

Skills Progression Document – Music

Last Reviewed: 4th September 2025 Music Teacher: Andrew Stroud

Singing					
Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I can listen to a song and sing along to most of the song.</p> <p>I can start to relax my shoulder while I sing. And keep my lower back straight to show good posture.</p>	<p>I can sing along to a song with a backing track</p> <p>I can think about my breathing when I sing and, with guidance, identify when I need to take a breath when I sing.</p> <p>I can maintain good posture for longer while I sing.</p>	<p>I can start to sing songs using techniques such as a round and call and response.</p> <p>I can sing along with confidence to a backing track.</p> <p>I can make sure my breathing is consistent when I sing, making sure I take a breath in the correct place in songs.</p> <p>I can demonstrate good posture while I sing throughout an entire song.</p>	<p>I can sing songs using techniques such as rounds and call and responses.</p> <p>I can sing with confidence and think about the tone my voice is making.</p> <p>I can breathe accurately while I am singing and push my tone out from my chest instead of my throat more often.</p>	<p>I can sing without a vocal track, making sure that I am accurate when to come in and out.</p> <p>I can make sure that I am controlling breathing while I am singing, starting to hold notes using my chest and not my throat.</p> <p>I am consistent in my posture, breathing and singing from my chest. I can start to explain how the diaphragm helps with my singing.</p>	<p>I can sing with accurate tone and start to use expression in my voice.</p> <p>I can begin to sing in harmony with others and listen carefully to others while I am singing in a choir.</p> <p>I can demonstrate techniques used to sing more precise and accurate.</p>
Listening					
Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I can listen to a piece of music without interrupting.</p> <p>I can identify the sounds in a piece and</p>	<p>I can listen to a piece of music and express whether I enjoyed it.</p> <p>I can identify more sounds and start to find instruments</p>	<p>I can listen to a piece and express whether I like a piece of music and being to explain why.</p>	<p>I can listen to a piece of music and express whether I like a piece of music, explain why using some musical vocabulary.</p>	<p>I can listen to a piece of music and begin to critically identify areas that I enjoy and why, using musical vocabulary.</p>	<p>I can listen to a piece of music and critically identify areas of it while also beginning to compare it to others. I can identify different musical families and</p>

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begin to describe them. I can listen to others in a group	around the music room that may make a similar sound. I can start to listen to others to stay in time while playing together	I can start to identify some instruments that can be heard. I can start to listen to other players in a group of no more than 3	I can start to learn different musical families and identify some instruments that could be within them. I can listen to a other players in a group of no more than 4	I can identify different musical families and identify some instruments that would be within them. I can listen well in a small ensemble	instruments that would be within them, I can listen well in a large ensemble
Composing					
Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I can explore the sounds an instrument make I can repeat back a rhythm played to me.	I can explore the sounds an instrument make and create a simple rhythm on a non-tuned percussion instrument	I can begin to create simple melodies using tuned percussion. I can start to create an ostinato (repeated rhythm)	I can create a melodic phrase in which I can repeat back when required. I can create a simple ostinato and begin to explore polyrhythms	I can create a melodic phrase and start to think about an accompaniment that could be played at the same time. I can create multiple ostinatos to form a polyrhythm	I can create a melodic phrase with an accompaniment. I can start to create a complex polyrhythm.
Performing/ Instrumental Performance					
Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I can play simple percussion instruments correctly. I can perform to a small audience a short piece	I can play on my own or in a group with a simple percussion instrument.	I can play an instrument correctly – thinking about the sound I want to make.	I can play an instrument correctly – concentrating on my dynamics being appropriate to what I am playing.	I can play an instrument correctly – focusing on the timbre, texture and dynamic of the piece I am playing.	I can play an instrument correctly – explaining my choice of dynamic, texture and timbre.

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	I can perform in a small group to an audience a short piece	I can start to perform in a larger group, led by a conductor	I can perform in a larger group, led by a conductor	I can start to perform a piece of music in a class ensemble	I can perform a piece of music in a class ensemble.
Music Theory					
Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I can identify volume.</p> <p>I can identify pitch.</p> <p>I can play to a basic rhythm.</p>	<p>I can identify dynamics.</p> <p>I can give examples of different pitches.</p> <p>I can identify a crotchet</p>	<p>I can identify dynamics, rhythms, and structure.</p> <p>I can give examples of the above.</p> <p>I can identify crotchet and quaver notes.</p>	<p>I can identify dynamics, rhythms, structure, and tempo.</p> <p>I can give examples of the above.</p> <p>I can begin to write with crotchet and quaver notes.</p>	<p>I can identify dynamics, rhythms, structure, tempo, and texture.</p> <p>I can give examples of the above</p> <p>I can write with crotchet and quaver notes, while beginning to identify and use minims and semi-breves</p>	<p>I can identify all dimensions of music including dynamics, rhythms, texture, structure, tempo and timbre.</p> <p>I can give examples of the above.</p> <p>I can write using crotchet, quaver, minim, semi-breve and semi-quaver notes.</p>

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SEND

This section is a proposed progression in which includes children who find whole-class music lessons overbearing or difficult to take part in. This is a proposed progression to allow educators to identify ways to show progression in music.
Children may hit different sections of each step while also being able to achieve some areas above.

Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
<p>I can come to the music room with my support adult when the children are not there.</p> <p>I can identify some sounds that I like and some that I do not.</p>	<p>I can come to the music room and explore sounds.</p> <p>I can explore sounds and begin to respond to them.</p> <p>I can identify sounds that I like</p>	<p>I can come into the music room with the class and listen for an agreed amount of time (Beginning with 5 minutes).</p> <p>I can identify sounds I like and begin to show why through pictures, dance or talking.</p>	<p>I can begin to join in with some of the lesson.</p> <p>I can begin to play a rhythm on my own.</p> <p>I can show enjoyment in songs.</p>	<p>I can stay in the lesson for longer than 15 minutes and join in with some of the lesson.</p> <p>I can start to sing along to my favourite sounds.</p> <p>I can confidently identify sounds that I like.</p>	<p>I can stay in the whole of the lesson and join in with parts of it.</p> <p>I can begin to listen to different sounds carefully.</p> <p>I can identify which instruments make which sounds.</p>

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Early Years

The early years progression differs to the above as it follows in line with the Early Years Curriculum. Although music is not a sole subject in the Early Years Curriculum, this progression sections follows the key areas, **communication and language**, **physical development**, **personal, social and emotional** development.

Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
I can listen	I can listen to a piece of music	I can react to a piece of music	I can say whether I like a piece of music	I can identify sounds that I like and sounds I do not like.	I can say what sounds sound nice together.
I can sit and wait	I can play simple instruments	I can play simple instruments carefully	I can identify the sound that the instrument makes	I can say how that instrument makes me feel	I can start to enjoy and choose the instruments that I like.
	I can listen to a sound	I can identify if I like a sound	I can start to describe the sound	I can start draw what the sound looks like.	I can say what sounds are similar.
	I can listen to a song/nursery rhyme	I can start to sing some words from a song/nursery rhyme	I can start to add some actions to a song/nursery rhyme	I can start to sing more of a song/nursery rhyme with some actions	I can sing a song/nursery rhyme with actions