

Music Skills Progression

	Listening	Composing	Performing
Year 6	Evaluate differences in live and recorded performances	Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).	To sing in unison and to sing backing vocals. Polish their own performances through practice and rehearsal
Year 5	Describe, compare and evaluate different kinds of music using an appropriate and broad musical vocabulary	Notation: recognise the connection between sound and symbol	To listen to each other and be aware of how you fit into the group. Have an awareness how different parts fit together for effect
Year 4	Recognise how musical elements are used by composers to create different moods and effects	Use a range of dynamics, timbre and pitch in composition. Create rhythmic patterns with an awareness of timbre and duration.	To rejoin the song if lost. To listen to the group when singing. Sing in tune and with expression
Year 3	Identify beat and pulse in music. Describe music using appropriate vocabulary	Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Compose simple melodies and songs	To sing in unison and with awareness of being 'in tune'. Perform with increasing expression, and control and sing with good intonation and articulation. Repeat short rhythmic and melodic patterns
Year 2	Identify simple repeated rhythmic patterns	Create short melodic patterns and rhythmic phrases	Learn about voices singing notes of different pitches (high and low). Add their ideas to a performance for an audience.
Year 1	Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words).	Help to create a simple melody using one, two or three notes. Composing is like writing a story with music. Improvisation is about making up your own	Learn to start and stop singing when following a leader. Perform a song using their voice in different ways.
EYFS	To enjoy moving to music by dancing, marching, being animals or pop stars.	Choose to make music in continuous provision	To sing or rap nursery rhymes and simple songs from memory and adding actions or dance.