

Music key skills

	Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6
Performance Voice development:	<ul style="list-style-type: none"> To use voice expressively in songs, rhymes and chants by changing tempo or dynamic to suit the words. To develop and understanding of pitch (high and low) and how this changes in songs, rhymes and chants. 	<ul style="list-style-type: none"> To perform in solo and ensemble contexts, using their voices with some control and expression. 	<ul style="list-style-type: none"> To perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression
Performance Playing instruments:	<ul style="list-style-type: none"> To play tuned and un-tuned percussion instruments with increasing attention to how the best sound is made. To be aware of listening and responding to others when playing in a group. 	<ul style="list-style-type: none"> To play musical instruments in solo and ensemble contexts with some control and accuracy. 	<ul style="list-style-type: none"> To play musical instruments in solo and ensemble contexts with increasing accuracy, fluency, control and expression.
Listening:	<ul style="list-style-type: none"> To listen carefully to live and recorded music and make observations – how it makes you feel, what picture it paints. 	<ul style="list-style-type: none"> To listen with increasing concentration and attention to musical details. To recall sounds and melodies using aural memory. 	<ul style="list-style-type: none"> To listen with increasing concentration and attention to musical details and make appropriate observations. To recall sounds and melodies accurately using aural memory.
Composing:	<ul style="list-style-type: none"> To experiment with and create music by selecting instruments and combining different sounds. To use tempo, pitch, rhythm and dynamics to create a musical soundscape. 	<ul style="list-style-type: none"> To improvise and compose music for a range of purposes – jingles, soundtracks etc. To improvise and compose with increasing attention to the effects of tempo, timbre, rhythm, pitch and dynamics. 	<ul style="list-style-type: none"> To improvise and compose music for a range of purposes and with an awareness of audience. To improvise and compose with express attention to the effects of tempo, timbre, rhythm, pitch and dynamics.
Writing:		<ul style="list-style-type: none"> To use own notation and graphic/picture scores for writing ideas. 	<ul style="list-style-type: none"> To use staff notation and musical terms for writing and reading music.
Music appreciation:		<ul style="list-style-type: none"> To listen to and appreciate a range of live and recorded music drawn from different traditions and composers. 	<ul style="list-style-type: none"> To listen to and appreciate a range of live and recorded music drawn from different traditions and composers. To recognise some composers and artists from a range of traditions and periods of history.
Historical context:		<ul style="list-style-type: none"> To begin to understand the development of music through different historical periods. 	<ul style="list-style-type: none"> To further develop an understanding of music through different historical periods with some chronological knowledge.