

**GUARDIAN ANGELS' RCPS
PROGRESSION OF SKILLS IN MUSIC**

Year Group	Singing	Listening & Appraising	Composing	Performing
Nursery	• To begin to find a singing voice and begin use their voice confidently. • To sing echo songs and perform movements to a steady beat. • To explore singing fast and slow and changing speeds. • Explore how to use their voice to create loud and quiet sounds.	• To remember short songs and sounds. • To begin to identify and name classroom instruments • To be part of an audience and praise others. • To listen to music from different cultures, periods, genres and styles and start to talk about the music, changes in sounds, their feelings and responses. • To use everyday language to talk about the sounds instruments make. • To begin to respond physically to music through movements. • They begin to create their own actions to songs that they have heard and learnt.	• To begin to explore and create sounds by selecting percussion instruments. • To begin to follow and imitate simple patterns using body movements (clapping etc) percussion instruments • To begin to show an awareness of beat while playing • Begin to select and choose own instruments to create own beats and sequences independently. • Can begin select and choose instruments to represent and respond to stimuli (weather, parts of stories).	• To begin to be aware of when to stop and start using signals. • To begin to explore and create sounds by selecting instruments. • To begin to follow and imitate simple patterns using body movements (clapping etc) percussion instruments. • To begin to show an awareness of beat whilst playing. • To begin to name some classroom instruments. • To begin to show an awareness of how instruments are played. • To perform in front of others. • To perform to and be a part of an audience.

Reception	• To find a singing voice and use their voice confidently. • To sing with awareness of other performers. • To listen attentively to new songs, match their singing pitch and follow the melody line, singing in unison with their peers or independently. • To sing a melody accurately at their own pitch and with others. • To build a wide-ranging Children repertoire of songs, rhymes and hymns and delight in using their voices reciting or singing these from memory. • They are beginning to become aware of singing techniques e.g. standing comfortably, smiling, annunciating words clearly.	• To remember short songs and sounds. • To identify and name classroom instruments • To understand importance of being part of an audience and praising others. • To listen attentively to music from different cultures, periods, genres and styles and talk about the music, naming instruments, changes in sounds, their feelings and responses. • To use a wide vocabulary to talk about the sounds instruments make and the changes to sounds. • To listen carefully to and follow the beat of music or a rhythmic pattern and respond rhythmically when moving to music. • They create their own dance routine, moving in time to the pulse of the music being listened to and physically responding to changes in the music, e.g. jump in response to loud/sudden changes in the music.	• To explore different sound sources. • To make sounds using classroom instruments. • To contribute to a creation of a class composition. • To create long and short, quiet and loud and fast and slow sounds using classroom instruments. • To choose and order sounds to achieve a particular musical purpose (e.g. a mood or effect). • To record compositions using basic notations (graphic score) • To create a piece of music individually or in a small group. • To choose particular instruments & sounds, for their own imaginative purposes.	• To show an awareness of how instruments are played. • To play untuned instruments. • To play untuned instruments with increasing control, creating loud and quiet, fast and slow, long and short sounds. • To perform in front of others. • To perform while showing an awareness of others. • To perform to and be a part of an audience. • To internalise basic rhythm patterns (frog, tadpole, butterfly, and alligator). • To be introduced to simple symbols with notation. (animals for dynamics, tempo) • To talk about sounds we make with our bodies and what the sounds mean. • To accompany a chant or song. • To accompany a chant or song by clapping or playing the rhythm.
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Year 1	• To know how to use their voice in different ways. • To find their singing voice. • To sing collectively at the same pitch. • To use their voices expressively and creatively by singing songs and speaking chants and rhymes.	• To identify different sound sources. • To identify different groups of instruments. • To identify well-defined musical features, recognising basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower).	• To experiment with, create, select and combine sounds using the inter-related dimensions of music. • To create, repeat, adapt and extend simple rhythmic and melodic patterns and words as appropriate to given or chosen stimuli or in play contexts	• To perform simple songs from memory. • To play instruments in different ways and create sound effects. • To handle and play untuned and some tuned instruments with control.
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		• To perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions • To describing the character, mood, or 'story' of music they listen to, (verbally or through movement). • To describe the differences between two pieces of music. • To express a basic opinion about music	• To record own ideas.	• To perform together and follow instructions that combine the musical elements. • To read and perform simple notation (musical score/graphic score)
Year 2	• To use their voices expressively and creatively by singing songs and speaking chants and rhymes. • To accurately pitch simple melodies. • To be able to pitch small intervals with a good degree of accuracy.	• To listen carefully and develop their aural memory. • To listen with concentration and understanding to a range of high-quality live and recorded music • To begin to use musical vocabulary to describe music. • To express an opinion after listening to a piece of live or recorded music. • To suggests improvements to their own or others' work. • To recognise and talk about how musical elements can be used to create different moods and effects.		• To play tuned and untuned instruments musically • To rehearse and perform with others. • To read and perform from basic notation. (Graphic score/ traditional notation)

