



CARING, INSPIRING ACHIEVING

Skills Progression at Holtspur for Music

Skills	Y1	Y2	Y3	Y4	Y5	Y6
Listen and appraise	To start to enjoy moving to the music.	To learn how you can enjoy moving to music – dancing, marching, clapping. To learn how songs can be used to tell a story / describe an idea.	With support, identify and move to the pulse. To start to think about what the words in a song mean. Take turns to discuss how the song makes you feel.	With support, identify and move to the pulse. Talk about the musical dimensions – speed, dynamics, tempo, rhythm and pitch) Talk about the music and how it makes you feel. When talking try to use musical vocabulary.	To identify and move to the pulse with ease. Begin to think about the message of the song. Begin to compare two songs of the same genre. Start to use musical vocabulary when talking musically. Talk about the musical dimensions of the song.	To confidently identify and move to the pulse. To think about the message of the song. To compare two songs in the same styles highlighting the similarities and the differences. Listen carefully and respectfully to others people's thoughts about the music. Use musical vocabulary when talking about songs. Talk about the music and how it makes you feel.

Singing	Learn about voices by singing notes of different pitches. Start to learn how you can make different types of sounds with your voice e.g. rap (Spoken words with rhythm)	To learn that voices can be sung at different pitches (high / low) Learn how you can make different types of sounds with your voice e.g. rap (Spoken words with rhythm) Learn to find a comfortable singing position. Follow the singing leader and learn to start and stop when instructed.	Sing in unison and with support in simple two parts. Demonstrate good singing position. Have an awareness of the pulse internally when singing.	Sing in unison and in simple two parts. Demonstrate good singing posture. Start to explore what singing 'in tune' means. Re-join a song if lost. To listen to the group when singing.	To sing in unison. To explore singing solo. To demonstrate a good singing posture. To experience rapping. To begin to listen to each other and be aware how to fit into the choir. To begin to have an awareness of singing 'in tune.'	To sing unison and to backing vocals. To sing in a round or a canon. To demonstrate a good singing posture. To follow a leader when singing. To experience rapping and solo singing. To listen to each other and be aware how to fit into the choir. To sing with awareness of being 'in tune.'
Playing	To treat instruments carefully and with respect. With support, start to learn a tuned instrument – one note at a time. Learn to start and stop when instructed.	To treat instruments carefully and with respect. Start to learn a tuned instrument – one note at a time. Play a part with a steady pulse. Learn to start and stop when instructed.	To treat instruments carefully and with respect. Start to play a tuned instrument. To rehearse and perform their part in small groups.	To treat instruments carefully and with respect. Play a tuned instrument. To rehearse and perform their part.	Play a musical instrument with the correct technique. Select and use a musical instrument that matches their musical challenge. To rehearse and perform their part.	Play a musical instrument with the correct technique. Select and learn an instrumental part. To rehearse and perform their part.

						To listen and follow musical instructions. To lead a musical rehearsal session.
Improvisation	Improvise a simple rhythm to fit a gap in the music.	Improvise a simple rhythm to fit a gap in the music. To improvise using one or two notes.	Improvise using instruments in the context of the song being performed.	Improvise using instruments in the context of the song being performed.	Improvise using instruments in the context of the song being performed. Improvise using the pentatonic scale (DEGAB)	Improvise using instruments in the context of the song being performed. Improvise using the pentatonic scale (DEGAB)
Composition	Help create a simple melody using one, two or three notes. Learn how the notes can be written down so we do not forget them.	Help create simple melodies using up to three notes. Learn how the notes can be written down so we do not forget them. Know that musical composition can be changed.	Help create one simple melody using three different notes. Talk about how the piece of music was created. Record composition in a simple way – pictures, letter notes.	Help create at least one simple melody using three different notes. Plan and create section of the music that can be performed. Talk about the piece of music that has been created. Listen to and reflect upon the piece of music being developed. Record the composition in an	Create simple melodies using up to 5 notes. Listen to and reflect on a written composition and make musical decisions about any changes. Record the composition using suitable notation.	Create melodies using 5 notes. Listen to and reflect on a written composition and make musical decisions about any changes. Record the composition using musical notation.

				appropriate way (graphic / pictorial).		
Performance	Choose a song that they have learnt during music lessons and perform it. Record the performance and say what they liked about it.	Choose a song to perform. Add ideas to the performance. Record the performance and say how they were feeling about it.	Choose what to perform. Present a musical performance. To communicate the meaning of the song through the words. To record the performance and watch back. What did you think of the performance? Individually? As a group?	Choose what to perform. Present a musical performance. To communicate the meaning of the song through the words. To record the performance and appraise.	Articulate the words when singing. Record the performance and evaluate. Evaluate the performance – what went well? What could be improved?	Communicate the meaning of a song through the performance. Clearly articulate the words when singing. Record the performance and compare to previous performances. Evaluate the performance – what went well? What could be improved?