	patterns (ostinato)	Compose an
		Create simple	patterns within	Use letter name	with at least four	into a multi-layered	original song,
Experiment	Select	melodies using a	a given	and rhythmic	different layers and a	composition using	incorporating lyric
with playing	appropriate	few notes	structure	notation (graphic	clear structure	all the inter-related	writing, melody
instruments in	instruments to			or staff), and key		dimensions of	writing and the
different ways	represent	Choose	Create simple	musical vocabulary	Use letter name, graphic	music to add	composition of
	action and	dynamics, tempo	melodies from	to label and record	and rhythmic notation	musical interest	accompanying
	mood	and timbre for a	five or more	their compositions	and key musical		features, within a
		piece of music	notes		vocabulary to label and	Use staff notation	given structure
	Experiment			Suggest and	record their	to record rhythms	
	with playing	Create a simple	Choose	implement	compositions	and melodies	Develop melodies
	instruments in	graphic score to	appropriate	improvements to			using rhythmic
	different ways	represent a	dynamics,	their own work,	Suggest improvements to	Select, discuss and	variation,
		composition	tempo and	using musical	others' work, using	refine musical	transposition and
			timbre for a	vocabulary	musical vocabulary	choices both alone	changes in
		Begin to make	piece of music			and with others,	dynamics, pitch
		improvements to				using musical	and texture
		their work as	Use letter name			vocabulary with	
		suggested by the	and graphic			confidence	Record own
		teacher	notation to				composition using
			represent the			Suggest and	appropriate forms
			details of their			demonstrate	of notation
			composition			improvements to	and/or
						own and others'	technology and
			Begin to suggest			work	incorporating
			improvements				
			to their own				Constructively
			work				critique their own
							and others' work,
							using musical
							vocabulary

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