

Music Progression of Skills				
SKILL		YEAR R	YEAR 1	YEAR 2
SINGING	<p>LEARN</p> <p>Identify the learning</p> <p><i>plan your musical intentions</i></p>	<p>Explore and use vocal sounds, talking and singing voice in response to character and / or mood. Chant and sing familiar rhymes and songs or sections of songs from memory</p>	<p>Explore and use vocal sounds, chant and sing rhymes and songs illustrating character and / or mood building rhythmic and melodic memory</p>	<p>Explore and use vocal tones, chant and sing a wider variety of rhymes and songs with an awareness of character and/ or mood. Show an awareness of breathing and posture. Use simple vocal patterns as accompaniments</p>
	<p>PRACTISE</p> <p>Explore the learning & deepen the understanding</p> <p><i>enjoy putting learning in practical contexts</i></p> <p><i>working individually and in different sized groups</i></p>	<p>Experiment with using voices in a variety of ways developing control of vocal shape, quality and diction</p>	<p>Investigate using voices in a variety of ways developing vocal, quality and diction being aware of the sound you are making</p>	<p>Investigate using voices in a variety of ways with increased accuracy and an increased awareness of the sound you are making and how you are making it</p>
	<p>APPLY</p> <p>Apply the understanding</p> <p><i>making it your own – creating enjoy improvising and composing and using your imagination</i></p> <p><i>working individually and in different sized groups</i></p>	<p>Choose and use a range of vocal sounds and songs to communicate simple and varied musical ideas</p>	<p>Use vocal sounds and voices with increasing confidence to interpret and perform songs and communicate simple and varied ideas</p>	<p>Use voices with increasing confidence to interpret and perform songs and vocal patterns and accompaniments</p>
PLAYING	<p>LEARN</p> <p>Identify the learning</p> <p><i>plan your musical intentions</i></p>	<p>Explore and use a range of sounds including body sounds, other sound makers and classroom percussion beginning to</p>	<p>Explore and use an increased range of sounds (including body sounds) beginning to use correct percussion techniques and</p>	<p>Demonstrate accuracy and control of correct technique on a range of untuned and tuned</p>

		develop control and accuracy	showing awareness of the use of the dominant hand	percussion instruments using both hands, differentiating between left and right. Begin to play with musical intent
	<p>PRACTISE</p> <p>Explore the learning & deepen the understanding</p> <p><i>enjoy putting learning in practical contexts</i></p> <p><i>working individually and in different sized groups</i></p>	Play with some control of technique copying simple patterns and keeping a steady beat	Play with improved technique and increased control being aware of the sound you are making. Copy and match patterns/contrasts	Play with greater accuracy and control being aware of your own sound and your own sound within a group
	<p>APPLY</p> <p>Apply the understanding</p> <p><i>making it your own – creating enjoy improvising and composing and using your imagination</i></p> <p><i>working individually and in different sized groups</i></p>	Choose and use a range of instruments and sound makers to communicate simple and varied musical ideas	Use sound makers and instruments to create and illustrate simple and varied ideas	Choose and accurately play planned sounds with awareness of intention and effect
REHEARSING AND PERFORMING	<p>LEARN</p> <p>Identify the learning</p> <p><i>plan your musical intentions</i></p>	Sing and play individually and in a group, starting and stopping together and following simple directions	Sing and play in time starting to develop musical memory and follow a range of simple directions including ideas about how to improve and perform	Sing and play in time and follow a wider range of simple directions, developing musical memory and an awareness of why and how to improve and present a performance
	<p>PRACTISE</p> <p>Explore the learning & deepen the understanding</p> <p><i>enjoy putting learning in practical contexts</i></p> <p><i>working individually and in different sized groups</i></p>	Follow leader's directions for rehearsing and performing	Practise singing and playing to be the best it can be	Consider why and how to improve your performance through recording and reviewing, sharing, comparing and evaluating

