



Willow Bank Primary School Skills Progression

Subject area: Music

Key Skills

Singing techniques

Songs for occasions

Composing music confidently

Listening carefully to live and recorded music and appraising effectively.



Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Controlling sounds through singing and playing (performing)	<p>Sing songs and chants rhymes with some expression.</p> <p>Sing songs at different speeds.</p> <p>Use tuned and untuned instruments.</p> <p>Experiment to create accompaniments using instruments.</p> <p>Perform to an audience.</p> <p>Follow the story of a melody identifying songs</p> <p>Collaborate with peers.</p> <p>Clap in time with a steady pulse.</p>	<p>Slide the voice upwards in pitch to a high voice and downwards in pitch to a low voice.</p> <p>Describe, name and group a variety of instruments.</p> <p>Sing songs creatively adding accompaniments, changing the words and musical qualities.</p> <p>Add accompaniments to create and combine sounds using tuned and untuned instruments.</p> <p>Collaborate with peers.</p>	<p>Perform in a group using voices and instruments with expression.</p> <p>Sing in a round.</p> <p>Collaborate with peers.</p> <p>Play singing and clapping games.</p> <p>Rehearse together to achieve objectives.</p>	<p>Use graphic notation to imitate the shape of the melody.</p> <p>Select instruments and create sounds to describe visual images.</p> <p>Perform in a group and alone using voices and instruments.</p> <p>Sing in a round and in canon.</p> <p>Collaborate with peers.</p> <p>Use voices to create and control sounds e.g. tempo, speed, dynamics, pitch.</p>	<p>Perform in a group and alone using voices and instruments creatively incorporating expression and control.</p> <p>Sing in two parts including two part harmonies.</p> <p>Play simple chords in a sequence.</p> <p>Collaborate with peers.</p> <p>Control breathing, posture and sound projection when singing.</p> <p>Perform a cyclic pattern e.g. samba.</p>	<p>Use graphic/traditional/other notation to develop a deeper understanding of the shape/form of melodies.</p> <p>Perform in a group and alone using voices and instruments with increasing fluency, accuracy, control and expression.</p> <p>Collaborate with peers.</p> <p>Create different vocal effects when singing and rapping.</p>
Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Creating and developing musical ideas (composing)	<p>Explore different instruments and ways of making a sound with them.</p> <p>Begin to use symbols to represent sounds.</p>	<p>Adapt symbols representing music to show changes in dynamics.</p> <p>Create a sound story.</p> <p>Choose and control</p>	<p>Interpret notation of rhythm (not on a staff).</p> <p>Create melodic phrases.</p> <p>Experiment with different sounds and instruments.</p>	<p>Improvise and compose music for a range of purposes controlling musical qualities.</p> <p>Experiment with different sounds and instruments.</p> <p>Look at music/notations and</p>	<p>Begin to use simple formal notation including beats in a bar. Experiment with different sounds and instruments.</p> <p>Create music that describes two contrasting moods.</p>	<p>Compose using an understanding of music from a range of cultures, times and styles.</p> <p>Plan for expression in compositions.</p>

	Begin to use technology to record sounds. Make sound effects.	sounds to create different moods and effects.	Compose music in pairs and small groups.	follow each part. Add words to melodic phrases.		Experiment with different sounds and instruments.
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Responding and reviewing (appraising)	Recognise clear changes in sounds (pitch, tempo, volume) and musical patterns. Respond to different moods in music. To respond respectfully to music. To provide constructive feedback to others.	Understand how different musical elements combined can create a mood. Identify different instruments used in a piece of music. To respond respectfully to music. To provide constructive feedback to others.	Able to describe and compare moods in different pieces of music. Use critique to improve work. To respond respectfully to music. To provide constructive feedback to others.	Begin to appreciate and understand different works and composers. Listen to live music and evaluate impact. To respond respectfully to music. To provide constructive feedback to others.	Listen and appraise using appropriate musical vocabulary. Identify characteristics of a piece and repeat using voice or instrument. To respond respectfully to music. To provide constructive feedback to others.	Identify features that typify the work of great composers through time. Analyse and compare musical features. To respond respectfully to music. To provide constructive feedback to others.
Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening and applying knowledge and understanding	Listen for different types of sounds. Know how sounds are made and changed. Make sounds with a slight difference, with help. Use voice in different ways to create different effects.	Listen carefully and recall short rhythmic and melodic patterns. Use changes in dynamics, timbre and pitch to organise music. Change sounds to suit a situation. Make own sounds and symbols to make and record music. Start to look at basic formal notation- play by ear first. Know music can be played or listened to for a variety of purposes (in history/ different cultures).	Use musical dimensions together to compose music. Know number of beats in a minim, crotchet, quaver and semibreve and recognise symbols (duration). Play with a sound-then-symbol approach. Use silence for effect and know symbol for a rest (duration). Describe different purposes of music in history/ other cultures.	Combine sounds expressively (all dimensions). Read notes and know how many beats they represent (minim, crotchet, semibreve, quaver, dotted crotchet, rests). Know that sense of occasion affects performance. Describe different purposes of music in history/ other cultures.	Create music with an understanding of how lyrics, melody, rhythms and accompaniments work together effectively (pitch/texture/ structure). Read/ work out the musical stave (notes as Year 4). Perform songs in a way that reflects the meaning of the words, the venue and sense of occasion so that the audience appreciates it. Describe different purposes of music in history/ other cultures.	Use increased aural memory to recall sounds accurately. Use knowledge of musical dimensions to know how to best combine them. Know and use standard musical notation to perform and record own music (adding dotted quavers). Use different venues and occasions to vary performances. (Combining all musical dimensions). Describe different purposes of music in history/ other cultures.