



St Barnabas
C of E Primary School

Skills Progression

Subject area:
Music

Subject Intent:

By the time our Year 6 pupils are ready to move to High School they will have developed a life-long interest and enjoyment of music, through playing a variety of instruments, singing a wide selection of songs and listening to music from all cultures and styles. They will have increased their skills and knowledge of Composition, singing clarity and performance, thereby significantly improving their self-confidence when faced with new situations.

Skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listen and Appraise	Find the pulse. How music makes you feel.	Find the pulse. Pulse, rhythm, pitch. Identify some instruments. How music makes you feel.	Learn how to enjoy moving to music by dancing, marching, being animals or pop stars. To learn how songs can tell a story or describe an idea.	Confidently identify and move to the pulse. To think about what the words of a song mean. To take it in turn to discuss how the song makes them feel. Listen carefully and respectfully to other people's thoughts about the music.	Confidently identify and move to the pulse. To talk about the musical dimensions working together eg if the song gets louder in the chorus (dynamics). Talk about the music and how it makes them feel. Listen to other people's thoughts about the music. Use musical words when discussing.	Move to the pulse with ease. Think about the message of songs. Compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Use musical words. Talk about the musical dimensions working together in the songs.	Move to the pulse with ease. Think about the message of songs. Compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Use musical words. Talk about the musical dimensions working together in the songs. Talk about the music and how it makes you feel, using musical language.
Skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Musical games/pulse/rhythm	Copy back simple rhythms and songs	Copy back rhythms. Pulse, rhythm and pitch work together in different songs. Pitch copy back using the voice.	Find the pulse. Copy back short rhythmic phrases whilst keeping the pulse by marching. Create rhythms for others to copy back, including using the voice.	Find the pulse. Using 2 notes, copy back short rhythmic phrases whilst keeping the pulse. Create rhythms for others to copy back, including using pitch.	Find the pulse. Using 2 notes, copy back short rhythmic phrases whilst keeping the pulse. Create rhythms for others to copy back, including using pitch. Use notation.	Copy back rhythms based on the words of the main song, that include syncopation/off beat. Copy back one, two and three-note riffs using simple and syncopated rhythm patterns and notation.	Copy back rhythms based on the words of the main song, that include syncopation/off beat. Copy back by ear and notation one, two and three-note riffs using simple and syncopated rhythm patterns and notation.
Singing	Sing together as part of a group.	Sing as part of a group. How to warm up the voice and have a good singing position. Begin to follow a conductor.	Learn about voices singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm). Learn to find a comfortable singing position. Learn to start and stop singing when following a leader.	Sing in unison and in simple two-parts. Demonstrate a good singing posture. Follow a leader when singing. Enjoy exploring singing solo. Sing with awareness of being 'in tune'. Have an awareness of the pulse internally when singing.	Sing in unison and in simple two-parts. Demonstrate a good singing posture. Follow a leader when singing. Enjoy exploring singing solo. Sing with awareness of being 'in tune'. Re-join the song if lost. Listen to the group when singing.	Sing in unison and to sing backing vocals. Enjoy exploring singing solo. Listen to the group when singing. Demonstrate a good singing posture. Experience rapping and solo singing. Listen to each other and be aware of how you fit into the group. Sing with awareness of being 'in tune'	Sing in unison and to sing backing vocals. Enjoy exploring singing solo. Listen to the group when singing. Demonstrate a good singing posture. Experience rapping and solo singing. Listen to each other and be aware of how you fit into the group. Sing with awareness of being 'in tune'

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Playing instruments/ Improvisation/	Explore playing different instruments.	Play an instrument as part of a group. Explore/create simple musical sounds with voices and instruments.	Treat instruments with respect. Play a tuned instrumental part that matches their musical challenge in time with the steady pulse. Listen to and follow musical instructions from a leader. Clap and Improvise. Sing, Play and Improvise – Use voices and instruments	Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation. Improvise using instruments in the context of the song they are learning to perform.– Listen and sing back. Using instruments, listen and play your own answer using one note, then 2 notes, then 3 notes.	Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation. Rehearse and perform their part. Experience leading the playing. Listen and sing back melodic patterns using instruments, Listen and play your own answer using one, two or three notes. Take it in turns to improvise using three different notes.	Know and be able to talk about different ways of writing music down – e.g. staff notation, symbols. The notes C, D, E, F, G, A, B + C on the treble stave. Play a musical instrument with the correct technique. Select and learn an instrumental part from memory or using notation. To lead a rehearsal session. Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)	Know and be able to talk about different ways of writing music down – e.g. staff notation, symbols. The notes C, D, E, F, G, A, B + C on the treble stave. Play a musical instrument with the correct technique. Select and learn an instrumental part from memory or using notation. To lead a rehearsal session. Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)
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Composition	Explore playing different instruments.	Create your own simple melodies.	Help create three simple melodies using one, three or five different notes. Learn how the notes of the composition can be written down and changed if necessary.	Help create one simple melody using one, three or five different notes. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition using graphic/pictorial notation.	Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition using graphic/pictorial notation.	Create simple melodies using up to five different notes and simple rhythms that work musically. Explain the keynote or home note. Make musical decisions about how the melody connects with the song. Record the composition using graphic/pictorial notation.	Create simple melodies using up to five different notes and simple rhythms that work musically. Explain the keynote or home note and the structure of the melody. Make musical decisions about how the melody connects with the song. Record the composition using graphic/pictorial notation.
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Performance	Perform together with instruments and/or singing.	Perform together in an ensemble/band. Use the voice expressively/creatively by singing songs and speaking chants and rhymes. Play tuned and un-tuned instruments.	Choose a song and perform it. Add ideas to the performance. Record the performance and say how they were feeling about it.	Choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. Talk about the best place to be when performing and how to stand or sit. Record the performance and say how they were feeling, what they were pleased with what they would change and why.	Choose and present a musical performance designed to capture the audience. Communicate the meaning of the words and clearly articulate them. Talk about the best place to be when performing and how to stand or sit. Record the performance and say how they were feeling, what they were pleased with what they would change and why.	Choose and present a musical performance designed to capture the audience. Communicate the meaning of the words and clearly articulate them. Talk about the best place to be when performing and how to stand or sit. Record the performance and discuss and talk musically about it – “What went well?” and “It would have been even better if...?”	Choose and present a musical performance designed to capture the audience. Communicate the meaning of the words and clearly articulate them. Talk about the venue and how to use it to best effect. Record the performance and compare it to a previous performance. . Record and discuss musically about it – “What went well?” and “It would have been even better if...?”

