



Musical Skills Overview



Year	Performance	Composition and improvisation	Listen & Appraise	Dimensions of music	Instrument focus
Nursery	<ul style="list-style-type: none"> Perform actions to music. Play a steady beat on percussion instruments. Mark the beat of a song with actions. Explore the range and capabilities of voices through play. 	<ul style="list-style-type: none"> Explore making sounds with voices and percussion instruments. 	<ul style="list-style-type: none"> Respond to music in a range of ways e.g. movement/mark making. Begin to use musical terms: loud/quiet/fast/slow. 	Develop an awareness of tempo, dynamics.	A range of tuned and untuned percussion instruments Body percussion
Key Vocabulary	<i>beat, fast, slow, loud, quiet</i>				
Reception	<ul style="list-style-type: none"> Perform a steady pulse in a group. Repeat back basic rhythms. Sing and perform songs with a call and response structure. Play a range of percussion instruments with control. Play a 2 note accompaniment marking the pulse on tuned/untuned percussion. 	<ul style="list-style-type: none"> Use words and actions to create feelings and moods. Make a simple accompaniment using percussion instruments. Use lyric and vocal sounds for representation. Compose 3 beat body percussion patterns and perform to a steady beat. 	<ul style="list-style-type: none"> Develop active listening skills and recognise elements of music with an awareness of tempo, dynamics and pitch. Begin to identify and describe contrasts in music: louder/quieter, faster/slower, higher/lower across a range of musical styles. Explore story telling elements in music. Compose music based on characters and stories developed through listening. 	Pulse Rhythm Pitch	A range of tuned and untuned percussion instruments Body percussion
Additional Key Vocabulary	<i>pulse, rhythm, high, low,</i>				
1	<ul style="list-style-type: none"> Use voice to sing, speak and chant with and without accompaniment. Use untuned instruments to play basic rhythms. Follow instructions when playing and singing. 	<ul style="list-style-type: none"> Make different sounds with my voice and with instruments. Make a sequence of sounds. Develop the concept of pattern work using rhythm grids. 	<ul style="list-style-type: none"> Respond to different moods in music. Express likes and/or dislikes about a piece of music. Select sounds to represent different things. Identify a beat. Replicate basic rhythms. 	Pulse Rhythm Pitch Tempo	A range of tuned and untuned percussion instruments (Chime bars)

		<ul style="list-style-type: none"> Repeat short rhythmic and melodic patterns. 			
Additional Key Vocabulary	<i>allegro, bar, moderato, percussion, performance, pitch, Pulse, Rhythm, tempo, tune.</i>				
2	<ul style="list-style-type: none"> Sing and follow a melody. Sing simple songs in rounds. Perform simple patterns and accompaniments, keeping a simple pulse. Play longer rhythmic patterns using untuned instruments and body percussion. Begin to perform from rhythmic notations including crochets and minims. 	<ul style="list-style-type: none"> Repeat longer basic rhythms from memory. Sing or clap increasing or decreasing tempo. Order sounds to create a beginning, middle and end. Create music in response to different starting points. Select sounds to create an effect. use symbols to represent sounds. 	<ul style="list-style-type: none"> Make connections between notations and musical sounds. Identify changes in musical dimensions when listening to music. Replicate these changes in a simple performance. Evaluate and improve own work. 	Pulse Rhythm Pitch Dynamics tempo Timbre melody	A range of tuned and untuned percussion instruments (Chime bars)
Additional Key Vocabulary	<i>crotchet, dynamics, melody, minim, quaver, rest, round, timbre.</i>				
3	<ul style="list-style-type: none"> Sing with expression Play clear notes on instruments. Sing songs and rounds whilst accompanied by ostinatos from the group. Use tuned percussion and melodic instruments. 	<ul style="list-style-type: none"> Use different elements in composition. Create repeated patterns using tuned percussion and melodic instruments. Create basic 3 note tunes and simple rhythms using crochets, quavers, minims and rests. Compose melodies and songs. Create accompaniments for tunes. Combine different sounds to create a specific sound or feeling. 	<ul style="list-style-type: none"> Use known musical vocabulary to describe a piece of music and compositions. Use known musical vocabulary to describe likes and dislikes about a piece of music. Identify and describe musical features in pieces from a range of traditions. Recognise the work of a famous composer. Improve my work and explain how this has been done. 	Pulse Rhythm Pitch Dynamics tempo Timbre Structure texture Notation	Glockenspiels/ Nuvo recorders.
Additional Key Vocabulary	<i>accompaniment, composition, forte, improvisation, large, melody, notation, ostinato, tuned, unison</i>				
4	<ul style="list-style-type: none"> Perform a simple part rhythmically. Sing songs from memory with accurate pitch. 	<ul style="list-style-type: none"> Improvise using repeated patterns. Use notation to record and interpret sequences of pitches. 	<ul style="list-style-type: none"> Explain why silence is necessary in music and the effect it creates. Identify character in a piece of music. Identify and describe different purposes of music. 	Pulse Rhythm Pitch Dynamics tempo	Nuvo Recorders and Ukuleles

	<ul style="list-style-type: none"> Sing pieces in two parts using melodies and counter-melodies. Perform more complex rhythms on tunes instruments using notes and chords. 		<ul style="list-style-type: none"> Begin to identify the style and work of some key composers. Compare pieces from various traditions. 	Timbre Structure texture Notation	
Additional Key Vocabulary	<i>chord, counter melody, harmony, solo, unison</i>				
5	<ul style="list-style-type: none"> Breathe in the correct place when singing. Maintain a part whilst others are performing. Sing pieces from a range of classical traditions with a range of at least 8 notes and 2 parts. Perform 8 note melodies and chord progressions. 	<ul style="list-style-type: none"> Improvise in a group using melodic and rhythmic phrases. Re-organise sounds to alter effect. Compose whilst following specific criteria. Use notation to record groups of pitches (chords) Use a range of tempo, time signatures and off-beat rhythms. Select the most appropriate tempo for a piece of music. 	<ul style="list-style-type: none"> Describe, compare and evaluate music using accurate vocabulary. Evaluate and suggest improvements to own work and that of others. Contract the work or a famous composer and explain preferences. Identify and perform syncopated and off-beat rhythms. Explain why a piece of music uses particular rhythms. 	Pulse Rhythm Pitch Dynamics tempo Timbre Structure texture Notation	Toots
Additional Key Vocabulary	<i>chord progression, crescendo, diminuendo, dotted rhythm, off-beat rhythm, score, time signature</i>				
6	<ul style="list-style-type: none"> Sing in harmony confidently and accurately. Individually and as part of a group. perform parts from memory Take the lead in a performance. Sing musically responding to performance directions. 	<ul style="list-style-type: none"> use a variety of different musical devices in composition (melody, rhythms, chords) Use digital technology to compose and edit music. Create rhythmic patterns with an awareness of timbre and duration. 	<ul style="list-style-type: none"> Analyse features within different pieces of music. Compare and contrast the impact of different composers from different times. 	Pulse Rhythm Pitch Dynamics tempo Timbre Structure texture Notation	Ukuleles and Guitars
Additional Key Vocabulary	<i>instrumentation, musical features, phrasing, staff notation, syncopated</i>				