

Progression of skills – Performing

Year 1	Term 1: MOVE TO THE BEAT	Term 2: EXPLORING SOUNDS	Term 3: HIGH OR LOW?
1. Sing simple songs, chants and rhymes as a class	√	√	√
2. Copy simple pitch patterns accurately (e.g. singing call and response songs) *	√	√	√
3. Respond to visual performance directions (e.g. start, stop, loud, quiet)	√	√	√
4. Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.	√	√	
5. Perform short copycat rhythms patterns accurately e,g, word pattern chants	√	√	√
6 Play simple rhythmic accompaniments to songs to a steady pulse (e.g. short, repeated rhythms)	√		
7. Play pitch patterns on tuned instruments		√	√
8. Explore instrumental and vocal timbre, recognising how sounds can be changed	√	√	√
9. Perform to an audience**			√
10. Explore ways to perform a song (e.g. adding simple actions or changing vocal timbre)		√	√
Year 2	Term 1: TIME TO PLAY EXPLORING PULSE	Term 2: MUSICAL MOODS AND PICTURES	Term 3: PATTERNS WITH PITCH
1. Sing songs, chants and rhymes regularly with a good sense of pulse and rhythm and increasing vocal control	√	√	√
2. Sing songs and play singing games, copying pitch patterns accurately *	√	√	√
3. Sing short phrases independently as part of a singing game or short song		√	√
4. Respond to visual performance directions and musical instructions and symbols (e.g. dynamics f, p, <, >)	√	√	√
5. Perform rhythmic patterns accurately and invent rhythms for others to copy on untuned percussion or body percussion	√		
6. Play simple repeated rhythms or melody (ostinato)	√		√
7. Explore word rhythms when singing songs, transferring rhythms to instruments or body percussion	√		√
8. Control simple dynamics and tempo when singing and playing	√	√	√
9. Play simple melodies and accompany songs using tuned percussion			√
10. Explore ways to communicate the mood of a song (e.g. adding facial expression, changing dynamics)		√	√
11. Perform to an audience**			√
Year 3	Term 1: HEAR IT, PLAY IT!	Term 2: PAINTING PICTURES WITH SOUND	Term 3: SING, PLAY, NOTATE!
1. Sing a widening range of unison songs of varying styles and structures, tunefully and with expression	√	√	√
2. Perform actions and movements confidently and in time as a group.	√		√
3. Sing call and response songs with accurate tuning	√		√
4. Play call and response rhythms and melodies			√

5. Perform rhythms using instruments or body percussion in time with the music, responding to changes in tempo.	√		
6. Accompany songs with simple rhythmic or melodic ostinato using known rhythms and note values	√		√
7. Control dynamics when singing and playing and respond to performance directions and symbols (e.g. f,p, <, >)	√	√	√
8. Explore and select instrumental timbres to suit the mood or style of a piece of music	√	√	√
9. Play melodies on tuned instruments, following notation where appropriate (e.g. dot, rhythmic and letter notation)	√		√
10. Prepare for a performance and consider elements that might shape a performance (e.g. assigning roles, characterisation, movement) *			√
11. Show growing awareness of different musical roles (conductor, performer, audience, ensemble)	√	√	√
Year 4	Term 1: Playing with Rhythm	Term 2: Musical Contrasts	Term 3: MELODY BUILDERS
1. Continue to sing a wide range of unison and simple part songs in different styles and structures, pitching the voice accurately.	√	√	√
2. Internalise pitch and copy melodic phrases accurately*			√
3. Follow and lead performance directions including those for getting louder (crescendo) and quieter (diminuendo)	√		√
4. Sing songs in major and minor keys recognizing the difference in tonality		√	
5. Perform rhythms accurately, recognizing and defining note values and rests	√		√
6. Perform rhythms using instruments or body percussion to music in different time signatures, responding to changes in tempo.	√		
7. Maintain an ostinato (rhythmic or melodic), performing accurately and in time as an ensemble	√		√
8. Play and perform simple melodies as a whole class or in small groups following appropriate notations			√
9. Control changes in dynamics, tempo and articulation when singing and playing	√		
10. Suggest simple ways to enhance singing or playing to communicate a particular mood or atmosphere (e.g. changing dynamics)			√
11. Prepare for a performance and consider elements that might shape a performance (e.g. assigning roles, characterisation, movement) **			√
12. Show understanding of different musical roles (e.g. conductor, performer, audience ensemble)	√		√
Year 5	Term 1: EXPLORING RHYTHMIC LAYERS	Term 2: MUSIC AND WORDS	Term 3: SONG INGREDIENTS
1. Sing a wide range of unison and part songs using clear diction, accurate tuning, expression and awareness of style	√	√	√
2. Sing and play with a sense of ensemble, following performance directions and understanding how different parts fit together	√	√	√
3. Use dynamics, tempo, articulation when singing and playing, responding to musical symbols and vocabulary accurately (e.g. pp, p mp, mf, f, ff, <, > accelerando, rallentando, staccato, legato)	√	√	√
4. Play rhythmic patterns accurately and expressively using instruments or body percussion	√	√	
5. Maintain a rhythmic or melodic part as part of a multi-layered piece, performing accurately.	√		√
6. Develop knowledge of scales and intervals through singing and playing			√
7. Understand how triads are formed and play them on tuned percussion or keyboards			√
8. Play simple chords, drones, or bass lines and use them to accompany a familiar song			√
9. Explore and suggest ways to enhance the communication and performance of songs and music (e.g. varying dynamics)	√		√
10. To evaluate performances, suggesting ways to improve and making necessary adjustments	√		

Year 6	Term 1: WE'VE GOT RHYTHM	Term 2: MUSICAL EFFECTS AND MOODS	Term 3: CELEBRATING SONGS
1. Sing a wide range of unison and part songs including those that involve syncopated rhythms, observing phrasing, accurate pitching, diction and appropriate style.	√	√	√
2. Sing and play with a sense of ensemble, following performance directions, understanding how different parts fit together	√	√	√
3. Explore techniques to enhance the communication and lyrical meaning of a song or poem and apply to whole class, small group and solo performances		√	√
4. Play rhythmic patterns accurately and expressively using instruments or body percussion in a range of time signatures and recognise if they are going out of time (e.g. speeding up or slowing down)	√	√	
5. Maintain a rhythmic or melodic part as part of a multi-layered piece, performing accurately and expressively.	√		
6. Identify, recall and describe melodic patterns in songs and music and perform using voice or tuned instruments		√	√
7. Play chord progressions, drones or bass lines and use them to accompany a song			√
8. Use knowledge of scales to explore intervals, sequences and chromatic scales		√	√
9. Use range of dynamics, tempo, articulation when singing and playing, responding to musical symbols and vocabulary accurately (e.g. pp, p mp, mf, f, ff, <, > accelerando, rallentando, staccato, legato)		√	√
10. Develop understanding of different musical roles (e.g. conductor, musicians, performer, audience)		√	√