



Music skills progression 2024

Aspect	Year Group						
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sing	Key Stage 1			Key Stage 2			
National Curriculum Statements	<ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes 			<ul style="list-style-type: none"> Taught to sing musically with increasing confidence and control Use their voices with increasing accuracy, fluency, control and expression. 			
Musical elements	Singing expressively	Singing expressively paying attention to pulse, pitch, tempo and rhythm	Singing expressively paying attention to pulse, pitch, tempo, dynamics and rhythm.	Singing expressively and fluently from memorisation. Know all musical elements.	Singing with greater accuracy and ability to hear and echo pitch and differentiate high/low notes by ear. Know and demonstrate all musical elements.	Singing expressively with greater emphasis on breathing techniques for control in dynamics.	Singing expressively and confidently in a school performance showing accuracy, fluency, control and expression.
Expression	Moving to the beat.	-Chants	Recall simple songs from memory. Skipping rhymes and chants	Clapping games	Cup song – rhythm Pitch, dynamics and timbre	Singing in a round. Emphasis on control and pitch.	Acapello with rhythmic parts created by voices.
Performances	Action Songs,	-Songs for Harvest	End of Year performance	Play and perform in solo and ensemble contexts Sing into Spring	Play and perform in solo and ensemble contexts Winter Wonderland	Play and perform in solo and ensemble contexts	Play and perform in solo and ensemble contexts Carols around the tree





	Nursery rhymes, Chants					Sing into Spring	End of Year performance
Listen	Key Stage 1		Key Stage 2				
National Curriculum Statements	<ul style="list-style-type: none"> Listen with concentration and understanding to a range of high-quality live and recorded music 		<ul style="list-style-type: none"> Listen with attention to detail and recall sounds with increasing aural memory Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. develop an understanding of the history of music. 				
Performance Assemblies from Warwickshire Music, Rock Steady and Teachers –	Live Music	Percussion	Drums and beats	Guitar and vocal	Live music	Live music	Live music





one per half term							
Let's Listen! Follow children's interests too.	Recorded Music	Recorded Music	Recorded Music	Classical World music	Folk Music Rhythm and blues	Big band music Musicals Rock and roll	Reggae, Rock, pop, R&B, Dance.
Let's Listen! Perform, listen to, review and evaluate music across a range of historical periods	-Classical music -Country Music -Pop music	- Classical medieval music -Pop music -Folk songs	<ul style="list-style-type: none"> • Classical music • Pop music • Rock n Roll 	<ul style="list-style-type: none"> • Classical music • Reggae • New Romantic • Pop music 	<ul style="list-style-type: none"> • Classical music • 1920s – Rhapsody in Blue – Gershwin • Blues • Pop music 	<ul style="list-style-type: none"> • Classical music • Hip-Hop • Rock Music • Pop music 	<ul style="list-style-type: none"> • Classical music • Jazz • Musicals /Music from Movies • Electronic • Pop music
Compos e	Key Stage 1			Key Stage 2			





