



Learning in Music Skills Progression - Year 1 - Year 6



		Y1	Y2	Y3	Y4	Y5	Y6
Aims of the National Curriculum		<ul style="list-style-type: none"> - Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians - Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence - Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations 					
NC Programme of Study		Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music.		Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music.			
Progression in Learning skills	Pitch *	Higher & lower sounds. Identify steps, leaps & repeated notes		Identify melodic shape & scale patterns		Identify range of different scale patterns	
	Duration *	Recognise respond & distinguish between beat & rhythm		Understand 2, 3 & 4 metre & how rhythms fit in steady beat		Understand more complex rhythmic patterns & metres	
	Dynamics	Getting louder & quieter		Getting louder & quieter in finer gradations		Manipulated for expressive effect	
	Tempo	Getting faster & slower		Getting faster & slower in finer gradations		Wide range manipulated for expressive effect	
	Timbre	Identify families of instruments from sound & how sound made		Identify range of instruments by name & way played		Identify families of instruments & ensemble combinations	
	Texture	Layers of sounds		Identify combinations of layers & solo, unison, drone & simple harmony		Understand types of harmony being used for expressive effects	
	Structure	Beginning, middle & end. Repetition & contrast		Repetition & contrast		Wider range of musical structures	
	Singing	Accompanied by vocal patterns		Rounds & partner songs		Part songs	
	Playing	More control & accuracy of tuned & untuned percussion		Maintain beat in 2, 3 & 4 metre. Rhythmic & melodic ostinato		Simple parts. Accurate awareness of pitch, metre & balance	
	Rehearsing	Awareness of how to improve		Develop rehearsal routines & strategies		Further develop rehearsal routines & strategies	
	Notating	Respond to graphic notation. Use basic notation for rhythm & pitch		Rhythmic & pitched notation		Rhythmic & pitched notation including stave	
	Listening & responding	Recognise changes in mood & character		Compare & contrast music heard & performed. Aware of context, purpose & intent			

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Education must develop every child's personality, talents and abilities to the full. (Article 29)

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