

# St Gabriel's Catholic Primary School – Music Progression of Skills



	Pre-School	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening	<p>To listen with increased attention to sounds.</p>	<p>To listen carefully to rhymes and songs, paying attention to how they sound (with concentration and opinion)</p> <p>To respond to what they have heard, expressing their thoughts and feelings.</p> <p>To listen attentively.</p> <p>To move to music.</p>	<p>To listen with concentration to live and recorded music commenting on- how it makes them feel, what they find interesting, how it makes them want to move.</p>	<p>To listen with concentration and understanding to live and recorded music commenting on- how it makes them feel, what they find interesting, how it makes them want to move including instrument choices.</p>	<p>To listen to live and recorded music.</p>	<p>To listen to live and recorded music- starting to pick out further details.</p>	<p>To listen with attention to detail.</p> <p>To recall sounds with increasing aural memory.</p>	<p>To listen with attention to detail.</p> <p>To recall sounds with increasing aural memory.</p> <p>To compare and contrast a piece of music from own knowledge.</p>

		To talk about music.						
	To copy sounds.	To focus on rhythms, sounds, tunes, tempo and melody.	To focus on tempo, pitch, rhythm and pulse.	To focus on tempo, pitch, rhythm and pulse.	To focus on tempo, pitch, rhythm, pulse, timbre and texture.	To focus on tempo, pitch, rhythm, pulse, timbre and texture.	To articulation of notes, harmony, chords, metre, ostinato, pulse, pitch, rhythm, dynamics, tempo, timbre, texture, structure and musical notation.	To articulation of notes, harmony, chords, metre, ostinato, pulse, pitch, rhythm, dynamics, tempo, timbre, texture, structure and musical notation.
					To start to understand how different cultures use music.	To start to understand how different cultures use music.	To vocalise the differences between musical cultures and traditions.	To vocalise the differences between musical cultures and traditions.
					To develop a history of music.	To develop a history of music.	To develop an understanding of the history of music.	To develop an understanding of the history of music-comparing time periods.

Instruments	Pre-School	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	To explore and engage in music making- with instruments.	To explore and engage in music making- with instruments.	To discover untuned instruments- physically finding out how they work.	To discover untuned instruments- physically finding out how they work.				
	To learn the names of basic instruments: bells, maracas, drum, triangle.	To play instruments.	To learn the instrument families.	To learn the instrument families and why they are in that group.				
			To play untuned instruments in interesting ways.	To play untuned instruments in interesting ways.	To utilise a tuned instrument.	To utilise a tuned instrument with some accuracy, fluency and control.	To play the tuned instrument whilst reading the correct notes.	To play the tuned instrument whilst reading the correct stave structure.
			To use their body percussion.	To use their body percussion - 2 parts at the same time.	To play and perform a solo performance using their voice as an instrument.	To play and perform an ensemble performance using their voice as an instrument.	To play in a harmony with one other person- using the voice as an instrument.	To play in a harmony with an ensemble- using the voice as an instrument.

					To read basic notation.	To read basic notation on a stave.	To read basic notation on a stave.	To read basic notation on a stave.
Performance	Pre-School	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	To clap rhythmically.	To clap rhythmically.	To use their bodies to perform.	To use their bodies to perform.				
	To focus on tempo- fast and slow.	To focus on tempo- fast and slow.	To focus on the tempo and pitch of a piece.	To focus on the tempo and pitch of a piece.				
			To evaluate their performance using the words tempo and pitch.	To evaluate their performance using the words tempo and pitch.	To evaluate their performance using the words tempo, pitch, dynamics, rhythm, pulse and timbre.	To evaluate their performance using the words tempo, pitch, dynamics, rhythm, pulse and timbre.	To evaluate their performance using pulse, pitch, rhythm, dynamics, tempo, timbre, texture, structure, musical notation, harmony, structure and scales.	To evaluate their performance using pulse, pitch, rhythm, dynamics, tempo, timbre, texture, structure, musical notation, harmony, structure and scales.

	To improvise their own songs.	To improvise their own songs.	To copy short pieces of music.	To copy short pieces of music.	To develop the skill of improvisation.	To develop the skill of improvisation.	To improvise and compose music for a range of purposes using the inter-related dimensions of music.	To improvise and compose music for a range of purposes using the inter-related dimensions of music.
	To sing songs and say rhymes independently  To explore their voice and enjoy making sounds.	To know and perform some songs, poems and rhymes.  To sing the melodic shape of familiar songs.  To sing in a group.  To sing on their own.	To use their voices expressively to sing songs/ chants and rhymes.	To use their voices expressively to sing songs/ chants and rhymes.	To use their voices expressively to sing songs/ chants and rhymes.	To use their voices expressively to sing songs/ chants and rhymes.		
					To read basic notation.	To read basic notation.		

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Composition	To experiment with instruments and how they sound- including their voice.	To experiment with instruments and how they sound- including their voice.	To experiment with instruments during a song.	To experiment with instruments during a song for effect.	To compose a piece of music with guidance using the inter- dimensional skills.	To compose a piece of music without guidance using the inter- dimensional skills.	To compose a piece of music using the already established inter- dimensional skills.	To compose a piece of music using the already established inter- dimensional skills.
	To count or clap syllables in a word.	To count or clap syllables in a word.	To use body percussion during a song.	To use body percussion during a song.				
	To explore a range of sound makers and instruments and play them in different ways.	To choose an instrument for a purpose- dynamic of loud and quiet.	To select appropriate instruments.	To select appropriate instruments.			To select instruments to follow a theme of music.	To select instruments to follow a theme of music.
			To evaluate their composition using the words tempo and pitch.	To evaluate their composition using the words tempo and pitch.	To evaluate their composition using the words tempo, pitch, dynamics, rhythm, pulse and timbre.	To evaluate their composition using the words tempo, pitch, dynamics,	To evaluate their composition using pulse, pitch, rhythm, dynamics, tempo, timbre, texture,	To evaluate their composition using pulse, pitch, rhythm, dynamics, tempo, timbre, texture,

						rhythm, pulse and timbre.	structure, musical notation, harmony, structure and scales.	structure, musical notation, harmony, structure and scales
					To be able to record using visual prompts.	To be able to record using visual prompts- more complex and overlapping.  To start to write basic notation.	To be able to write tuned music using the staff- looking at a basic harmony led by teacher.	To be able to write tuned music using the staff- looking at a basic harmony led by teacher.
							To be able to replicate learnt musical styles in their composition.	To be able to replicate learnt musical styles in their composition.

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Listen attentively, move to and talk about music, expressing their thoughts and feelings. Sing in a group or on their own, increasingly matching the pitch and following the melody. Play instruments with increasing control.