<p>National Curriculum Statements</p>	<ul style="list-style-type: none"> Experiment with, create, select and combine sounds using the inter-related dimensions of music. 			<ul style="list-style-type: none"> Improvise and compose music for a range of purposes using the inter-related dimensions of music They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. 			
	<p>Experiment with sounds on different types of untuned instruments</p> <p>Explore beat and move to music expressively.</p>	<p>Link long and short sounds to phonics to create rhythms .</p> <p>Clap syllables in names.</p> <p>Understand and demonstrate the difference between pulse, rhythm</p>	<p>Understand tempo and demonstrate tempo alongside pulse, rhythm and pitch</p> <p>Explore long and short sounds.</p> <p>Copy back chants and simple rhythms.</p> <p>Create rhythms for others to follow.</p> <p>Create rhythms using phonics and words.</p>	<p>Copy back simple rhythmic patterns using voices and instruments. Use crochets, minims and semibreves and their rests in improvisations.</p>	<p>Copy back rhythmic and pitch patterns and know the difference.</p> <p>Explore improvisation within major scales, using three notes and up to three chords</p> <p>Understand texture and how it aids composition.</p>	<p>Explore the time signatures of 2/4, 3/4, 4/4, 6/8</p> <p>Find and keep a steady beat</p> <p>Listen to and copy rhythmic patterns made of dotted minims, minims, dotted crochets, dotted quavers, triplet quavers, semiquavers and their rests, by ear or from notation.</p> <p>Copy back melodic patterns using the notes: CDE C,D,E,F,G,A B,D,E,Fs,G F,G,A,Bf,C,D,E,G,A, B C,D,E,Fs</p>	<p>Listen and copy rhythmic patterns made of minims, dotted crochets, crochets, dotted quavers, triplet quavers, quavers, semibreves and their rests by ear or from notation</p> <p>Copy back melodic patterns using the notes: DEFGA CDEFGAB GABCDEFs DEFsGABCs ABCDEFG</p> <p>Use texture within duets, trios and groups - harmonies</p>





		and pitch. Understand				Use texture within duets.	
Learn and play a musical instrument	Key Stage 1			Key Stage 2			
National Curriculum Statements	<ul style="list-style-type: none"> Play tuned and untuned instruments musically. 			<ul style="list-style-type: none"> Play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. 			
	Untuned instruments pulse	Percussion and xylophones Pulse, rhythm tempo, dynamics and pitch	Xylophones and Recorders Pulse, rhythm, pitch, dynamics, timbre, tempo, texture, structure and duration	Recorders and Ukelele Drums Understand musical elements – pitch, tempo, dynamics, texture, structure and duration.	Recorders and Ukulele Drums Understand musical elements – pitch, tempo, dynamics, texture, structure and duration.	Recorders and Ukulele Drums Understand musical elements – pitch, tempo, dynamics, texture, structure and duration.	Recorders and Ukulele Technology Drums Understand musical elements – pitch, tempo, dynamics, texture, structure and duration.
Notation	Key Stage 1			Key Stage 2			





		Use and understand staff and other musical notations					
	Reception	Year 1	Year 2				
	Copy beats on a device.	Read pictures on a score Clap, tap, clap, cymbal Read three notes on a score	Follow rhythmic scores Understand 4/4 time signatures Play notes on a major scale Understand crochet and crochet rest	Read written music using the major scale notes Understand 2/4, 3/4 and 4/4 time signatures Play notes on a major scale Understand crochet, minim and crochet and minim rest	Read written music using the major scale notes Understand 2/4, 3/4 and 4/4 time signatures Play notes on a major scale Learn minor scale notes and impact Understand crochet, minim semibreve and crochet, minim and semibreve rest	Read written music using the major and minor scale notes Understand many time signatures Play notes on a major and minor scale	Read written music using the major and minor scale notes Understand many time signatures Play notes on a major and minor scale
History	Key Stage 1			Key Stage 2			
Let's Listen!	Develop an understanding of the history of music.						
	Year 3		Year 4		Year 5		Year 6
	Identify music genres on a timeline		Identify music genres on a timeline and link		Identify music genres on a timeline and understand how music reflected social change.		Identify music genres on a timeline and understand the





				to key points in history.		impact on popular culture at that time.	
Perform	Key Stage 1			Key Stage 2			
	No curricular expectations. Use technology to support learning other areas of the curriculum.			Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression			
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Use technology appropriately to understand how music is produced and communicated	Purple mash Sounds Listen to musical instruments	Purple mash Sounds and create Answer quiz questions Compose rhythm on a computer	Purple Mash Complete the quizzes and 2dos in music	Audacity Learn to upload a song	Audacity Learn to upload a song. Record and export music.	Audacity Learn skills to record, save and export their music.	Audacity Learn skills to record, cut, fade, save and export their music.

