

Ashtree Progression of Music Skills								
EYFS	KS1 Skills	Year 1	Year 2	KS2 Skills	Year 3	Year 4	Year 5	Year 6
Controlling Sounds through singing and playing (Play and Perform)								
<p>Use of voices expressively and creatively.</p> <p>Sing echo songs and move to a steady beat. Explore singing at different speeds and pitch. Experiment using voices to create loud and soft sounds.</p>	<p>Use voices expressively</p>	Use voices in different ways such as speaking, singing and chanting	Use voices expressively and creatively. To sing with the sense of shape of the melody	<p>Sing songs in unison and two parts</p>	To sing in unison, becoming aware of pitch.	To sing in unison maintaining the correct pitch and using increasing expression.	To sing in unison with clear diction, controlled pitch and sense of phrase.	To sing in solo, unison and in parts with clear diction, controlled pitch and with sense of phrase
<p>Play tuned and un-tuned instruments.</p> <p>Play instruments to a steady beat. Understand how to hold and play an instrument with care. Explore the sounds an instrument makes. Choose an instrument to create a specific sound.</p>	<p>Play tuned and un-tuned instruments.</p>	To create and choose sounds. To perform simple rhythmical patterns, beginning to show an awareness of pulse.	To create and choose sounds for a specific effect. To perform rhythmical patterns and accompaniments, keeping a steady beat.	<p>To play tuned and un-tuned instruments with control and accuracy</p>	To perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes.	To play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics.	To play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression.	To play and perform with accuracy, fluency, control and expression
	<p>Rehearse and perform with others</p>	To think about others	To think about others while performing	<p>To practise, rehearse and present</p>	To think about others while performing.	To think about others	To maintain my own part	To think about the audience when

		when performing.		performances with an awareness of the audience.		while performing.	and be aware how the different parts fit together.	performing and how to create a specific effect.
Creating and developing musical ideas (Create and Compose)								
<p>Experiment with, create, select and combine sounds.</p> <p>Respond to different moods in music. Use hands and bodies to respond to music. Listen and respond to different sounds (animal noises, water etc.)</p>	<p>Create musical patterns</p>	To know about and experiment with sounds	Repeat short rhythmic and melodic patterns.	<p>Improvise, developing rhythmic and melodic material when performing</p>	To create simple rhythmic patterns that use a small range of notes.	To create rhythmical and simple melodic patterns using an increased number of notes.	To create increasingly complicated rhythmic and melodic phrases within given structures.	To create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures.
	<p>Explore, choose and organise sounds and musical ideas</p>	To recognise and explore how sounds can be organised. To identify and organise sounds using simple criteria e.g. loud, soft, high low.	To begin to explore and choose and order sounds using the inter-related dimensions of music.	<p>Explore, choose, combine and organise musical ideas with musical structures</p>	To begin to join simple layers of sound, e.g. a background rhythm and a solo melody.	To join layers of sound, thinking about musical dynamics of each layer and understanding the effect.		
	<p>To make improvements to my own work</p>	To think about and make simple suggestions about what could make	To identify what improvements could be made to own work and make these changes,	<p>To reflect on and improve own and others work in relation to</p>	To comment on the effectiveness of own work, identifying and making	To comment on the effectiveness of own work, identifying	To comment on the success of own and others work, suggesting	To evaluate the success of own and others work, suggesting specific improvements based on intended

		their own work better. E.g.: play faster or louder.	including altering use of voice, playing of and choice of instruments.	its intended effect	improvements.	and making improvements based on its intended outcome.	improvements based on intended outcomes.	outcomes and comment on how this could be achieved.
Listening and applying knowledge and understanding.								
	To listen with concentration and recall sounds within increasing aural memory.	To begin to identify simple repeated patterns and follow basic musical instructions.	To identify and recognise repeated patterns and follow a wider range of musical instructions	To listen with attention to detail and to internalise and recall sounds.	To listen with attention and begin to recall sounds.	To listen to and recall patterns of sounds with increasing accuracy.	To listen to and recall a range of sounds and patterns of sounds confidently.	To listen to, internalise and recall sounds and patterns of sounds with accuracy and confidence.
Listen with concentration and understanding. Choose instruments, including voices, to create sound effects. Investigate creating sound with a variety of materials. Perform songs and music together with body movements to a steady beat.	To know how pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures.	To begin to understand that musical elements can be used to create different moods and effects.	To understand how musical elements create different moods and effects	To know how pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures and used to communicate different moods and effects.	To begin to understand how different musical elements are combined and used to create an effect.	To understand how different musical elements are combined and used expressively.	To begin to identify the relationship between sounds and how music can reflect different meanings.	To identify and explore the relationship between sounds and how music can reflect different meanings.
	To understand that sounds can be made in different ways and described	To begin to represent sounds with simple sounds including shapes or marks.	To confidently represent sounds with a range of symbols, shapes or marks.	To know that music is produced in different ways.	To begin to recognise simple notations to represent music,	To understand and begin to use established and invented musical	To recognise and use a range of musical notations including staff notation.	To use and apply a range of musical notations including staff notation, to plan, revise and refine musical material.

	using given and invented signs and symbols.				including pitch and volume.	notations to represent music.		
	To know how music is used for particular purposes.	To listen to short, simple pieces of music and talk about when and why they may hear it. E.g: a lullaby or Wedding march	To listen to pieces of music and discuss where and when they may be heard explaining why using simple musical vocabulary. E.g. It's quiet and smooth so it would be good for a lullaby.	To understand how time and place can influence the way music is created.	To listen to and begin to respond to music drawn from different traditions and great composers and musicians.	To listen to, understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians.	To listen to a range of high quality, live and recorded music from different traditions, composers and musicians and begin to discuss their differences and how music may have changed over time.	To develop an understanding of the history of music from different, cultures, traditions, composers and musicians evaluating how venue, occasion and purpose effects the way that music is created and performed