

SMSA PROGRESSION OF SKILLS IN MUSIC

| Year | Singing | Listening | Composing | Performing |
|--|---|--|---|---|
| EYFS | Sing a range of well-known nursery rhymes and songs. | Listen to and try to move in time with music. | Create sounds and movement to sounds on a theme. | Perform songs, rhymes, poems and stories with others. |
| 1 | Sing simple songs, call and response songs, chants and rhymes from memory. | Listen to and associate short and simple pieces of music to different situations. | Create and improvise short, simple rhythmic chants. Create a combination of sounds using rhythm and pitch. | Move to a steady beat with an awareness of tempo. Play simple musical patterns on tuned and untuned instruments with an awareness of a steady pulse. |
| 2 | Sings songs regularly within an octave pitch range with increasing vocal control. Demonstrate tempo and dynamics when singing. | Listen to and associate short and simple pieces of music (live and recorded) to different feelings and moods using basic musical language. | Create and improvise short rhythmic and melodic patterns sung or with untuned instruments. Record compositions using simple symbols. | Play and perform simple melodic and rhythmic patterns fluently on tuned and untuned instruments with an awareness of tempo, pulse and beats. |
| National Curriculum End of KS1 <ul style="list-style-type: none"> • children use their voices expressively and creatively by singing songs and speaking chants and rhymes from memory. • play tuned and untuned instruments musically. • listen with concentration and understanding to a range of high-quality live and recorded music. • experiment with, create, select and combine sounds using the inter-related dimensions of music. | | | | |
| 3 | Sing a wide range of unison songs within an octave range with accurate dynamics. Sing with confidence responding to change in tempo. | Listen to and associate short and simple pieces of music to different situations. | Improvise using tuned and untuned instruments using a limited note range, an awareness of note values and a simple structure. | Play and perform melodies following a small range of notation. Copy melodic phrases with accuracy. |
| 4 | Sing a broad range of songs within an octave range with pitch accuracy and an awareness of harmonies. Sing in rounds. | To listen with attention and recall patterns of sounds with increasing accuracy. | Improvise musical ideas and patterns using the pentatonic scale and basic notation. Compose melodic ideas to convey a mood. | Play and perform two-part melodies following a small range of notation as a whole class ensemble. Copy melodic phrases using the pentatonic scale with accuracy. |
| 5 | Sing a broad range of songs with a sense of ensemble, including with accurate pitch, an awareness of phrasing. Sing three-part rounds. | Listen to and aurally understand an increasingly broad range of music genres and style, showing secure aural awareness and memory of melody and rhythm. | Improvise freely developing shape and mood using tuned percussion instruments. Introduce chords. Be aware of simple form, such as ternary form and include a range of dimensions. Use notation to record ideas. | Play, rehearse, and perform in a range of solo and ensemble contexts from memory and notation with increasing confidence, accuracy, fluency, control and musicianship. |
| 6 | Sing a broad range of songs including syncopated rhythms, observing phrasing, and accurate pitch and a sense of style. Sing in rounds with a range of balance and independence. | Listen to and aurally understand an increasingly broad range of music genres and style, showing secure aural awareness of how constructive elements work together to create music expression and effect. | Compose increasingly expressive melodic and harmonic material with increasingly sophisticated use of the dimensions of music. Use structures which include repetition and contrast. | Play, rehearse, and perform in a range of solo and ensemble contexts from memory and notation with increasing security, accuracy, fluency, control and musicianship. Engage with others through ensemble in melody or accompanying roles. |
| National Curriculum End of KS2 <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. • improvise and compose music for a range of purposes using the inter-related dimensions of music. • listen with attention to detail and recall sounds with increasing aural memory. • use and understand staff and other musical notations. • 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. | | | | |