



# 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
<b>Reception</b>	<ul style="list-style-type: none"> <li>• Sing a range of well-known nursery rhymes and songs</li> <li>• Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</li> </ul>			
<b>Year 1</b>	<ul style="list-style-type: none"> <li>• Find their singing voices and use them</li> <li>• Sing a melody at their own pitch</li> <li>• Sing as part of a group</li> <li>• Understand the importance of warming up the voice before singing</li> <li>• Start to sing with a good understanding of pulse</li> <li>• Sing with an awareness of other performers</li> </ul>	<ul style="list-style-type: none"> <li>• Explore different sound sources</li> <li>• Make sounds and recognise how they give a message.</li> <li>• Identify and name some musical instruments</li> <li>• Play instruments in different ways and create sound effects</li> <li>• Handle and play instruments with control</li> <li>• Start to identify different groups of instruments</li> <li>• Start to improvise</li> </ul>	<ul style="list-style-type: none"> <li>• Contribute to the creation of a class composition</li> <li>• Invent and perform rhythms to a steady beat</li> <li>• Create compositions using 1 – 3 notes</li> <li>• To record compositions in appropriate ways</li> <li>• To notate music in different ways – using pictorial representatives</li> </ul>	<ul style="list-style-type: none"> <li>• Listen with direction</li> <li>• Start to identify different musical instruments,</li> <li>• Find the pulse of a piece of music.</li> <li>• Talk about music and how it makes us feel.</li> <li>• Begin to use musical language when discussing music</li> <li>• Recall and remember short songs and sequences and patterns of sound</li> <li>• Suggest improvements to others work</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>• Use their singing voices confidently</li> <li>• Sing a melody at their own pitch</li> <li>• Sing with a good sense of pulse and control of rhythm</li> <li>• Warm up the voice before singing</li> <li>• Know when to breathe while singing</li> <li>• Sing songs expressively</li> <li>• Start to understand pitch</li> <li>• Begin to follow a leader/conductor</li> <li>• Sing in 2 parts</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and name classroom instruments</li> <li>• Create and choose sounds in response to a given stimulus</li> <li>• Play instruments in different ways to create different sounds</li> <li>• Change sounds to reflect different stimuli</li> <li>• Handle and play instruments with control</li> <li>• Start to identify different groups of instruments</li> <li>• Improvise within a group</li> <li>• Understand that improvisation is making your own tune within boundaries.</li> </ul>	<ul style="list-style-type: none"> <li>• Contribute to the creation of a class composition</li> <li>• Invent and perform rhythms to a steady beat with increasing confidence</li> <li>• Create compositions using 3 notes or more</li> <li>• To record compositions in appropriate ways</li> <li>• Start to notate music using formal symbols</li> </ul>	<ul style="list-style-type: none"> <li>• Start to recognise &amp; identify musical styles</li> <li>• Identify some musical instruments,</li> <li>• Find the pulse of a piece of music with increasing ease.</li> <li>• Identify long and short sounds in music</li> <li>• Talk about music and how it makes us feel.</li> <li>• Use some musical language when discussing music</li> <li>• Identify well defined musical features</li> <li>• Recall and remember short songs and sequences and patterns of sound independently</li> <li>• Suggest improvements to own and others work</li> </ul>
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<b>Year 3</b>	<ul style="list-style-type: none"> <li>• Sing with confidence using a wider vocal range</li> <li>• Sing in tune</li> <li>• Sing with a good sense of pulse and control of rhythm</li> <li>• Recognise simple structures e.g. phrases, verses, chorus</li> <li>• Sing expressively, starting to develop control</li> <li>• Follow a leader/conductor</li> <li>• To sing in 2-parts and develop confidence in singing solo</li> </ul>	<ul style="list-style-type: none"> <li>• Identify ways sounds are used to accompany a song</li> <li>• Explore and perform different types of accompaniment</li> <li>• Explore and select different melodic patterns</li> <li>• Recognise and explore different combinations of pitch</li> <li>• Begin to select instruments to describe visual images</li> <li>• Begin to select instruments on the basis of internalised sounds</li> <li>• Learn how sounds are produced and how instruments are classified</li> <li>• Improvise in groups and individually</li> </ul>	<ul style="list-style-type: none"> <li>• Create more complex melodies as a whole class or as a group.</li> <li>• Create compositions using 3 notes or more</li> <li>• Record compositions in appropriate ways</li> <li>• Start to notate music using formal symbols</li> <li>• Demonstrate an understanding of the interrelated dimensions of music e.g. dynamics, pitch &amp; tempo</li> </ul>	<ul style="list-style-type: none"> <li>• Listen with direction to a wide range of high-quality music</li> <li>• Identify basic music styles</li> <li>• Identify melodic phrases</li> <li>• Recognise rhythmic patterns</li> <li>• Listen to others ideas about music</li> <li>• Start to understand that the pulse of music varies in different music types</li> <li>• To start to develop an understanding of the history and the context of music</li> <li>• Recognise how music can reflect different intentions</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>• Sing with confidence using a wider vocal range</li> <li>• Sing in tune, showing awareness of other parts</li> <li>• Sing with a good sense of pulse and control of rhythm</li> <li>• Recognise simple structures e.g. phrases, verses, chorus</li> <li>• Sing expressively with an awareness and control using timbre, tempo and dynamics for different effects</li> <li>• Have an understanding of working together in an ensemble</li> </ul>	<ul style="list-style-type: none"> <li>• Explore and perform different types of accompaniment</li> <li>• Explore and select different melodic patterns</li> <li>• Recognise and explore different combinations of pitch</li> <li>• Confidently select instruments to describe visual images</li> <li>• Confidently select instruments on the basis of internalised sounds</li> <li>• Understand which classification an instrument belongs to</li> <li>• Improvise in groups and individually, reproducing sounds from an increasing aural memory</li> </ul>	<ul style="list-style-type: none"> <li>• Create more complex melodies as a group or in pairs</li> <li>• Create textures by combining sounds in different ways</li> <li>• Record compositions in appropriate ways</li> <li>• Start to read formal notation</li> <li>• Use simple formal notation</li> <li>• Demonstrate an understanding of the interrelated dimensions of music e.g. dynamics, pitch &amp; tempo</li> </ul>	<ul style="list-style-type: none"> <li>• Listen with direction to a wide range of high-quality music</li> <li>• Identify and recall phrases that could be used as an introduction, interlude and ending</li> <li>• Identify a wider range of musical instruments</li> <li>• Understand that the pulse of music varies in different music types</li> <li>• Continue developing an understanding of the history and the context of music</li> <li>• Recognise how music can reflect different intentions</li> </ul>

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

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