



Ellingham and Woodton Primary Federation

Skills Progression Grid for Music



Year Group	Singing with control and expression	Improvising, Exploring & Playing Instruments	Composition & Notation	Listening & Appraising
Reception	<ul style="list-style-type: none"> • Sing a range of well-known nursery rhymes and songs • Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. 			
Year 1	<ul style="list-style-type: none"> • Find their singing voices and use them • Sing a melody at their own pitch • Sing as part of a group • Understand the importance of warming up the voice before singing • Start to sing with a good understanding of pulse • Sing with an awareness of other performers 	<ul style="list-style-type: none"> • Explore different sound sources • Make sounds and recognise how they give a message. • Identify and name some musical instruments • Play instruments in different ways and create sound effects • Handle and play instruments with control • Start to identify different groups of instruments • Start to improvise 	<ul style="list-style-type: none"> • Contribute to the creation of a class composition • Invent and perform rhythms to a steady beat • Create compositions using 1 – 3 notes • To record compositions in appropriate ways • To notate music in different ways – using pictorial representatives 	<ul style="list-style-type: none"> • Listen with direction • Start to identify different musical instruments, • Find the pulse of a piece of music. • Talk about music and how it makes us feel. • Begin to use musical language when discussing music • Recall and remember short songs and sequences and patterns of sound • Suggest improvements to others work
Year 2	<ul style="list-style-type: none"> • Use their singing voices confidently • Sing a melody at their own pitch • Sing with a good sense of pulse and control of rhythm • Warm up the voice before singing • Know when to breathe while singing • Sing songs expressively • Start to understand pitch • Begin to follow a leader/conductor • Sing in 2 parts 	<ul style="list-style-type: none"> • Identify and name classroom instruments • Create and choose sounds in response to a given stimulus • Play instruments in different ways to create different sounds • Change sounds to reflect different stimuli • Handle and play instruments with control • Start to identify different groups of instruments • Improvise within a group • Understand that improvisation is making your own tune within boundaries. 	<ul style="list-style-type: none"> • Contribute to the creation of a class composition • Invent and perform rhythms to a steady beat with increasing confidence • Create compositions using 3 notes or more • To record compositions in appropriate ways • Start to notate music using formal symbols 	<ul style="list-style-type: none"> • Start to recognise & identify musical styles • Identify some musical instruments, • Find the pulse of a piece of music with increasing ease. • Identify long and short sounds in music • Talk about music and how it makes us feel. • Use some musical language when discussing music • Identify well defined musical features • Recall and remember short songs and sequences and patterns of sound independently • Suggest improvements to own and others work

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Year 3	<ul style="list-style-type: none"> • Sing with confidence using a wider vocal range • Sing in tune • Sing with a good sense of pulse and control of rhythm • Recognise simple structures e.g. phrases, verses, chorus • Sing expressively, starting to develop control • Follow a leader/conductor • To sing in 2-parts and develop confidence in singing solo 	<ul style="list-style-type: none"> • Identify ways sounds are used to accompany a song • Explore and perform different types of accompaniment • Explore and select different melodic patterns • Recognise and explore different combinations of pitch • Begin to select instruments to describe visual images • Begin to select instruments on the basis of internalised sounds • Learn how sounds are produced and how instruments are classified • Improvise in groups and individually 	<ul style="list-style-type: none"> • Create more complex melodies as a whole class or as a group. • Create compositions using 3 notes or more • Record compositions in appropriate ways • Start to notate music using formal symbols • Demonstrate an understanding of the interrelated dimensions of music e.g. dynamics, pitch & tempo 	<ul style="list-style-type: none"> • Listen with direction to a wide range of high-quality music • Identify basic music styles • Identify melodic phrases • Recognise rhythmic patterns • Listen to others ideas about music • Start to understand that the pulse of music varies in different music types • To start to develop an understanding of the history and the context of music • Recognise how music can reflect different intentions
Year 4	<ul style="list-style-type: none"> • Sing with confidence using a wider vocal range • Sing in tune, showing awareness of other parts • Sing with a good sense of pulse and control of rhythm • Recognise simple structures e.g. phrases, verses, chorus • Sing expressively with an awareness and control using timbre, tempo and dynamics for different effects • Have an understanding of working together in an ensemble 	<ul style="list-style-type: none"> • Explore and perform different types of accompaniment • Explore and select different melodic patterns • Recognise and explore different combinations of pitch • Confidently select instruments to describe visual images • Confidently select instruments on the basis of internalised sounds • Understand which classification an instrument belongs to • Improvise in groups and individually, reproducing sounds from an increasing aural memory 	<ul style="list-style-type: none"> • Create more complex melodies as a group or in pairs • Create textures by combining sounds in different ways • Record compositions in appropriate ways • Start to read formal notation • Use simple formal notation • Demonstrate an understanding of the interrelated dimensions of music e.g. dynamics, pitch & tempo 	<ul style="list-style-type: none"> • Listen with direction to a wide range of high-quality music • Identify and recall phrases that could be used as an introduction, interlude and ending • Identify a wider range of musical instruments • Understand that the pulse of music varies in different music types • Continue developing an understanding of the history and the context of music • Recognise how music can reflect different intentions

