

Newnham Croft Primary School – Music Skills Progression

Music at the school is split into different categories: Singing, Listening and Appraising, Sounds and Rhythm, Instruments and Composition and Notation and Performance.

	Reception	KS1	Lower KS2	Upper KS2
Singing	<ul style="list-style-type: none"> To find a singing voice and use their voice confidently Sing with an awareness of other performers and how they sound Sing a melody accurately at their own pitch Accompany a chant or song 	<ul style="list-style-type: none"> Sing with a sense of awareness of pulse and control of rhythm. Recognise phrase length and know when to breathe. Follow pitch movements with their hands and use high low and middle voices. 	<ul style="list-style-type: none"> Begin to sing with control of pitch Sing with awareness of pulse and rhythm Understand how mouth shapes can affect voice sounds Sing expressively with awareness and control at the expressive elements i.e. timbre, tempo and dynamics 	<ul style="list-style-type: none"> Sing songs with increasing control of breathing, posture and sound projection Sing a round two parts and identify the melodic phrases and how they fit together Sing songs using notation of their own. Sing songs using staff notation Begin to have an awareness of improvisation with the voice
Listening /Appraising	<ul style="list-style-type: none"> Listen attentively and talk about music expressing their feelings Learn short songs, rhymes and poems Responds physically when performing music 	<ul style="list-style-type: none"> Identify different sound sources. Respond physically when composing music. Respond physically when appraising music, identify well-defined musical features. Identify long and short sounds in music. Identify how different sounds can give a message. 	<ul style="list-style-type: none"> Create sequences of movements in response to sounds Demonstrate the ability to recognise the use of structure and expressive elements through dance Identify phrases that could be used as an introduction, interlude and ending Analyse how sounds are used to create different moods Develop an understanding of the history of music Recognise how music can reflect different intentions 	<ul style="list-style-type: none"> Listen to longer pieces of music and identify features Comment on how sounds are used to create different moods and textures Develop an understanding of the history of music Choose and link actions to create an expressive dance phase which shows some sensitivity to accompaniment. Improve their work through analysis evaluation and comparison
Sounds and Rhythm	<ul style="list-style-type: none"> Understand fast and slow Repeat patterns of sounds Accompany a chant song by clapping the rhythm To explore different sound sources 	<ul style="list-style-type: none"> Identify the pulse and join in getting faster and slower together. Accompanying a chant or song by clapping the pulse. Create and choose sounds in response to a given stimulus. Create sound effects. 	<ul style="list-style-type: none"> Recognise rhythmic patterns Identify ways of sounds are used to accompany a song Create textures by combining sounds in different ways Identify melodic phrases Identify repeated patterns used in a variety of music(ostinato) Identify and recall rhythmic and melodic patterns. Explore different melodic patterns. 	<ul style="list-style-type: none"> Internalise short melodies and play these on pitched percussion (by ear) Improvise rhythm patterns Select different melodic patterns for different effects Subdivide the pulse while keeping to a steady beat Use ICT to change and manipulate sounds Recognise and explore different combinations of pitch sounds

instruments	<ul style="list-style-type: none"> • Show an awareness of how instruments are played • Play untuned instruments with control • Make sounds using classroom instruments • Identify and name classroom instruments 	<ul style="list-style-type: none"> • Play instruments in different ways. • Identify different groups of instruments. 	<ul style="list-style-type: none"> • Select appropriate instruments for a purpose • Select instruments to describe visual images • Play accompaniments with control and accuracy 	<ul style="list-style-type: none"> • Identify melodic phrases and play them by ear • Create different effects using combinations of pitched sounds • To play pitched instruments with accuracy to achieve a tune
Composition and Notation	<ul style="list-style-type: none"> • Contribute to the creation of a class composition • Use long and short sounds 	<ul style="list-style-type: none"> • Follow instructions that combine the musical elements • Play and sing a notated phrase • Play and sing a phrase from dot notation 	<ul style="list-style-type: none"> • Record their own musical ideas • Create music that describes contrasting moods/emotions • Make their own symbols for notation • Create descriptive music in pairs or small groups • Create an accompaniment to a known song 	<ul style="list-style-type: none"> • Identify different starting points for composing music • Use a range of stimuli and develop musical ideas into a completed composition • Explore, select and combine a variety of different sounds to compose a soundscape • Apply basic compositional ideas to create dance phrases with a partner and in a small group
Performance	<ul style="list-style-type: none"> • Perform in front of others. • Perform while showing an awareness of others • Perform and be part of an audience. 	<ul style="list-style-type: none"> • Perform long and short sounds in response to symbols • Recognise the need for performance and audiences. • Perform together and follow instructions that combine the musical element 	<ul style="list-style-type: none"> • Perform in different ways and in different situations • Explore the way that performers are a musical resource • Perform a repeated pattern to use a steady pulse • Explore and perform different types of accompaniment • Perform using a notation as a support • Perform with an awareness of different parts 	<ul style="list-style-type: none"> • Perform an independent part keeping to a steady beat • Present performances effectively, showing an awareness of audiences, venue and occasion • Sing and perform using instruments using staff notations as support • Plan and perform a movement sequence showing contrasts in speed/level and direction