



## Byfleet Primary School - Music Skills Progression

A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

### By the end of Key Stage 1, pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- 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

By the end of Key Stage 2, pupils should be taught to sing and 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.

### Pupils should be taught to:

- 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.

Aspect	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Singing</b>	Sing traditional songs, nursery rhymes and chants clearly.	Sing simple songs and chants with a sense of melody and shape.	Use their voice in different ways, including using a loud or soft voice, and identify simple repeated patterns.	Sing songs accurately, both solo and as part of an ensemble.	Maintain a part within an ensemble when singing in a round or in harmony.	Use gesture and expression to create a finished, polished performance.



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<b>Performance</b>	Play and sing pieces of music, starting and finishing together.	Play tuned and untuned percussion instruments and use your voice with awareness of others.	Play or sing a part with increased control, fluency, expression and accuracy on tuned and untuned instruments.	Play or sing music from notation and memory, with increasing accuracy, fluency, control and expression.	Maintain their part in a performance with confidence, accuracy, fluency, control and expression, and with an awareness of what others are playing or singing.	Take the lead in instrumental or singing performances and provide suggestions to others.
<b>Pulse and rhythm</b>	Copy a simple rhythm by clapping or using percussion. Identify and keep a steady pulse.	Play a range of rhythms and pulses and identify the differences between them.	Identify a pulse in a piece of music, realising that two, three, four or more beats to the bar can be counted.	Play and create repeated rhythmic patterns.	Compose and perform a short piece of music, using a range of musical techniques, including an ostinato.	Play and create pieces of music with a clear understanding of pulse and rhythm.
<b>Notation</b>	Understand that music can be written down and read.	Recognise and respond to simple notation.	Recognise and respond to invented musical notation and symbols.	Play or sing simple melodies from standard and invented musical notation and symbols.	Use musical notation to perform and write music.	Use features of musical notation when composing.
<b>Music appreciation</b>	Listen and respond to a range of high-quality live and recorded music and songs.	Listen and respond with movement, words and pictures to a range of high-quality live and recorded music that tell a story.	Listen and respond to pieces of music written around the same theme.	Compare and evaluate different genres of music using appropriate musical vocabulary.	Use descriptive words and relevant musical vocabulary when talking about the elements of live or recorded music within a piece.	Identify and explain patterns and motifs in live and recorded music that provoke feelings in the listener.
<b>Listening</b>	Listen to sounds or a piece of music, identifying basic features.	Describe how an instrument has been used to represent a sound, animal or object.	Recognise and describe sounds and changes in a piece of music using musical vocabulary.	Describe how different instruments are used throughout a piece of music to add interest and meaning.	Explain how pitch, tempo, rhythm, melody, dynamics and major and minor tonality have been used to create particular feelings in the listener.	Listen to and comment on a wide range of genres and musical styles using a broad musical vocabulary.
<b>Significant people</b>	Describe, in simple terms, the lives of composers studied.	Describe the lives and music of composers studied.	Describe the lives and music of romantic composers.	Describe the lives and music of famous popular musicians from the late 20th century.	Describe the lives and music of famous Baroque composers.	Describe the lives and music of famous classical composers.