Overdale CPS Skills Progression	Subject Area: Music		Curriculum Leader:
	Year 1 and 2	**Years 3 and 4**	**Years 5 and 6**
Singing songs with control and using the voice expressively	• To find their singing voice and use their voices confidently. • Sing a melody accurately at their own pitch. • Sing with a sense of awareness of pulse and control of rhythm. • Recognise phrase lengths and know when to breathe. • Sing songs expressively. • Follow pitch movements with their hands and use high, low and middle voices. • Begin to sing with control of pitch (e.g. following the shape of the melody). • Sing with an awareness of other performers.	• Sing with confidence using a wider vocal range. • Sing in tune. • Sing with awareness of pulse and control of rhythm. • Recognise simple structures. (Phrases). • Sing expressively with awareness and control at the expressive elements. E.g. timbre, tempo, dynamics. • Sing songs and create different vocal effects. • Understand how mouth shapes can affect voice sounds. • Internalise sounds by singing parts of a song 'in their heads.'	• Sing songs with increasing control of breathing, posture and sound projection. • Sing songs in tune and with an awareness of other parts. • Sing with expression and rehearse with others. • Sing a round in two parts and identify the melodic phrases and how they fit together. •
Listening, Memory and Movement	• Recall and remember short songs and sequences and patterns of sounds. • Identify different sound sources.	• Create sequences of movements in response to sounds.	• Internalise short melodies and play these on pitched percussion (play by ear). • Identify different moods and textures. • Identify how a mood is created by music and lyrics. •
Controlling pulse and rhythm	• Identify the pulse in different pieces of music. • Identify the pulse and join in getting faster and slower together. • Identify long and short sounds in music. • Perform a rhythm to a given pulse. • Begin to internalise and create rhythmic patterns. • Accompany a chant or song by clapping or playing the pulse or rhythm.	• Recognise rhythmic patterns. • Perform a repeated pattern to a steady pulse. • Identify and recall rhythmic and melodic patterns. • Identify repeated patterns used in a variety of music. (Ostinato).	• Identify different speeds of pulse (tempo) by clapping and moving. • Improvise rhythm patterns. • Perform an independent part keeping to a steady beat. • Identify the metre of different songs through recognising the pattern of strong and weak beats. • Subdivide the pulse while keeping to a steady beat.
Exploring sounds, melody and accompaniment	• Identify and name classroom instruments. • Create and chose sounds in response to a given stimulus.	• Identify ways sounds are used to accompany a song. • Explore and select different melodic patterns.	• Skills development for this element are to be found within 'Control of instruments' and 'Composition'.
Control of instruments	• Play instruments in different ways and create sound effects. • Handle and play instruments with control. • Identify different groups of instruments.		• Identify and control different ways percussion instruments make sounds. • Play accompaniments with control and accuracy. • Create different effects using combinations of pitched sounds.
Composition	• Basic skills developments for composition in KS1 are to be found within 'Exploring sounds'.		• Explore, select combine and exploit a range of different sounds to compose a soundscape.

			• Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition.
Reading and writing notation	• Perform long and short sounds in response to symbols. • Create long and short sounds on instruments.		• Perform using notation as a support.
Performance skills	• Perform together and follow instructions that combine the musical elements.	• Perform with awareness of different parts.	• Present performances effectively with awareness of audience, venue and occasion.
Evaluating and appraising		• Recognise how music can reflect different intentions.	• Improve their work through analysis, evaluation and comparison.