



Whole School Music Progression of Skills

2025-2026

Knowledge /skill	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
SINGING	<p>Pitch match simple responses in singing voice with simple tunes</p> <p>Sing familiar songs with recognizable pitch and rhythmic patterns and words</p>	<p>Pitch match SML confidently</p> <p>use different dynamics</p> <p>Sing solos sing familiar songs tunelessly and with accurate pitch and rhythm</p>	<p>Pitch match SML D confidently</p> <p>Use different dynamics, tempo, solos singing</p> <p>Increase vocal range, increase stamina explore call and response</p>	<p>Express mood and emotion to sing in a range of songs</p> <p>Use voices expressively and creatively by singing a range of songs</p> <p>Pitch match SML RD confidently</p> <p>Use different dynamics, tempo, solo singing</p> <p>Increase vocal range, increase stamina</p> <p>Sing with phrasing, sing in 2 parts - ostinato, partner songs, rounds,</p> <p>Explore 2 and 3 time signatures sing in 3 part harmony, singing with confidence and fluency using a variety of vocal Control</p>	<p>Sing with increased range and expression</p> <p>Explore octave scale d r m f s l t i d</p> <p>Vary tempo dynamics articulation</p> <p>Sing with phrasing and controlled legato, sing in 2 parts - ostinato, partner songs, rounds</p> <p>Experience more complex rhythms and a variety of time signatures</p>	<p>Sing with expression</p> <p>Explore octave scale d r m f s l t i d,</p> <p>Vary tempo dynamics articulation</p> <p>Sing with phrasing and controlled legato, sing in 2 parts - ostinato, partner songs, rounds</p> <p>Experience more complex rhythms and a variety of time signatures both simple and compound</p> <p>Sing in a minor tonality, compare major and minor, sing in 2 part harmony to listen, remember and sing back 4 bar phrases</p>	<p>Sing with expression</p> <p>Explore octave scale d r m f s l t i d</p> <p>Vary tempo dynamics articulation</p> <p>Sing with phrasing and controlled legato, sing in 2 parts - ostinato, partner songs, rounds</p> <p>Experience more complex rhythms and a variety of time signatures both simple and compound</p> <p>Sing in a minor tonality, compare major and minor, sing in 2 part harmony to listen, remember and sing back 4 bar phrases</p>	<p>Express mood and emotion</p> <p>Sing in a range of tonality, time signatures</p> <p>Sing in 3 part harmony, singing with confidence and fluency using a variety of vocal control</p>



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LISTENING/ RESPONDING SKILLS	Makes physical responses to music that match the character and mood	Makes physical responses to music that match the character and mood	Move in response to musical sound in a way that matches the music showing awareness of character, mood, rhythm, pitch and pulse	Move in response to musical sound in a way that matches the music showing awareness of character mood rhythm pitch and pulse	Creates visual representations of music	Creates visual representation of music with increasing detail	Creates visual representation of music using a range of marks to represent all the interrelated elements of music	Creates visual representation of music using a range of marks to represent all the interrelated elements of music
	Moves in different ways in	Moves in different ways in response to musical sound			Listens to music with concentration and understanding of pitch, timbre,	Listens to music with concentration and to describes music in terms of		



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	<p>response to musical sound</p> <p>Listens and answers questions like what does that make you think of?</p> <p>Recognises simple sounds to start and stop, to shake or tap i.e. finger picking or strumming on the guitar, a simple rhythm on a drum to stop</p> <p>Able to describe the sounds they make using simple language fast loud etc.</p>	<p>Listens and answers questions like what does that make you think of? and describes the sound using descriptive vocabulary</p> <p>Recognises simple sounds to start and stop, to shake or tap i.e. finger picking or strumming on the guitar, a simple rhythm on a drum to stop</p> <p>Able to describe the sounds they make using simple language fast loud etc.</p>	<p>Listens to music and describes the sound using descriptive vocabulary</p> <p>Listens and responds to music signals and patterns</p> <p>Able to describe the nature of pitch, dynamics and timbre</p>	<p>Listens to music with concentration and understanding of pitch, timbre, dynamics and tempo</p> <p>Listens and responds to music signals and patterns</p> <p>Able to listen and compare music</p>	<p>dynamics and tempo</p> <p>Listens and responds to cues and breaks in samba and move to the pulse</p> <p>Able to listen and compare music</p>	<p>pitch, timbre dynamics and tempo</p> <p>Listens and responds to introductions to playing and counting</p> <p>Able to listen to and compare music and begin to identify historical context</p>	<p>Listens to music with concentration and to describe music in terms of interrelated elements and with some understanding of historical context</p> <p>Listens and responds to introductions to playing and counting</p> <p>Able to listen to and compare music and begin to identify historical context</p> <p>Shows appreciation and some understanding a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>Listens to music with concentration and to describe music in terms of interrelated elements and with some understanding of historical context</p> <p>Listens and responds to introductions to playing and counting</p> <p>Shows appreciation and some understanding of a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>
CREATIVE COMPOSITION SKILLS	<p>Able to make sounds to depict a character or event in a story</p> <p>Uses instruments freely and enjoys creating sound /music individually and alongside others</p>	<p>Suggests sounds to depict a character or event in a story</p> <p>Uses instruments freely and enjoys creating sound /music individually and alongside others beginning to organise the sounds to create a chosen effect - everyone play or just one instrument play loudly</p>	<p>Suggests sounds to depict a character or event in a story</p> <p>Organises the sounds to create soundscapes or to tell part of a story</p> <p>Creates rhythm patterns and sequence sounds</p>	<p>Suggests sounds to depict a character or event in a story</p> <p>Experiments with, creates, selects and combines sounds using the inter-related dimensions of music</p> <p>Creates rhythm, patterns and sequence sounds</p>	<p>Improvises and composes music to create sound scapes using the inter-related dimensions of music</p> <p>Creates rhythm patterns and sequences sounds within a given structure</p>	<p>Improvises and composes music to create sound scapes using the inter-related dimensions of music</p> <p>Creates rhythm patterns and tunes to sequence sounds within a given structure</p>	<p>Improvises and composes music for a range of purposes using the inter-related dimensions of music</p> <p>Creates rhythm patterns and tunes to sequence sounds within a given structure</p>	<p>Improvises and composes music for a range of purposes using the inter-related dimensions of music</p>
PLAYING SKILLS	<p>Explores instrument sound by tapping</p>	<p>Explores instrument sound by tapping, shaking, scraping and blowing and</p>	<p>Handles and controls small hand held percussion tunefully and</p>	<p>Handles and controls small hand held percussion, tuned</p>	<p>Handles and controls small hand held percussion, tuned</p>	<p>Handles and controls small hand held percussion, tuned</p>	<p>Plays and performs in solo and ensemble contexts, using their voices</p>	<p>Able to perform in solo and ensemble contexts</p>