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Year 5	<ul style="list-style-type: none"> • Sing songs with increasing control of breathing, posture and sound projection • Sing songs in tune and with an awareness of other parts • Identify phrases through breathing in appropriate places • Sing with expression and rehearse with others • Sing a round in 2 parts and identify the melodic phrases and how they work together. • Sing confidently in small groups, large groups and alone. 	<ul style="list-style-type: none"> • Begin to identify and control different ways percussion instruments make sounds • Play accompaniments with control and accuracy • Begin to create different effects using combinations of pitched sounds • To play different parts in an ensemble/band • Improvise in groups and individually, reproducing sounds from an increasing aural memory 	<ul style="list-style-type: none"> • Create music that creates a particular mood/emotion • Compose in small groups, pairs or individually, within the context of the song that they are learning • Use voice, sounds and instruments in creative ways • Read formal notation with increasing confidence • Start to use formal notation on a score • Demonstrate an increased understanding of the interrelated dimensions of music e.g. dynamics, pitch & tempo 	<ul style="list-style-type: none"> • Listen to a wide range of high-quality music • Identify how a mood is created using lyrics and music • Confidently recognise a range of musical instruments • Continue developing an understanding of the history and context of music • Use accurate musical language to describe and talk about music • Listen with attention to detail and recall sounds with increasing aural memory • Start to improve their work through analysis, evaluation & comparison
Year 6	<ul style="list-style-type: none"> • Sing songs with increasing control of breathing, posture and sound projection • Sing songs in tune with an awareness of other parts • Identify phrases through breathing in appropriate places • Sing with expression and rehearse with others • Sing a round, with a number of parts, and identify the melodic phrases and how they work together. • Sing confidently in small groups, large groups and alone. Have an awareness of the improvisation with the voice 	<ul style="list-style-type: none"> • Identify and control different ways percussion instruments make sounds • Play accompaniments with control and accuracy • Create different effects using combinations of pitched sounds • To play different parts in an ensemble/band, having an awareness of other performers and the overall effect • To play/perform a solo • To understand musical improvisation – a melody or tune that makes sense 	<ul style="list-style-type: none"> • Create music that creates a particular mood/emotion • Compose in small groups, pairs or individually, • Use voice, sounds and instruments in creative ways • Read formal notation with increasing confidence • Use formal notation on a score • Demonstrate an increased understanding of the interrelated dimensions of music e.g. dynamics, pitch & tempo 	<ul style="list-style-type: none"> • Listen to longer pieces of music and identify the features and instruments with confidence • Identify different speeds of pulse (tempo) and also the pattern of strong and weak beats • Have a deeper understanding of the history and context of music • Use accurate musical language to describe and talk about music • Listen with attention to detail and recall sounds with increasing aural memory • Recognise how music can reflect different intentions

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