



Progression of Skills Document 23-24 – Rotherhithe Primary School



	EYFS	Year 1 and 2	Year 3 and 4	Year 5 and 6
Singing songs with control and using the voice expressively.	<p>Sing simple songs in tune and in time</p> <p>Learn over 30 new songs or chants over the year.</p> <p>Use and distinguish types of voice including the thinking voice</p> <p>Use louder and quieter voices in songs alternating verses</p> <p>Sing some songs faster and slower</p> <p>Sing a known song alone to class with reasonable tuning and timing</p> <p>Sing the same songs at different starting pitches</p>	<p>To find their singing voice and use their voices confidently.</p> <p>Sing a melody accurately at their own level.</p> <p>Sing with a sense of awareness of pulse and control.</p> <p>Recognise phrase lengths and know when to breathe.</p> <p>Sing songs expressively.</p> <p>Follow pitch movements their hands and use high, low and middle voices.</p> <p>Begin to with control of (e.g. following the shape of the melody).</p> <p>Have an awareness of other performers.</p>	<p>Sing with confidence using a wider vocal range.</p> <p>Sing in.</p> <p>Sing with awareness of pulse and control of rhythm.</p> <p>Recognise simple structures. (Phrases).</p> <p>Sing expressively with awareness and control at the expressive elements. E.g. timbre, tempo, dynamics.</p> <p>Sing songs and create different vocal effects.</p> <p>Understand how mouth shapes can affect voice sounds.</p> <p>Internalise sounds by singing parts of a song 'in their heads'.</p>	<p>Sing songs with increasing control of breathing, posture and sound projection.</p> <p>Sing songs in tune and with an awareness of other parts.</p> <p>Identify phrases through breathing in appropriate places.</p> <p>Sing with expression and rehearse with others.</p> <p>Sing a round in two parts and identify the melodic phrases and how they fit together.</p> <p>Sing confidently as a class, in small groups and alone, and to have an awareness of improvisation with the voice.</p>
Listening, Memory and Movement.	<p>Differentiate between percussion instruments by sound alone</p> <p>Recognise known songs played on an instrument</p>	<p>Recall and remember short songs and sequences and patterns of sounds.</p>	<p>Identify melodic phrases and play them by ear.</p> <p>Create sequences of movements in response to sounds.</p>	<p>Internalise short melodies and play these on pitched percussion (play by ear).</p> <p>Create dances that reflect musical features.</p>



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	<p>Listen and move appropriately to music Move arm to show high/low pitches. (use C, G & high C from tuned instrument) or sing these notes.</p> <p>Listen for longer periods to live or recorded music.</p> <p>Note louder and quieter, faster and slow parts of the music. Note mood of music.</p>	<p>Respond physically when performing, composing and appraising music.</p> <p>Identify different sound sources.</p> <p>Identify well-defined musical features.</p>	<p>Explore and chose different movements to describe animals.</p> <p>Demonstrate the ability to recognise the use of structure and expressive elements through dance.</p> <p>Identify phrases that could be used as an interlude and ending.</p>	<p>Identify different moods and textures.</p> <p>Identify how a mood is created by music and lyrics.</p> <p>Listen to longer pieces of music and identify features.</p>
Controlling pulse and rhythm	<p>Tap and play the pulse in known songs at different speeds</p> <p>Recognise and tap 4 beat rhythms from known songs (e.g. Engine Engine Number Nine)</p> <p>Move to a slow, fast and medium pulses played by the teacher on the drum</p> <p>Can tap the pulse with sticks in a song at different speeds</p>	<p>Identify the pulse in different pieces of music.</p> <p>Identify the pulse and join in getting faster and slower together.</p> <p>Identify long and short sounds in music.</p> <p>Perform a rhythm to a given pulse.</p> <p>Begin to internalise and create patterns.</p> <p>Accompany a chant or song by clapping or playing the pulse or rhythm.</p>	<p>Recognise rhythmic patterns. Perform a repeated pattern to a steady pulse.</p> <p>Identify and recall rhythmic and melodic patterns.</p> <p>Identify repeated patterns used in a variety of music. (Ostinato).</p>	<p>Identify different speeds of pulse (tempo) by clapping and moving.</p> <p>Improvise rhythm patterns.</p> <p>Perform an independent part keeping to a steady beat.</p> <p>Identify the metre of different songs through recognising the pattern of strong and weak beats.</p> <p>Subdivide the pulse while keeping to a steady beat.</p>
Exploring sounds, melody and accompaniment.	<p>Listen for longer periods to live or recorded music.</p>	<p>To explore different sound sources.</p>	<p>Identify ways sounds are used to accompany a song.</p> <p>Analyse and comment on how sounds ore used to create different moods.</p>	<p>Skills development for this element are to be found within 'Control of instruments' and 'Composition'.</p>



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	<p>Note louder and quieter, faster and slow parts of the music.</p> <p>Note mood of music.</p>	<p>Make sounds and recognise how they can give a message.</p> <p>Identify and name classroom instruments.</p> <p>Create and chose sounds in response to a given stimulus.</p> <p>Identify how sounds can be changed.</p> <p>Change sounds to reflect different stimuli.</p>	<p>Explore and perform different types of accompaniment. Explore and select different melodic patterns. Recognise and explore different combinations of different sounds.</p>	
Control of Instruments	<p>Play wooden, metal, shaking, skinned (drums) and tuned instruments getting gradually faster and slower following the teacher's hand signs</p>	<p>Play instruments in different ways and create sound effects.</p> <p>Handle and play instruments with control.</p> <p>Identify different groups of instruments.</p>	<p>Identify melodic phrases and play them by ear.</p> <p>Select instruments to describe visual images. Choose instruments on the basis of internalised sounds.</p>	<p>Identify and control different ways percussion instruments make sounds.</p> <p>Play accompaniments with control and accuracy.</p> <p>Create different effects using combinations of pitched sounds.</p> <p>Use ICT to change and manipulate sounds.</p>
Composition	<p>Play wooden, metal, shaking, skinned and tuned instruments. Create their own combination of sounds.</p>	<p>Contribute to the creation of a class composition.</p> <p>Basic skills developments for composition in KS1 are to be found within 'Exploring</p>	<p>Create textures by combining sounds in different ways.</p> <p>Create music that describes contrasting moods/emotions.</p> <p>Improvise simple tunes based on the pentatonic scale.</p>	<p>Identify different starting points or composing music.</p> <p>Explore, select combine and exploit a range of different sounds to compose a soundscape.</p>



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			<p>Compose music in pairs and make improvements to their own work.</p> <p>Create an accompaniment to a known song.</p> <p>Create descriptive music in pairs or small groups.</p>	<p>Write lyrics to a known song.</p> <p>Compose a short song to own lyrics based on everyday phrases.</p> <p>Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition.</p>
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Reading and writing notion	<p>Perform long and short sounds in response to symbols.</p> <p>Create long and short sounds on instrument.</p> <p>Play and sing phrase from dot notation.</p> <p>Record their own ideas.</p> <p>Make their own symbols as part of a class score.</p>		<p>Perform using notion as a support.</p> <p>Sing songs with staff notation as support.</p>
Performance skills.	<p>Perform together and follow instructions that combine the musical elements.</p>	<p>Perform in different ways, exploring the way performers are a musical resource.</p> <p>Perform with an awareness of different parts.</p>	<p>Present performances effectively with awareness of audience, venue and occasion.</p>
Evaluating and appraising.	<p>Choose sounds and instruments carefully and make improvements to their own and others' work.</p>	<p>Recognise how music can reflect different intentions.</p>	<p>Improve their work through analysis, evaluation and comparison.</p>