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	<p>shaking scraping and blowing</p> <p>Able to copy sounds made on instrument</p> <p>Able to hold instruments and handle them to make loud, quiet, fast and slow sounds</p> <p>Able to hold instruments silently</p> <p>Able to copy simple rhythm patterns and play along with a pulse</p> <p>Able to change the sound an instrument makes</p>	<p>changing the sound to show a variety of timbres and dynamics</p> <p>Able to copy sounds made on an instrument</p> <p>Able to hold instruments and handle them to make loud, quiet, fast and slow sounds</p> <p>Able to hold instruments silently</p> <p>Able to copy simple rhythm patterns and play along with a pulse - to begin to play the rhythms of words in songs and /or play a pulse</p> <p>Chooses to change the sound an instrument makes for effect</p>	<p>musically to create a diverse range of sounds</p> <p>Able to create simple rhythm patterns and play along with a pulse to play the rhythms of words in songs and/ or play a pulse</p> <p>Plays tuned percussion instruments with control to create effects or to play simple patterns</p>	<p>percussion and hand drums</p> <p>Plays a pulse, play the rhythms of words in songs</p> <p>Plays instruments musically</p> <p>Begins to play known tunes</p>	<p>percussion and hand drums musically</p> <p>Plays simple tunes and rhythms whilst maintaining a steady pulse</p> <p>Play all instruments musically and to play in an ensemble solo and groups</p>	<p>percussion and hand drums musically</p> <p>Plays simple tunes and rhythms whilst maintaining a steady pulse</p> <p>Plays all instruments musically and to play in an ensemble solo and groups</p>	<p>and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Plays simple tunes and rhythms whilst maintaining a steady pulse</p> <p>Play instruments (tuned and untuned) musically and plays in an ensemble solo and groups</p> <p>Listens with attention to detail and recalls sounds with increasing aural memory</p>	<p>Using their voice and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Listens with attention to detail and recall sounds with increasing aural memory</p>
READING/ UNDERSTANDING NOTATION	<p>Responds to symbols to play fast slow soft loud and be silent</p> <p>Follows a line up and down - picture cards</p> <p>Reads picture cards of instruments to know when to play</p>	<p>Responds to symbols to play fast slow soft loud and be silent</p> <p>Uses instrument picture cards to know when to play long sounds, slow sounds, high and low</p> <p>How will you play when it's your turn? What sound will you make?</p>	<p>Reads graphemes and pictures to play sounds showing an understanding of dynamics and pitch and tempo</p> <p>Creates graphemes to indicate What sound will you make</p> <p>Uses grapheme symbols to show how sounds are sequenced</p>	<p>Reads graphemes and pictures to play sounds showing an understanding of dynamics and pitch and tempo</p> <p>Creates graphemes that indicate What sound is made or which instrument uses grapheme symbols to show how sounds are sequenced</p>	<p>Reads graphemes and forms of notation to play sounds showing an understanding of dynamics, pitch and tempo</p> <p>Reads and records tunes and rhythms using informal notation</p> <p>Creates grapheme symbols and simple scores to show how sounds are</p>	<p>Reads graphemes, letter pitch notation, rhythm notation to play sounds showing an understanding of dynamics and pitch and tempo</p> <p>Reads and records tunes and rhythms using informal notation and rhythm notation</p> <p>Creates grapheme symbols</p>	<p>Reads symbols, letter pitch notation and rhythm notation to play sounds showing an understanding of dynamics, pitch and tempo</p> <p>Creates grapheme symbols and simple scores to show how sounds are sequenced and organised to make music</p>	<p>Reads symbols, letter pitch notation, rhythm notation to play sounds showing an understanding of musical elements</p> <p>Creates graphic scores to show how sounds are sequenced and organised to make music</p> <p>Writes tunes and rhythms using</p>



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	Reads simple graphemes for stories	What is ... one sound? Reading graphic symbols to represent sounds	Creates simple graphic scores to show the sounds in a sound scape	Creates simple graphic scores to show the sounds in a sound scape	sequenced and organised to make music	and simple scores to show how sounds are sequenced and organised to make music	Reads and records tunes and rhythms using informal notation and rhythm notation	informal notation and rhythm notation showing an awareness of directing dynamics tempo and metre
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