

KS2 Music Skills Progression				
Skills	Year 3	Year 4	Year 5	Year 6
Listening and Appraising	<p>To listen with attention and begin to recall sounds</p> <p>To begin to appreciate a variety of different musical styles from different times and traditions and great composers.</p> <p>To discuss how a particular type of music makes you feel beginning to use musical language.</p>	<p>To listen to and recall patterns of sounds with increasing accuracy.</p> <p>To understand and appreciate a variety of musical styles from different times and traditions and a range of great composers.</p> <p>To become more confident in discussing how a particular type of music makes you feel, using some appropriate musical language</p>	<p>To listen to and to recall a range of sounds and patterns confidently.</p> <p>To continue to listen to a variety of different musical styles from different times and traditions and a range of composers. Begin to comment on differences between each.</p> <p>To show more confidence when saying how music makes you feel or makes you want to move.</p> <p>Show some confidence in using some appropriate musical language.</p> <p>To begin to discuss how music may have changed over time.</p>	<p>To listen to, internalise and recall sounds and patterns of sounds with accuracy and confidence.</p> <p>To continue to listen to a variety of different musical styles from different times and traditions and a range of great or contemporary composers. To comment on differences between each.</p> <p>To confidently appraise a piece of music by discussing using musical language and being able to say how a piece makes you feel or what movements would be appropriate for this particular style of music.</p> <p>To discuss with more confidence how music may have changed over time and note some of the differences.</p>
Controlling sounds through singing performance with voice	<p>To sing in unison become aware of pitch.</p>	<p>To sing in unison maintain the correct pitch and using increasing expression.</p>	<p>To sing in unison with clear diction, controlled pitch and a sense of phrase.</p>	<p>To sing in solo, unison and parts with clear diction, controlled pitch and with a sense of phrase.</p>

Controlling sounds by playing different instruments	<p>Recognise a range of different musical instruments with increasing accuracy.</p> <p>Begin to copy rhythms using body percussion and untuned instruments.</p>	<p>Confidently recognise a range of different musical instruments and the different sounds that they make.</p> <p>Begin to copy increasingly challenging rhythms using body percussion and untuned instruments.</p>	<p>Confidently recognise a range of different musical instruments and the different sounds that they make understanding the area of an orchestra where these instruments would be played.</p> <p>Begin to improvise to create own rhythms using body percussion and untuned instruments.</p>	<p>Confidently recognise a range of different musical instruments and the different sounds that they make understanding the area of an orchestra they would be played.</p> <p>Create own rhythms that are appropriate for a period of time or mood using body percussion or untuned instruments.</p>
Rehearsing and Performing	<p>Play and perform in solo or ensemble contexts with confidence.</p>	<p>Play and perform in solo or ensemble contexts with increasing confidence.</p>	<p>Play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression.</p>	<p>Play and perform in solo or ensemble contexts with increasing accuracy, control, fluency and expression.</p>
Notating	<p>To develop an understanding of formal notation which includes crotchets and rests.</p>	<p>Develop an understanding of formal, written notation, which includes crotchets, rests, minims and quavers.</p>	<p>Develop an understanding of formal, written notation, which includes prior learning and staff, semibreves and dotted crotchets.</p>	<p>Deepen an understanding and begin to use formal, written notation, which includes staff, semibreves and dotted crotchets.</p> <p>Create a simple composition and record using formal notation.</p>
Describing, Discussing and Evaluating	<p>To understand that improvisation is when a composer makes up a tune within some boundaries.</p>	<p>Begin to use musical language to evaluate a piece of music.</p>	<p>Use musical language to</p>	
Useful websites and other information				
Trips or Visits				