



# Music Learning Sequence and Skills Progression

## Years 1 to 6

Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Perform (Singing)	<ul style="list-style-type: none"> <li>Use their voices expressively to speak and chant and tap/clap in rhythm.</li> <li>Use voices to create different sounds such as sirening.</li> <li>Sing short songs within a limited range.</li> <li>Sing in a group.</li> </ul>	<ul style="list-style-type: none"> <li>Sing songs with increasing melodic and rhythmic accuracy within a limited pitch (not too high or low) and explore basic dynamic changes.</li> <li>Recognise phrase lengths and use this to breathe at the right time whilst beginning to pay attention to posture</li> <li>Sing back short melodic patterns by ear, and short melodic patterns from dot notation, gesture or symbols using two or three different pitches</li> <li>Follow the shape of the melody when singing songs using hands/ arms or gesture</li> </ul>	<ul style="list-style-type: none"> <li>Use voices to create and control sounds (including changing tempo/speed, dynamics/ volume and pitch)</li> <li>Keep in time with a steady pulse when chanting, singing or moving</li> <li>Sing short songs within an extended range.</li> <li>Be aware of correct posture while singing.</li> </ul>	<ul style="list-style-type: none"> <li>Sing longer and more complex songs with the range of an octave, in tune, with increased expression and control of dynamics (loud, medium, quiet, crescendo, decrescendo).</li> <li>Sing in tune alone as well as in a group</li> <li>Make improvements to singing during rehearsals</li> <li>Use graphic notation to illustrate the shape and formation of a melody</li> <li>In a larger group, sing a round and/or partner song in two parts.</li> </ul>	<ul style="list-style-type: none"> <li>Sing songs in unison and maintain their own part when singing rounds or songs written in two parts</li> <li>Sing with developing breath control, posture and sound projection.</li> <li>Sing songs with an awareness of metre, feeling the pulse on the strong beat and control with pitch.</li> <li>Follow graphic or traditional notation to develop a better understanding of the shape of a melody.</li> </ul>	<ul style="list-style-type: none"> <li>Sing songs in unison and in two parts showing understanding of how the harmonies fit together.</li> <li>Rehearse with others, showing an awareness of how to evaluate their work.</li> <li>Breathe in agreed places to identify phrases</li> <li>Follow graphic or traditional notation when singing songs</li> <li>Be able to sing with confidence in a smaller group or solo part.</li> </ul>
Perform (Playing)	<ul style="list-style-type: none"> <li>Maintain the pulse using un-tuned and un-tuned instruments</li> <li>Follow a conductor, responding to a range of gestures for: start/ stop, loud/quiet, fast/slow. Have a go at conducting themselves</li> </ul>	<ul style="list-style-type: none"> <li>Handle and play a variety of tuned and un-tuned instruments with control</li> <li>Copy short rhythmic patterns on un-tuned percussion instruments, keeping a steady pulse</li> <li>Play together using symbols as a support</li> <li>Perform long/short, loud/ quiet sounds in response to symbols</li> </ul>	<p><b>Instrument: Recorder</b></p> <ul style="list-style-type: none"> <li>Play short rhythmic patterns on un-tuned percussion instruments, keeping a steady pulse.</li> <li>Play short melodic patterns on recorders and notate them using letter notation.</li> <li>Create and control sounds on instruments (including changing tempo/speed,</li> </ul>	<p><b>Instrument: Recorder</b></p> <ul style="list-style-type: none"> <li>Perform a simple rhythmic part, including rests, on un-tuned percussion.</li> <li>Play a simple melodic part, from letter notation, on glockenspiel and recorder</li> <li>Maintain a part in a group performance showing awareness of other parts</li> <li>Play new pieces from simple notation</li> <li>Begin to be able to evaluate their own playing</li> </ul>	<p><b>Instrument: Glockenspiel/Ukulele</b></p> <ul style="list-style-type: none"> <li>Play instruments (glockenspiels or ukuleles) with more control and rhythmic accuracy</li> <li>Perform a cyclic pattern such as a rhythmic pattern, repeated and layered with other patterns or melodies</li> </ul>	<p><b>Instrument: Glockenspiel/Ukulele</b></p> <ul style="list-style-type: none"> <li>Perform parts from memory and from simple notation</li> <li>Rehearse with others, showing an awareness of how to evaluate their work and achieve a high quality performance</li> <li>Be aware of other parts when playing an independent part</li> </ul>

