



## KS1 Music – Guide to Progression of Key Skills

	Year 1	Year 2
<b>Performing</b>	<ul style="list-style-type: none"> <li>• Use their voice to speak, chant, sing</li> <li>• Join in with singing</li> <li>• Recognise repeated sections or choruses</li> <li>• Copy sounds</li> <li>• Perform using an instrument</li> <li>• Look at the audience when performing</li> <li>• <u>Follow instructions about when to play or sing</u></li> </ul>	<ul style="list-style-type: none"> <li>• Sing and follow the tune</li> <li>• Sing a given pitch accurately</li> <li>• Perform simple patterns with a steady pulse</li> <li>• Play simple rhythmic patterns on an instrument</li> <li>• Change tempo when they sing or clap</li> <li>• Perform with others showing an awareness of the audience</li> </ul>
<b>Composing</b>	<ul style="list-style-type: none"> <li>• Make different sounds with their voice</li> <li>• Make different sounds with instruments</li> <li>• Make changes in sounds</li> <li>• Identify differences in sounds including long &amp; short, low &amp; high, loud &amp; quiet sounds</li> <li>• Repeat short rhythmic patterns</li> <li>• Repeat short melodic patterns</li> <li>• Make a sequence of sounds</li> </ul>	<ul style="list-style-type: none"> <li>• Order sounds to make a beginning, middle and end</li> <li>• Create music in response to different starting points</li> <li>• Choose sounds to create an effect</li> <li>• Use symbols to represent sounds</li> <li>• Make connections between notation and musical sounds</li> <li>• Identify musical phrasing by knowing where to pause or breathe</li> </ul>
<b>Appraising</b>	<ul style="list-style-type: none"> <li>• Say whether they like or dislike a piece of music</li> <li>• Show how different music makes them feel</li> <li>• Identify the mood of a piece of music</li> <li>• Choose sounds to represent different things</li> <li>• Tell the difference between loud &amp; quiet, fast &amp; slow</li> <li>• Identify different types of sounds in a piece of music</li> </ul>	<ul style="list-style-type: none"> <li>• Say whether they like or dislike a piece of music and explain why</li> <li>• Listen out for particular things when listening to music</li> <li>• <u>Improve their own work</u></li> </ul>



## KS2 Music – Guide to Progression of Key Skills

	Year 3	Year 4	Year 5	Year 6
<b>Performing</b>	Sing in tune with expression	Sing songs from memory with accurate pitch	Maintain their part in group singing	Can sing a harmony part accurately and confidently
	Control their voice when signing	Perform a simple part rhythmically using voice or instrument	Sing with expression and breathe in appropriate places	Perform parts from memory
	Play clear notes on instruments	Improvise around a repeated pattern	Improvise in a group using rhythmic and melodic phrases	Take a lead or solo part in a performance
	Play with a partner or group using more than one instrument	Select pitches to create simple harmonies	Recognise basic structural forms, eg, rounds, variations	Use notation when performing
<b>Composing</b>	Create repeated patterns with different instruments	Use notation to record and interpret sequences of pitches	Compose music to meet specific criteria	Compose including a variety of musical devices (melodies, rhythms, chords)
	Compose melodies and songs	Use standard notation	Use notation to record groups of pitches (chords)	Recognise and use different forms of musical notation
	Combine sounds to create a specific mood or feeling	Use notation to record compositions in a group or individually	Chose an appropriate tempo for a piece of music	Combine different groups of beats
	Understand a metre in 2, 3 or 4 beats	Use notation in a performance	Start to identify syncopated rhythmic patterns	Can explore changes of tempo and rhythm in a piece
	Change tempo to create contrast	Explore sets of pitches including scales	Record or explain aspects of the composition process	Can build up chords, melodic lines and bass lines in a composition
	Recognise aspects of standard notation	Use dynamics to provide contrast	Explore how to give structure to a melody	Create a piece with two distinct melodic parts
<b>Appraising</b>	Use musical words to describe a piece of music and composition	Identify the character of a piece of music	Describe , compare and evaluate music using musical vocabulary	Analyse the features of different pieces of music
	Use musical words to describe what they like and dislike about a piece of music	Begin to identify styles of composers, eg, Mozart, Beethoven	Explain why they think their music is successful or unsuccessful	Compare and contrast composers from different times
	Recognise works from at least one famous composer	Describe and identify different purposes for music	Suggest improvements to their own or others work	Evaluate how occasion and purpose affects the way music is created
	Identify repetition, changes and contrasts	Identify the effect of changes in timbre within music	Contract works by famous composer and explain preferences	Appraise the structure and impact of the composition they create
	Can improve their own work	Explore the place of silence within music	Identify how changes in tempo or dynamics affect a piece of music	Can refine and improve their work