



Braishfield Primary School Progression of skills in Music for KSI and KS2

	Year 1 and 2	Year 3 and 4	Year 5 and 6
Singing songs with control and using voice expressively	<ul style="list-style-type: none"> ➢ To find their singing voice and use finer voices confidently. ➢ Sing melody accurately at their own pitch. ➢ Sing with a sense of awareness of pulse and control of rhythm. ➢ Recognise phrase lengths and know when to breathe. ➢ Sing songs expressively. ➢ Follow pitch movements with their hands and use high, low and middle voices. ➢ Begin to sing with control of pitch (e.g. following the shape of the melody). ➢ Sing with an awareness of other performers. 	<ul style="list-style-type: none"> ➢ Sing with confidence using a wider vocal range. ➢ Sing in tune. ➢ Sing with awareness of pulse and control of rhythm. ➢ Recognise simple structures. (Phrases). ➢ Sing expressively with awareness and control at the expressive elements. E.g. timbre, tempo, dynamics. ➢ Sing songs and create different vocal effects. ➢ Understand how mouth shapes can affect voice sounds. ➢ Internalise sounds by singing parts of a song 'in their heads.' 	<ul style="list-style-type: none"> ➢ Sing songs with increasing control of breathing, posture and sound projection. ➢ Sing songs in tune and with an awareness of other parts. ➢ Identify phrases through breathing in appropriate places. ➢ Sing with expression and rehearse with others. ➢ Sing a round in two parts and identify the melodic phrases and how they fit together. ➢ Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice.
Listening, memory and movement	<ul style="list-style-type: none"> ➢ Recall and remember short songs and sequences and patterns of sounds. ➢ Respond physically when performing, composing and appraising music. ➢ Identify different sound sources. ➢ Identify well-defined musical features. 	<ul style="list-style-type: none"> ➢ Identify melodic phrases and play them by ear. ➢ Create sequences of movements in response to sounds. ➢ Explore and chose different movements to describe animals. ➢ Demonstrate the ability to recognise the use of structure and expressive elements through dance. ➢ Identify phrases that could be used as an introduction, interlude and ending. 	<ul style="list-style-type: none"> ➢ Internalise short melodies and play these on pitched percussion (play by ear). ➢ Create dances that reflect musical features. ➢ Identify different moods and textures. ➢ Identify how a mood is created by music and lyrics. ➢ Listen to longer pieces of music and identify features.
Controlling pulse and rhythm	<ul style="list-style-type: none"> ➢ Identify the pulse in different pieces of music. ➢ Identify the pulse and join in getting faster and slower together. ➢ Identify long and short sounds in music. ➢ Perform a rhythm to a given pulse. ➢ Begin to internalise and create rhythmic patterns. ➢ Accompany a chant or song by clapping or playing the pulse or rhythm. 	<ul style="list-style-type: none"> ➢ Recognise rhythmic patterns. ➢ Perform a repeated pattern to a steady pulse. ➢ Identify and recall rhythmic and melodic patterns. ➢ Identify repeated patterns used in a variety of music. (Ostinato). 	<ul style="list-style-type: none"> ➢ Identify different speeds of pulse (tempo) by clapping and moving. ➢ Improvise rhythm patterns. ➢ Perform an independent part keeping to a steady beat. ➢ Identify the meter of different songs through recognising the pattern of strong and weak beats. ➢ Subdivide the pulse while keeping to a steady beat.
Exploring sounds, melodies and accompaniment	<ul style="list-style-type: none"> ➢ To explore different sound sources. ➢ Make sounds and recognise how they can give a message. ➢ Identify and name classroom instruments. ➢ Create and chose sounds in response to a given stimulus. ➢ Identify how sounds can be changed. ➢ Change sounds to reflect different stimuli. 	<ul style="list-style-type: none"> ➢ Identify ways sounds are used to accompany a song. ➢ Analyse and comment on how sounds are used to create different moods. ➢ Explore and perform different types of accompaniment. ➢ Explore and select different melodic patterns. ➢ Recognise and explore different combinations of pitch sounds. 	<ul style="list-style-type: none"> ➢ Skills development for this element are to be found within 'Control of instruments' and 'Composition'.
Control of instruments	<ul style="list-style-type: none"> ➢ Play instruments in different ways and create sound effects. ➢ Handle and play instruments with control. ➢ Identify different groups of instruments. 	<ul style="list-style-type: none"> ➢ Identify melodic phrases and play them by ear. ➢ Select instruments to describe visual images. ➢ Choose instruments on the basis of internalised sounds. 	<ul style="list-style-type: none"> ➢ Identify and control different ways percussion instruments make sounds. ➢ Play accompaniments with control and accuracy. ➢ Create different effects using combinations of pitched sounds. ➢ Use ICT to change and manipulate sounds.
Composition	<ul style="list-style-type: none"> ➢ Contribute to the creation of a class composition. ➢ Basic skills developments for composition in KSI are to be found within 'Exploring sounds'. 	<ul style="list-style-type: none"> ➢ Create textures by combining sounds in different ways. ➢ Create music that describes contrasting moods/emotions. ➢ Improvise simple tunes based on the pentatonic scale. ➢ Compose music in pairs and make improvements to their own work. ➢ Create an accompaniment to a known song. ➢ Create descriptive music in pairs or small groups. 	<ul style="list-style-type: none"> ➢ Identify different starting points or composing music. ➢ Explore, select combine and exploit a range of different sounds to compose a SoundScape. ➢ Write lyrics to a known song. ➢ Compose a short song to own lyrics based on everyday phrases. ➢ Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition.
Reading writing notation	<ul style="list-style-type: none"> ➢ Perform long and short sounds in response to symbols. ➢ Create long and short sounds on instruments. ➢ Play and sing phrase from dot notation. ➢ Record their own ideas. ➢ Make their own symbols as part of a class score. 		<ul style="list-style-type: none"> ➢ Perform using notation as a support. ➢ Sing songs with staff notation as support.
Performance skills	<ul style="list-style-type: none"> ➢ Perform together and follow instructions that combine the musical elements. 	<ul style="list-style-type: none"> ➢ Perform in different ways, exploring the way the performers are a musical resource. ➢ Perform with awareness of different parts. 	<ul style="list-style-type: none"> ➢ Present performances effectively with awareness of audience, venue and occasion.
Evaluating and appraising	<ul style="list-style-type: none"> ➢ Choose sounds and instruments carefully and make improvements to their own and others' work. 	<ul style="list-style-type: none"> ➢ Recognise how music can reflect different intentions. 	<ul style="list-style-type: none"> ➢ Improve their work through analysis, evaluation and comparison.