	<ul style="list-style-type: none"> <li>• Create and follow symbols to represent sounds</li> <li>• Illustrate stories or nursery rhymes by playing up or down the notes at appropriate moments</li> </ul>		<p>dynamics/ volume and pitch)</p> <ul style="list-style-type: none"> <li>• Play new pieces by ear and from visual symbols</li> </ul>	<ul style="list-style-type: none"> <li>• Make improvements to playing and performances</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to play more challenging pulse activities</li> <li>• Play parts on tuned and untuned instruments from simple staff notation.</li> <li>• Evaluate in order to refine and improve their own and others' work</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to be able to use the inter dimensions of music to effect when playing, such as changing tempo, using dynamics, playing staccato or legato depending on the piece.</li> </ul>
<b>Compose</b>	<ul style="list-style-type: none"> <li>• Make sounds and recognise how they can communicate ideas. e.g. make sound effects to a story, poem or picture</li> <li>• Explore different sounds using their voices and body percussion</li> <li>• Suggest which instruments would be good to make a particular sound</li> <li>• Create and choose sounds in response to a stimulus. e.g. a jungle picture, jack and the beanstalk story</li> </ul>	<ul style="list-style-type: none"> <li>• Experiment and change sounds to improve an intended effect</li> <li>• Explore the effect of silence</li> <li>• Make various sound effects using body percussion, voices and instruments to describe thematic words or ideas</li> <li>• Select sounds carefully in response to a story or an idea and suggest how they could be added to depict ideas in a composition or soundscape</li> <li>• Match instruments appropriately to particular sounds e.g. a guiro for a crackling fire</li> <li>• Create short phrases and tap them out</li> <li>• Make up simple two or three note tunes or songs.</li> </ul>	<ul style="list-style-type: none"> <li>• Improvise and devise melodic phrases using a limited range of notes</li> <li>• Compose sequences using notated rhythms</li> <li>• Experiment with untuned instruments, improvise rhythms</li> <li>• Use ICT/ electronic devices to record, change and manipulate sounds.</li> </ul>	<ul style="list-style-type: none"> <li>• Create simple rhythmic patterns, melodies and accompaniments using voice, instruments and technology and use musically based symbols to record their work</li> <li>• Create layers of sound within a composition, showing an understanding of how sounds fit together. For example playing a melody over a drone</li> <li>• Be aware of the structure of a song or piece of music and be able to apply a similar structure to their own compositions</li> </ul>	<ul style="list-style-type: none"> <li>• Improvise rhythmic patterns over a steady beat with confidence</li> <li>• Layer different rhythmic patterns with an understanding of how they interplay against a background pulse</li> <li>• Create music which shows an understanding of simple structure.</li> <li>• Use ICT to change and manipulate sounds</li> </ul>	<ul style="list-style-type: none"> <li>• Improvise melodic and rhythmic phrases in a variety of styles and genres.</li> <li>• Develop rhythmic and melodic material from their own exploration and improvisational activities</li> <li>• Use different notations to record and create.</li> <li>• Use ICT to change and manipulate sounds</li> <li>• Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest.</li> <li>• Compose a ternary piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved.</li> </ul>
<b>Transcribe</b>	<ul style="list-style-type: none"> <li>• Be able to 'draw' sounds using graphic notation.</li> <li>• Understand the difference between a rhythm pattern</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and begin to use dot notation.</li> <li>• Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets,</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch.</li> <li>• Introduce and understand the differences between</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce and understand the differences between minims, crotchets, paired quavers and rests.</li> <li>• Read and perform pitch notation within a defined range (e.g. C–G/do–so).</li> </ul>	<ul style="list-style-type: none"> <li>• Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.</li> <li>• Understand the differences between</li> </ul>	<ul style="list-style-type: none"> <li>• Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests.</li> </ul>

	and a pitch pattern.	quavers and crotchets rests.	crotchets and paired quavers. <ul style="list-style-type: none"> <li>Apply word chants to rhythms, understanding how to link each syllable to one musical note.</li> </ul>	<ul style="list-style-type: none"> <li>Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.</li> </ul>	<p>2/4, 3/4 and 4/4 time signatures.</p> <ul style="list-style-type: none"> <li>Read and perform pitch notation within an octave (e.g. C–C'/do–do).</li> <li>Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.</li> </ul>	<ul style="list-style-type: none"> <li>Further develop the skills to read and perform pitch notation within an octave</li> <li>Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations.</li> </ul>
<b>Listen/ Appraise</b>	<ul style="list-style-type: none"> <li>Listen to different sounds in the environment</li> <li>Listen to pieces of music that describe e.g. a bumblebee/ fireworks etc</li> <li>Respond to sounds by likening them to a character or mood and whether they like/dislike them.</li> <li>Use instruments to copy back 4 beat rhythm patterns</li> <li>Begin to be aware of the inter dimensions they can hear in a piece of music. E.g. quiet/ loud, high/low, fast/ slow</li> </ul>	<ul style="list-style-type: none"> <li>Listen and respond to a variety of music form different styles, genres and traditions</li> <li>Express their own thoughts and feelings about music and respond in different ways giving simple reasons for their response</li> <li>Have a growing awareness of the different instruments they can hear and be able to describe the sound of them</li> <li>Begin to use musical vocabulary to describe music.</li> <li>Listen for and identify some of the inter-related dimensions of music (dynamics, pitch and timbre, pulse, rhythm, sound effects and so on).</li> </ul>	<ul style="list-style-type: none"> <li>Learn new songs and melodies quickly.</li> <li>Be able to sing and play from memory</li> <li>Begin to use musical vocabulary when discussing/ improving their own work.</li> <li>Use an increasing musical vocabulary to discuss likes and dislikes.</li> <li>Recognise changes in the music they are listening to.</li> </ul>	<ul style="list-style-type: none"> <li>Identify rhythmic and melodic patterns, instruments and repetitions of sounds/ patterns</li> <li>Listen for and recognise an increasing amount of inter-related dimensions of music when appraising a piece of music.</li> <li>Recognise that different eras have different genres and styles of music.</li> </ul>	<ul style="list-style-type: none"> <li>Listen “actively” with concentration to longer pieces of instrumental and vocal music</li> <li>Use a wider musical vocabulary (related to the inter-related dimensions of music) to discuss different kinds of music.</li> <li>Recognise and begin to discuss some eras in music.</li> <li>Identify different meters in pieces of music</li> <li>Evaluate their own and the work of their peers using appropriate musical vocabulary, discussing what is successful/unsuccessful and why.</li> </ul>	<ul style="list-style-type: none"> <li>Listen “actively” with concentration to longer pieces of instrumental and vocal music</li> <li>Be able to discuss how music has different intentions</li> <li>Use a wider musical vocabulary (related to the inter-related dimensions of music) to discuss different kinds of music</li> <li>Discuss more eras in musical history, describing distinguishing musical features between them and offering preferences.</li> <li>Analyse elements and features within different pieces of music (e.g. compare melodies)</li> </ul>