

Music Key Skills Progression Ladder FS – Year 2

	FS	Year 1	Year 2
Use of voice expressively and creatively	• Sing echo songs and perform movements to a steady beat. • Explore singing at different speeds and pitch to create moods and feelings. • Discover how to use the voice to create loud and soft sounds.	• Explore the use of the voice in different ways such as speaking, singing and chanting. • Discover how the voice can produce rhythm and pulse, high and low (pitch) to create different effects. • Find out how to sing with expression,	• Sing with a sense of the shape of the melody • To improvise in making sounds with the voice. • Perform songs using creativity and expression and create dramatic
Play tuned and untuned instruments	• Play instruments to a steady beat. • Understand how to hold and play an instrument with care. • Explore the different sounds instruments make. • Choose an instrument to create a specific sound.	• Play instruments showing an awareness of others. • Repeat and investigate simple beats and rhythms. • Learn to play sounds linking with symbols. • Understand how to play an instrument with care and attention.	• Learn how to play the ocarina reading notes on the treble clef. • Able to read simple rhythmic notations such as a crotchet, minim, semibreve and rests. • Be able to play together as a group keeping the pulse • To be aware of timbre of instrument and of making a 'good' sound.
Listen with concentration and understanding	• Express feelings in music by responding to different moods in a musical score. • Listen to music and respond by using hands and whole body movements. • Listen to different music and describe what they imagine	• Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.). • Reflect on music and say how it makes people feel, act and move. • Respond to different composers and discuss different genres of music.	• Notice how music can be used to create different moods and effects and to communicate ideas. • Listen and understand how to improve own composition. • Sort composers in to different genres and instruments in to different types.
Experiment with, create, select and combine sounds	• Choose different instruments, including the voice, to create sound effects. • Investigate a variety of ways to create sound with different materials. • Experiment performing songs and music together with body movements to a steady beat.	• Create a sequence of long and short sounds with help, including clapping longer rhythms. • Investigate making sounds that are very different (loud and quiet, high and low etc.). • Explore own ideas and change as desired • To begin to write down sounds as a graphic score using symbols.	• To be able to write down and compose a simple melody to a poem • Use sounds to achieve an effect as part of a musical accompaniment to a short film • Investigate long and short sounds • Explore changes in pitch to communicate an idea.

Music Key Skills Progression Ladder Year 3- 6

	Year 3/4	Year 5	Year 6
Play and Perform	• Perform both recorder and with the voice with confidence from memory and from a musical score • Perform own compositions and learn to write them down onto a score • Perform musical accompaniment on the recorder and percussive instruments to a short film	• Perform songs with an understanding of the relationship between lyrics and melody. • Whilst performing by ear and from notations, maintain own parts with awareness of how the different parts fit together and the need to achieve an overall effect. • Breathe well and pronounce words, change pitch and show control in singing. • Perform songs with an awareness of the meaning of the words. • Hold a part in a round. • Perform songs in a way that reflects their meaning and the occasion. • To be able to sustain a chord progression whilst singing as a group on the ukulele	• Perform significant parts from memory and from notation with awareness of own contribution. • Refine and improve own work. • Sing or play from memory or notation with confidence, expression and good intonation. • Perform alone and in a group, displaying a variety of techniques. • Take turns to lead a group. • Sing a harmony part confidently and accurately.
Improvising and composing music	• To compose music that combines musical elements. • To be able to write down short compositions as notation • Carefully choose sounds to achieve an effect. • Order sounds to help create an effect. • Create short musical patterns with long and short sequences and rhythmic phrases.	• To write a song in a group creating chord progression and melody and lyrics based on a theme within a group. • Compose by developing ideas within musical structures. • Improvise melodic and rhythmic phases as part of a group performance. • Improvise within a group.	• Improvise melodic and rhythmic material within given structures. • Show thoughtfulness in selecting sounds and structures to convey an idea through writing a song based on a theme. • Use a variety of different musical devices including melody, rhythms, and chords.

Listen with attention to detail and recall sounds.	• To notice and explore the way sounds can be combined and used expressively. • Listen to different types of composers and musicians and begin to recognise musical eras.	• To understand how different musical timbres and effects can create various atmospheres. • Notice and explore how music reflects different intentions, times and places.	• Notice, comment on and compare the use of musical devices. • Notice, comment on and compare the relationship between sounds. • Notice, comment on, compare and explore how music reflects different intentions, times and places.
Use and understand staff and other musical notation.	• Learn to read music notation during recorder lessons. • Use Staff and musical notation when composing work. • Know and use standard musical notation of crotchet, minim and semibreve, quavers. • Read the musical stave and can work out the notes, EGBDF and FACE. • Draw a treble clef at the correct position on the stave.	• To be able to read chord symbols to play on the ukulele • To understand how to read TAB notation. • To understand the difference between a major and a minor chord	• Use of a variety of notation when performing and composing, using chords, TAB and traditional notation. • Quickly read notes and know how many beats they represent. • Use a range of words to help describe music. (e.g. pitch, duration, dynamics, tempo, timbre, texture, and silence. • Describe music using musical vocabulary and use this to identify strengths and weaknesses in music.

Appreciate and understand a wide range of live and recorded music.	• Begin to recognise and identify instruments being played. • Comment on likes and dislikes. • Recognise how musical	• Compare and evaluate different kinds of music using appropriate musical vocabulary. • Explain and evaluate how musical elements, features and styles can be used together to compose music.	• Analyse and compare musical features choosing appropriate musical vocabulary. • Explain and evaluate how musical elements, features and styles can be used together to compose music.
Develop an understanding of the history of music.	• Describe the different purposes of music throughout history and in other cultures. • Understand that the sense of occasion affects the performance.	• Understand the different cultural meanings and purposes of music, including contemporary culture. • How different venues and occasions vary performances.	• Notice and explore how music reflects time, place and culture. • Understand and express opinions on the different cultural meanings and purposes of music, including contemporary cultural • Understand how different venues and occasions vary performances.