



## Music Skills Progression Grid

KEY SKILLS	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Singing	Find their singing voice and use their voices confidently	Sing songs expressively	Begin to sing with control of pitch	Sing with confidence using a wider vocal range	Sing songs and create different vocal effects	Sing in a round in two parts and identify the melodic phrases and how they fit together.	Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice.
Playing an instrument	Handle different percussion instruments	Play instruments in different ways and create sound effects	Play instruments in different ways and create sound effects Identify different groups of instruments	Select instruments to describe visual images	Identify melodic phrases and play them by ear.	Create different effects using combinations of pitched sounds.	Play accompaniments with control and accuracy.
Performing with others	Perform together	Perform together and follow instructions that combine the musical elements	Perform together and follow instructions that combine the musical elements	Perform with awareness of different parts	Perform in different ways, exploring the way the performers are a musical resource	Present performances effectively	Present performances effectively with awareness of audience, venue and occasion
Composing	Contribute to the creation of a group composition	Contribute to the creation of a class composition	Create a chose sounds in response to a given stimulus	Create textures by combining sounds in different ways	Compose music in pairs and make improvements to their own work.	Explore, select, combine and exploit a range of different sounds to compose a soundscape	Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition.

Aural and Theoretical Knowledge	Recall and remember short songs and sequences and patterns of sounds	Identify different sound sources	Respond physically when performing, composing and appraising music.	Identify well defined musical features.	Identify melodic phrases and play them by ear	Internalise short melodies and play these on percussion	Listen to longer pieces of music and identify features.
Evaluation	Express whether or not they like a sound and why	Choose sounds, and instruments carefully and make improvements to their own and others' work	Choose sounds, and instruments carefully and make improvements to their own and others' work	Recognise how music can reflect different intentions	Recognise how music can reflect different intentions	Improve their work through analysis, evaluation and comparison.	Improve their work through analysis, evaluation and comparison.
Cultural Development	Children's songs and singing games from local, national and pupil' own heritages	Children's songs and singing games from local, national and pupil' own heritages	Children's songs and singing games from local, national and pupil' own heritages	Music from national and other heritages represented in the school	Music from national and other heritages represented in the school	Music from national and other heritages represented in the school Music from baroque, classical, romantic and modern periods	Music from national and other heritages represented in the school Music from baroque, classical, romantic and modern periods

<p>Personal Development</p>	<p>Perform with class and in a school assembly Show enjoyment of music</p>	<p>Perform to an audience Take turns Show enjoyment of music</p>	<p>Perform to an audience Take turns Show enjoyment of music</p>	<p>Support other musicians Perform in a group to teacher</p>	<p>Support other musicians Perform in a group to teacher</p>	<p>Identify an aspect of performing or composing to improve through working at home. Express contrasting emotions music Work in a group to improve a group performance or composition</p>	<p>Without teachers' guidance learn a piece of music or create own composition.</p>
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