

KS1- KS2 *Progression of skills*

Subject area Music						
Area	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	HISN		HJS			
Exploring duration	Children are beginning to be able to hold a note when singing	Children can recognise a long and short sound Children can represent long and short sounds with symbols Children can hold a note when singing	Children can recognize the difference between $\frac{1}{2}$, 1 & 2 beat note in sound and notation. Children can hold a note while singing, clapping, playing recorder and glockenspiel. Children begin recognize the purpose of time signatures and rests.	Children can recognize $\frac{1}{4}$, $\frac{1}{2}$, 1 & 2 beat notes in sound & notation. Children can hold notes and rests on a variety of instruments. Children can recognize the purpose of time signatures and rests.	Children can recognize combinations of $\frac{1}{4}$ and $\frac{1}{2}$ notes. Children can use longer notes and rests for effect. Children understand that duration can be notated differently on different instruments.	Children can recognize combinations of $\frac{1}{4}$ and $\frac{1}{2}$ notes. Children can use longer notes and rests for effect. Children understand that duration can be notated differently on different instruments.
Exploring pulse and rhythm	Children able to begin to keep a steady beat and copy a simple rhythm	Children able to keep a steady beat and copy a simple rhythm Children able to sing with a sense of shape to the melody	Children are able to keep a steady beat. Children are able to play and sing an accurate rhythm.	Children are able to keep a steady beat. Children are able to play and sing more complex rhythms.	Children are able to play and sing using a range of rhythms. Children can use the beat to guide their	Children are able to play and sing using a range of rhythms. Children can use the beat to guide their

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		and perform simple patterns keeping a steady pulse	Children can perform and compose using simple rhythms Children can use syllables of words to match to rhythms.	Children begin to use syncopation & off beats. Children can perform and compose using simple rhythms	independent playing.	independent playing. Children are able to perform confidently and creatively.
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Exploring sounds	Children able to respond to different music and recognize how sounds are made	Children can organize sounds within simple structures	Children can create sounds in different ways, including instruments and non standard instrumentation.	Children are able to make instrument choices & support their choices.	Children can explore instruments from other cultures. Children can make links between the sound quality of similar instruments. Children can manipulate sound for effect.	Children can explore musical traditions and sounds from other cultures. Children are able to identify and describe the sound created by an instrument & explain their instrument choices.
Exploring pitch	Children can copy high and low sounds when singing and with body movements	Children can copy high and low sounds when singing and with body movements Children can sing with a sense of	Children can sing in tune and time. Children can identify pitch movement in sound and written music.	Children can follow pitch structures and mimic them on a variety of instruments.	Children can follow pitch structure of the Ukulele by exploring chords and tab.	Children understand that instruments pitch ranges can vary- 2 tones on the Djembe for example.

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		shape of the melody and can represent sounds with symbols		Children can use pitch effectively in composition tasks.	Children can follow the pitch pattern of notation. Children can sing in time & tune while playing.	
Exploring instruments and symbols	Children can take account of simple musical instructions and basic notation	Children can follow symbols and improve their work	Children can use simple standard and non standard notation to play and compose.	Children can use musical notation to play & perform.	Children begin to explore chord and tab notation. Children can use standard notation to read and compose rhythm & pitch.	Children begin to understand simple drumming notation. Children can use a range of rhythm and pitch to read and compose.
Exploring timbre, tempo and dynamics	Children are able to respond to moods in music and recognize well defined changes in sounds	Children are able to represent sounds with symbols and understand how the musical elements can be used to create different moods and effects	Children are able to identify how instrument families have different sound properties. Children to use language relating to dynamics, tempo & timbre. Children can identify & create sounds that use a mixture of	Children are able to explore these through listening and composition tasks. Children can make creative choices involving timbre, tempo & dynamics & discuss their choices.	Children can discuss a range of these in listening, composing and performing tasks. Children can make choices using timbre, tempo and dynamics for an effect.	Children can discuss a range of these in listening, composing and performing tasks. Children can make choices using timbre, tempo and dynamics for an effect.

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			these for a desired effect.			
Singing	Children are able to sing age appropriate songs with a simple melody	Children are able to sing more complex pieces and attempt to sing part music and rounds	Children are able to sing in time and tune.	Children are able to discuss the core differences between song & rap. Children can create a purposeful and rhythmic rap.	Children are able to accompany their playing tunefully.	Children can sing more complex tunes, using emotion to emulate the style.
Music appreciation	Children can listen to a piece of music and express a like/dislike	Children can listen to a piece of music and express a like/dislike and explain their reasons Children can describe elements of the music and instruments heard	Children can listen to a piece of music and identify key elements of music that they heard. Children understand what makes up a Western Orchestra.	Children are exposed to a range of music and able to discuss preferences and features. Children explore the features of Latin Music.	Children are able to mimic styles and style choices. Children are able to highlight the musical elements heard. Children explore the music traditions of Hawaii.	Children are able to mimic styles and style choices. Children are able to highlight the musical elements heard. Children explore the music traditions of Victorians, WWII, Jazz and Western Africa.
Composing		Children can compose a simple piece of music using pictorial notation	Children can compose using standard & non standard notation. Children can mimic composition techniques to create	Children can use standard notation in their compositions. Children are able to create music in different styles using	Children can use standard notation in their compositions. Children are able to create music for effect, using pictures	Children can use a range of standard notation to suit the instrument & voice being used. Children are able to compose tunes &

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			their own interpretation.	existing work as a stimuli.	and scenes as a stimuli.	lyrics suitable to music about WWII.
Tuned instrument playing	Children can follow the notation used by 'Charanga ' to play simple sequences of notes on the glockenspiel	Children can follow the notation used by 'Charanga ' to play more complex sequences of notes on the glockenspiel	Children can use their knowledge of pitch & rhythm to play 3 note (G-B) recorder pieces.	Children can develop confidence reading C-F and explore more challenging pieces on the glockenspiel.	Children can read the basic 4 Ukulele chords and understand basic tab. Children can begin to read music across the staff.	Children are able to read and notate music for the 2 tone Djembe drum. Children are able to read and perform notated music on the Glockenspiel.
Non tuned instrument playing	Children can hold percussion instruments correctly and start and stop with a signal	Children can hold percussion instruments correctly and start and stop with a signal They can play the instruments expressively	Children can name the core instrument families & identify their key properties. Children can use percussion for a range of purposes, playing & composing to create effects. Children can create their own percussion instruments.	Children can use and select percussion instruments for a specific purpose. Children can play a range of rhythms and types of percussion instruments. Children can understand the percussion traditions in another culture.	Children can use and select percussion instruments for a specific purpose. Children can play a range of rhythms and types of percussion instruments. Children can understand the percussion traditions in other time periods.	Children can use and select percussion instruments for a specific purpose. Children can play a range of rhythms and types of percussion instruments. Children can understand the percussion traditions in other cultures and time periods.