



SKILLS LADDER - MUSIC

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	EYFS	Puffin - Year 1/2		Swift Year 3/4		Eagle Year 5/6		
Singing songs with control and using the voice expressively	Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.	Find their singing voice and use their voices confidently.		Sing with confidence using a wider vocal range.		Sing songs with increasing control of breathing, posture and sound projection.		
		Sing a melody accurately at their own pitch.		Sing in tune.		Sing songs in tune and with an awareness of other parts.		
		Sing with a sense of awareness of pulse and control of rhythm.		Sing with awareness of pulse and control of rhythm.		Sing with expression and rehearse with others.		
		Sing with an awareness of other performers.	Recognise phrase lengths and know when to breathe.	Recognise simple structures. (Phrases)		Identify phrases through breathing in appropriate places.		
			Sing songs expressively.	Sing expressively with awareness and control at the expressive elements e.g. timbre, tempo, dynamics.		Sing a round in two parts and identify the melodic phrases and how they fit together.		
			Begin to sing with control of pitch (e.g. following the shape of the melody).	Sing songs and create different vocal effects.		Sing confidently a a class, in small groups and alone and begin to have an awareness of improvisation with the voice.		
			Follow pitch movements with their hands and use high, low and middle voices.	Understand how mouth shapes can affect voice sounds.				
				Internalise sounds by singing parts of a song ‘in their heads’.				
		Listening, memory and movement	Recall and remember short songs and sequences and patterns of sounds.		Create sequences of movements in response to sounds.	Identify melodic phrases and play them by ear.	Create dances that reflect musical features.	Listen to longer pieces of music and identify features.
			Respond physically when performing, composing and appraising music.	Identify well-defined musical features.	Explore and chose different movements to describe animals.	Demonstrate the ability to recognise the use of structure and expressive elements through dance.	Identify different moods and textures.	Internalise short melodies and play they on pitched percussion (play by ear).
Identify different sound sources.	Identify phrases that could be used as an introduction, interlude and ending.		Identify how a mood is created by music and lyrics.					
Controlling pulse and rhythm	Identify the pulse in different pieces of music.	Identify long and short sounds in music.	Recognise rhythmic patterns.	Identify and recall rhythmic and melodic patterns.	Identify different speeds of pulse (tempo) by clapping and moving.	Identify the metre of different songs through recognising the pattern of strong and weak beats.		
	Perform a rhythm to a given pulse.		Perform a repeated pattern to a steady pulse.	Identify repeated patterns used in a variety of music. (Ostinato)	Improvise rhythm patterns.	Subdivide the pulse while keeping to a steady beat.		
	Begin to internalise and create rhythmic patterns.				Perform an independent part keeping to a steady beat.			
	Accompany a chant or song by clapping or playing the pulse or rhythm.							
Exploring sounds, melody and accompaniment	Explore different sound sources.	Create and chose sounds in response to a given stimulus.	Explore and perform different types of accompaniment.					
	Make sounds and recognise how they can give a message.	Identify how sounds can be changed.	Explore and select different melodic patterns.					
	Identify and name classroom instruments. Change sounds to reflect different stimuli.		Identify ways sounds are used to accompany a song.	Analyse and comment on how sounds are used to create different moods.				
			Recognise and explore different combinations of pitch sounds.					

Control of instruments	Play instruments in different ways and create sound effects.		Select instruments to describe visual images.		Identify and control different ways percussion instruments make sounds.	
	Handle and play instruments with control.		Choose instruments on the basis of internalised sounds.		Play accompaniments with control and accuracy.	
	Identify different groups of instruments.				Create different effects using combinations of pitched sounds.	
					Use ICT to change and manipulate sounds.	
Compostition	Contribute to the creation of a class composition.		Create textures by combining sounds in different ways.	Create music that describes contrasting moods / emotions.	Identify different starting points or composing music.	
			Compose music in pairs and make improvements to their own work.	Improvise simple tunes based on the pentatonic scale.	Explore, select, combine and exploit a range of different sounds to compose a soundscape.	
			Create descriptive music in pairs or small groups.		Write lyrics to a known song.	Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition.
			Create an accompaniment to a known song.		Compose a short song to own lyrics based on everyday phrases.	
	Perform long and short, high and low, loud and soft sounds in response to symbols.		Continue to compose and perform using symbols and dot notation.		Perform using staff notation.	
Reading and writing notation	Compose and perform using symbols and dot notation.	Perform long and short, high and low, loud and soft sounds in response to symbols.	Begin to read staff notation - in conjunction with learning the recorder.		Sing songs with staff notation.	
	Make scores using their own symbols.					
Performance skills	Perform together and follow instructions that combine the musical elements.		Perform in different ways, exploring the way the performers are a musical resource.		Present performances effectively with awareness of audience, venue and occasion.	
			Perform with awareness of different parts.			
Evaluating and appraising	Choose sounds and instruments carefully and make improvements to their own and others’ work.		Recognise how much can reflect different intentions.		Improve their work through analysis, evaluation and comparison.	