Year 3	• To develop an understanding of breathing, posture, phrasing, dynamics and accuracy of pitch. • To sing in tune with expression.	• To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. • To discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz). • To show understanding that music from different parts of the world, and different times, have different features.	• To improvise and compose music for a range of purposes using the inter-related dimensions of music. • To create simple rhythmic patterns and melodies (based on the pentatonic scale). • To create music that describes contrasting moods/emotions. • To record their own ideas in symbolic form.	• To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. • To read and perform simple rhythm patterns and melodies.
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Year 4	• To know how to improve tone production and diction (vocal techniques) • To sing within an appropriate vocal range with clear diction, mostly accurate tuning and control of breathing	• To listen with attention to detail and recall sounds with increasing aural memory. • To make improvements to their own work, commenting on intended effect and use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work. • To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. • To identify gradual dynamic and tempo	• To create simple rhythmic patterns, melodies and accompaniments. • To create short improvisations, arrangements and compositions from a broad range of given or chosen musical and non-musical stimuli. • To create textures by combining sounds in different ways. • To record their own ideas in symbolic form.	• To develop sensitivity in playing/singing (e.g. replicate block dynamics) • To play a simple melodic pattern based on a couple of notes. • To maintain an independent part in a group or as a soloist when singing or playing for example rhythm, ostinato, drone, simple part-singing etc

		changes within a piece of music and scaled dynamics (crescendo/decrescendo) within a piece of music • To recognise and discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary (Samba, Rock and Roll, Blues). • To recognise, name and explain the effects of the interrelated dimensions of music.		
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Year 5	• To play & perform in solo and ensemble contexts with increasing accuracy, fluency, control and expression. • To sing with an appropriate vocal range with clear diction, accurate tuning, control of breathing and communicating an awareness of style.	• To listen with attention to detail and recall sounds with increasing aural memory • To make improvements to their own work, commenting on intended effect, developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work. • To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. • To recognise and confidently discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary. • To compare and evaluate music using specific musical vocabulary.	• To improvise and compose music for a range of purposes using the inter-related dimensions of music. • To improvise and compose within given or chosen parameters (e.g. structures, using particular scales/notes etc.) • To explore, select combine and exploit a range of different sounds to compose a musical piece. • To record own composition using appropriate forms of notation and/or technology and incorporating.	• To play or sing a melody and maintain it as part of a multi-layered ensemble piece. • To maintain an independent part in a group or as a soloist when singing or playing, for example when part singing, showing an awareness of how parts fit together.
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Year 6		• To listen with attention to detail and recall sounds with increasing aural memory. • To suggest improvements to their own and others' work, comment on how intentions have been achieved, confidently using detailed musical vocabulary (related to the inter- related dimensions of music). • To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.	• To improvise and compose music for a range of purposes using the inter- related dimensions of music • To improvise confidently vocally and with instruments from a range of given and chosen stimuli, developing their musical ideas into a completed composition. • To record own composition using appropriate forms of notation and/or technology and incorporating.	
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		• To describe, compare and evaluate different kinds of music using appropriate vocabulary. • To know the elements of music and the related musical vocabulary, and to be able to show understanding of these by applying appropriately when describing and evaluating a piece of music. • To recognise and confidently discuss the stylistic features of music and relating it to other aspects of the Arts (pop art, film music). • To evaluate how the venue, occasion and purpose affects the way a piece of music sounds.		
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