

NC Music Skills Progression Map



Sparrows



Doves



Eagles

	Sparrows		Doves		Eagles	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Children can identify and match an instrumental sound	Children can combine movement, playing instruments and singing Children can listen to rhythms and clap them back accurately	Children can identify and describe sounds using the inter-related dimensions of music	Children listen to and discuss musical extracts with increased musical awareness Children can identify the introduction, verse, chorus and bridge of a song	Children can identify and describe the texture of a piece of music	Children confidently perform with expression and enthusiasm Children can perform to each other as well as offer musical feedback	Children can organise a performance and perform with ideas, thoughts and emotion Children can use notation/graphic score to record composition
Children can respond to changes in music e.g. Dynamics, Tempo and Pitch	Children can sing a melodic shape - moving up and down in pitch	Children can discuss and describe the topic or meaning of a song	Children can pick out musical instruments and identify musical families	Children understand how pulse, rhythm and pitch work together and how to keep the internal pulse	Children can listen to and compare two pieces of music using the inter-related dimensions of music	Children can create, listen, record and explain simple compositions
Children have opinions about music that they like and dislike	Children can sing back a vocal line with increased accuracy	Children can listen and clap back more than one rhythm at a time	Children move to and understand how pulse, rhythm and pitch work together within a piece of music	Children use their voices or an instrument to create musical ideas for a group to copy or respond to	Children can annotate composition through graphic score	Children can improvise confidently up to 5 notes also using riff and ostinato
Children can create visual representations of music	Children can identify and match sounds both instrumental and vocal	Children can sing the melody of a song and perform with increased accuracy	Children sing as an ensemble with an increased awareness of pitch, dynamics and fluency	Children are confident when singing as an ensemble and can recognise areas for improvement	Children compose using pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure	Children can rehearse, play and perform a tuned instrument with the correct technique
Children use movement to identify pulse	Children can describe music using some of the inter-related dimensions of music	Children can improvise through singing, clapping or on an instrument	Children play a wide variety of tuned and untuned instruments	Children can improvise using different notes, pitch, and dynamics	Children can confidently improvise	Children understand warming up, rehearse and singing in unison, the solo, lead vocal, backing vocals or rapping
Children can sing songs and chant rhymes with and to others	Children play untuned and tuned instruments	Children can use movement to enhance the musicality of a song	Children begin to develop song writing and lyric writing skills	Children compose simple ostinato patterns	Children use staff notation, identifying note names and values	Children can listen to and talk about the historical context of a song, emotional message and lyrical content
Children can vocalise in a free-flowing way through play	Children can compose a simple musical motif	Children can sing with expression and confidence	Children can improvise using melody and rhythm	Children can play simple rhythms using musical notation	Children can show how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song	
Children can keep a steady beat whilst playing instruments	Children can begin to improvise through singing, clapping or on an instrument	Children can play an instrument and sing in time with a steady pulse	Children can listen, play and record a composition of up to 5 notes	Children are familiar with the notes on the stave		

		<p>Children can compose simple melodies using up to three notes</p> <p>Children are familiar with graphic score</p>	<p>Children can begin to understand note values and musical notation</p>			
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