	<p>APPLY</p> <p>Apply the understanding <i>making it your own – creating enjoy improvising and composing and using your imagination working individually and in different sized groups</i></p>	<p>Respond to suggestions and begin to consider ways of bettering their own work during rehearsal for performance</p>	<p>Begin to make suggestions about how to better their performances</p>	<p>Polish performances and make changes that contribute to the overall musical effect</p>
NOTATING	<p>LEARN</p> <p>Identify the learning <i>plan your musical intentions</i></p>	<p>Respond to and recognise musical ideas represented and communicated through 3D objects, picture cues, signs and symbols including those illustrating the musical dimensions</p>	<p>Respond to and recognise signs, symbols and other basic graphic notation including those illustrating the musical dimensions</p>	<p>Respond to, identify and use symbols and other graphic notation illustrating the musical dimensions including representations of rhythm and pitch</p>
	<p>PRACTISE</p> <p>Explore the learning & deepen the understanding <i>enjoy putting learning in practical contexts working individually and in different sized groups</i></p>	<p>Find out about how to use a variety of visual cues to control and remember individual sounds and combinations of sounds</p>	<p>Investigate using a range of simple graphic signs and symbols to represent sounds when planning, singing and playing</p>	<p>Investigate and develop an understanding of a wider range of informative graphic signs and symbols to represent sounds when planning, singing and playing</p>
	<p>APPLY</p> <p>Apply the understanding <i>making it your own – creating enjoy improvising and composing and using your imagination working individually and in different sized groups</i></p>	<p>Choose and use objects, cues, signs and symbols to represent sounds</p>	<p>Choose, invent and order signs and symbols to represent chosen sounds and sound patterns</p>	<p>Choose, invent and order informative signs and symbols to accurately record musical ideas</p>
LISTENING AND	<p>LEARN</p> <p>Identify the learning <i>plan your musical intentions</i></p>	<p>Explore, enjoy and respond to sounds from different sources and</p>	<p>Explore, respond to, recognise and identify sounds from different</p>	<p>Respond to, identify, and distinguish between sounds and music in</p>

		musical moods, features and changes and how music makes you feel	sources and musical moods, features and changes/ contrasts and how music makes you feel	different contexts. Begin to consider how music illustrates the composer's ideas
	<p>PRACTISE</p> <p>Explore the learning & deepen the understanding</p> <p><i>enjoy putting learning in practical contexts</i></p> <p><i>working individually and in different sized groups</i></p>	Listen to a variety of sounds and music and respond through practical activity including dance, movement, art, IT and games	Listen to and investigate changes in mood and character and respond through movement, dance, words and other art forms recognising the emotional impact. Begin to understand the importance of being a good audience	Listen to and investigate musical contexts, changes in mood and character and emotional impact through a variety of art forms. Recognise how to be a good audience
	<p>APPLY</p> <p>Apply the understanding</p> <p><i>making it your own – creating enjoy improvising and composing and using your imagination</i></p> <p><i>working individually and in different sized groups</i></p>	Respond creatively using sounds and other art forms	Use musical experiences as a stimulus for own music making	Use musical experiences and thinking as a stimulus for your own music making
DESCRIBING AND DISCUSSING	<p>LEARN</p> <p>Identify the learning</p> <p><i>plan your musical intentions</i></p>	Talk about sounds and music and think about how they make you feel. Begin to use key words relating to the dimensions	Think and talk about sounds and music and how they make you feel. Use key words relating to the dimensions	Think and talk about what you hear, begin to explore the ideas behind the music and how they make you feel. Use key words relating to the dimensions
	<p>PRACTISE</p> <p>Explore the learning & deepen the understanding</p> <p><i>enjoy putting learning in practical contexts</i></p>	Spend time sharing ideas and thoughts using key words to express ideas	Spend time talking about music heard, performed and created to share opinions and focus thinking using key words	Spend time thinking and talking about music heard, performed and created. Begin to express and

	<p><i>working individually and in different sized groups</i></p>			<p>justify ideas and opinions using key words</p>
	<p>APPLY</p> <p>Apply the understanding</p> <p><i>making it your own – creating enjoy improvising and composing and using your imagination working individually and in different sized groups</i></p>	<p>Use specifically chosen words to communicate creative ideas</p>	<p>Use an emerging vocabulary to share ideas when creating and performing</p>	<p>Use an emerging vocabulary to focus thinking and share ideas when creating and performing</p>