

Campton Academy

Progression of Skills in Music

	Key Skills	EYFS	Year 1	Year 2	Year 3	Year 4
Singing and Performing	Singing songs with control and using the voice expressively	Hear that some sounds are high and some sounds are low – beginning to have a basic understanding of pitch.	To find their singing voice and use their voices confidently. Sings broadly in tune, follows contour of the melody. Sing a melody accurately at their own pitch. Sing with an awareness of other performers.	Sing with a sense of awareness of pulse and control of rhythm. Recognise phrase lengths and know when to breathe. Sing songs expressively. Follow pitch movements with their hands and use high, low and middle voices. Begin to sing with control of pitch (e.g. following the shape of the melody).	Sing with confidence using a wider vocal range. Sing in tune. Sing with awareness of pulse and control of rhythm. Recognise simple structures. (Phrases). Sing songs and create different vocal effects. Understand how mouth shapes can affect voice sounds.	To demonstrate a good singing posture. To concentrate on a singing leader. Internalise sounds by singing parts of a song 'in their heads.' Sing expressively with awareness and control at the expressive elements. E.g. timbre, tempo, dynamics.
	Listening, memory and movement	Hear that some music can be slow or fast – beginning to have a basic understanding of patterns of sounds. To listen and respond to different styles of music. To listen attentively in a range of situations	Recall and remember short songs and sequences and patterns of sounds. To confidently sing or rap five songs from memory and sing them in unison.	Identify different sound sources. Identify well-defined musical features. Respond physically when performing, composing and appraising music.	Create sequences of movements in response to sounds. Explore and chose different movements to describe animals. Demonstrate the ability to recognise the use of structure and expressive elements through dance.	Identify phrases that could be used as an introduction, interlude and ending. Identify melodic phrases and play them by ear.
	Performance Skills	Learning to sing or sing along with nursery rhymes and action songs To follow instructions involving several ideas or actions.	Perform together and follow instructions that combine the musical elements.		Perform in different ways, exploring the way the performers are a musical resource.	Perform with awareness of different parts.
	Exploring sounds, melody and accompaniment	To sing songs, make music and dance, and experiment with ways of changing them. To explore using their body as an instrument by tapping, humming, clapping and clicking.	To explore different sound sources. Make sounds and recognise how they can give a message. Identify and name classroom instruments.	Create and chose sounds in response to a given stimulus. Identify how sounds can be changed. Change sounds to reflect different stimuli	Identify ways sounds are used to accompany a song. Analyse and comment on how sounds are used to create different moods. Explore and perform different types of accompaniment. Explore and select different melodic patterns. Recognise and explore different combinations of pitch sounds.	
	Control of instruments	To explore the different sounds and instrument can make through play.	Play instruments in different ways and create sound effects. Plays a beat on a percussion instrument keeping a steady beat. Handle and play instruments with control.		Identify melodic phrases and play them by ear. Select instruments to describe visual images. Choose instruments on the basis of internalised sounds.	

Composing and Thinking Musically	Knowledge of instruments	To handle instruments carefully and with consideration.	Learn the names of the instruments they are playing. Identify different groups of instruments.		Understand how to safely care for and look after an instrument. Know how instruments can change their sound through exploring different musical techniques.	
	Controlling pulse and rhythm	To know that pulse is in music, like a heartbeat.	Identify the pulse in different pieces of music. To know that we can create rhythms from words, our names, favourite food, colours and animals. Identify the pulse and join in getting faster and slower together. Identify long and short sounds in music.	Perform a rhythm to a given pulse. Begin to internalise and create rhythmic patterns. Accompany a chant or song by clapping or playing the pulse or rhythm	Recognise rhythmic patterns. Perform a repeated pattern to a steady pulse.	Identify and recall rhythmic and melodic patterns. Identify repeated patterns used in a variety of music. (Ostinato).
	Composition	To represent my own ideas through music, dance and role play.	Contribute to the creation of a class composition. Basic skills developments for composition in KS1 are to be found within 'Exploring sounds'	Create music that has simple shape. Revise their ideas upon reflection.	Create music that describes contrasting moods/emotions. Improvise simple tunes based on the pentatonic scale. Compose music in pairs and make improvements to their own work.	Create an accompaniment to a known song. Create descriptive music in pairs or small groups. Create textures by combining sounds in different ways.
	Reading and writing notation	To recognise symbols and pictures which represent familiar nursery rhymes and songs.	Perform long and short sounds in response to symbols. Create long and short sounds on instruments. Play and sing phrase from dot notation.	Record their own ideas. Make their own symbols as part of a class score	Know and use the names of notation in music; quavers, semi-quavers, crotchet, minim and rest.	
Appraising	Evaluating and Appraising	To say when they do or do not like music. To say when they do or do not need help.	Choose sounds and instruments carefully and make improvements to their own and others' work. Use words to capture their musical experience. When talking about music they show simple understanding of the elements in isolation.		Recognise how music can reflect different intentions. Is able to make broad distinctions between the elements and describe how they are used in simple terms. Describe, compare and evaluate using the elements.	