

Music Skills Progression at Ellingham							
KS1 Skills	Year 1	Year 2	KS2 Skills	Year 3	Year 4	Year 5	Year 6
Controlling sounds through singing and playing (Play and Perform)							
Use voices expressively	Use voices in different ways such as speaking, singing and chanting.	Use voices expressively and creatively. To sing with the sense of shape of melody.	Sing songs in unison and two parts	To sing in unison, becoming aware of pitch.	To sing in unison, maintaining the correct pitch and using increasing expression.	To sing in unison with clear diction, controlled pitch and sense of phrase.	To sing in solo, unison and in parts with clear diction, controlled pitch and with sense of phrase.
Play tuned and un-tuned instruments	To create and choose sounds. To perform simple rhythmical patterns, beginning to show an awareness of pulse.	To create and choose sounds for a specific effect. To perform rhythmical patterns and accompaniments, keeping a steady pulse.	To play tuned and un-tuned instruments with control and accuracy	To perform simple, rhythmic and musical parts, beginning to vary the pitch with a small range of notes.	To play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics.	To play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression.	To play and perform with accuracy, fluency, control and expression.
Rehearse and perform with others	To maintain my own part and think about others when performing.	To maintain my own part and think about others while performing.	To practise, rehearse and present performances with an awareness of the audience	To maintain my own part and think about others while performing.	To maintain my own part and think about others while performing.	To maintain my own part and be aware of how the different parts fit together.	To maintain my own part, be aware of how the different parts fit together and think about the audience when performing and how to create a specific event.

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Creating and developing musical ideas (Create and Compose)							
Create musical patterns	To know about and experiment with sounds.	Repeat short rhythmic and melodic patterns.	Improvise, developing rhythmic and melodic material when performing	To create simple rhythmical patterns that use a small range of notes.	To create rhythmical and simple melodic patterns using an increased number of notes.	To create increasingly complicated rhythmic and melodic phrases within given structures.	To create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures.
Explore, choose and organise sounds and musical ideas	To recognise and explore how sounds can be organised. To identify and organise sounds using simple criteria (e.g. loud, soft, low, high).	To begin to explore, choose and order sounds using the inter-related dimensions of music.*	Explore, choose, combine and organise musical ideas with musical structure	To begin to join simple layers of sounds, e.g. background rhythm and a solo melody.	To join layers of sound, thinking about the musical dynamics of each layer and understand the effect.		
Responding and reviewing appraising skills							
Explore and express ideas and feelings about music using movement, dance and expressive and musical language	To talk about how music makes you feel or how it makes you want to move, e.g. it makes me want to shout, it makes me want to jump up high etc.	To respond to different moods in music and explain how they make you feel, thinking about changes in sounds.	Analyse and compare sounds Explore and explain ideas and feelings about music using movement, dance and expressive and musical language	To explore and comment on the ways sounds can be used expressively.	To recognise and explore the ways sounds can be combined and used expressively and comment on this effect.	To describe, compare and evaluate the different types of music beginning to musical vocabulary.	To describe, compare and evaluate types of music using a range of musical vocabulary, including the inter-related dimensions of music.*

To make improvements to my own work	To think about and make simple suggestions about what could make their own work better, e.g. play louder or faster.	To identify what improvements could be made to their own work and make these changes, including altering use of voice, playing of and choice of instruments.	To reflect on and improve own and others work in relations to its intended effects	To comment on the effectiveness of own work, identifying and making improvements.	To comment on the effectiveness of own work, identifying and making improvements based on its intended outcome.	To comment on the success of own and others work, suggesting improvements based on intended outcomes.	To evaluate the success of own and others work, suggesting specific improvements based on intended outcomes and comment on how this can be achieved.
Listening and applying knowledge and understanding							
To listen with concentration and recall sounds within increasing aural memory	To begin to identify simple repeated patterns and follow basic musical instructions.	To identify and recognise repeated patterns and follow a wider range of musical instructions.	To listen with attention to detail and to internalise and recall sounds	To listen with attention and begin to recall sounds.	To listen to and recall patterns of sounds with increasing accuracy.	To listen to and recall a range of sounds and patterns of sounds confidently.	To listen to, internalise and recall sounds and patterns of sounds with accuracy and confidence.
To know how the combined musical elements can be organised and used expressively with simple structures	To begin to understand that musical elements can be used to create different moods and effects.	To understand how musical elements create different moods and effects.	To know how the combined musical elements can be organised within musical structures and used to communicate different moods and effects.	To begin to understand how different musical elements are combined and used to create an effect.	To understand how different musical elements are combined and used expressively	To begin to identify the relationship between sounds and how music can reflect different meanings.	To identify and explore the relationship between sounds and how music can reflect different meanings.

To understand that sounds can be made in different ways and described using given and invented signs and symbols	To begin to represent sounds with simple sounds including shapes and marks.	To confidently represent sounds with a range of symbols, shapes or marks.	To know that music is produced in different ways and described through relevant established and invented notations	To begin to recognise simple notations to represent music, including pitch and volume.	To understand and begin to use established and invented musical notations to represent music.	To recognise and use a range of musical notation, including the staff notation.	To use and apply a range of musical notations including the staff notation, to plan, revise and refine musical material.
To know how music is used for particular purposes	To listen to short, simple pieces of music and talk about when and why they may hear it, e.g. a lullaby or a wedding march.	To listen to pieces of music and discuss where and when they may be heard, explain why using simple musical vocabulary, e.g. it's quiet and smooth so it would be good for a lullaby.	To understand how time and place can influence the way music is created	To listen to and begin to respond to music drawn from different traditions and great composer and musicians.	To listen to and understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians.	To listen to a range of high quality, live and recorded music from different traditions, composers and musicians and begin to discuss the differences between different pieces of music and how music may have changed over time.	To develop an understanding of the history of music from different cultures, traditions, composers and musicians, evaluating how venue, occasion and purpose effects the way that music is created and performed.

Inter-related dimensions of music (dynamics):

- Pulse: the steady beat of a piece of music
- Dynamics: low and soft
- Tempo: fast and slow
- Texture: layers of sound

- Pitch: the melody and the way the notes change from low to high
- Rhythm: is the pattern of long and short sounds in a piece of music
- Timbre: the type of sound - whisper/hum/sing/talk
- Structure: the way the music is laid out