

Music Skills Ladder

Skills ladders show the disciplinary knowledge that child will learn in the subject.



	Performance: Singing	Performance: Instruments	Listening	Composing	Appraising	Knowledge and Understanding
Nursery Secure	Sing a large repertoire of songs. Sing the pitch of a tone sung by another person (pitch match)	Play instruments with some control to express their feelings and ideas.	Listen with increased attention to sounds.	Create own songs, or improvise a song around one they know.	Responding to what they have heard, expressing thoughts and feelings.	Remember and sing entire songs.
F2 Secure	Sing a large repertoire of songs. Sing in a group or on their own, increasingly matching the pitch and following the melody.	Explore and engage in music making, performing solo or in groups. Play instruments with increasing control to express their feelings and ideas.	Listen carefully to rhymes and songs, paying attention to how they sound.	Create own songs of more detail, or improvise a song around one they know with several elements.	Move to and talk about music, expressing feelings and responses.	Know new vocabulary (musical instrument names and types e.g. percussion.
Year 1 Secure	Sing songs, speak chants and rhymes, starting to use voices expressively. Rehearse and perform with others – whole school, class and groups.	Play untuned instruments, name and know how to care for them. Use body percussion. Rehearse and perform with others – whole school, class and groups.	Listen to short pieces with growing concentration, recall sounds such as repeated rhythms and phrases. Know that music can be used for different purposes. Experience listening to live music.	Create simple rhythmic patterns using instruments and clapping games. Explore instrument, body and environmental sounds. Choose and organise sounds from a limited range provided by the teacher. Use sound to accompany a story.	Explore and express their ideas and feelings about music using movement. Talk about sounds they have made or heard, using appropriate expressive language.	Know how the musical elements can be combined such as loud and quiet, fast and slow, high and low. Know how sounds can be made in different ways. Invent own signs and symbols to record compositions.
Year 2 Secure	Sing songs, speak chants and rhymes, using voices expressively. Rehearse and perform with others – whole school, class and groups. Start and finish together and keep a steady rhythm.	Play untuned and tuned instruments, name and know how to care for them. Use body percussion combined with instruments. Rehearse and perform with others – whole school, class and groups. Start and finish together and keep to a steady rhythm.	Listen to short pieces with growing concentration demonstrating increasing aural memory, recall sounds such as repeated rhythms and phrases. Know that music can be used for different purposes and to create different moods. Experience listening to live and recorded music	Create simple rhythmic and musical patterns – create and repeat a sequence of sounds. Explore instrument, body and environmental sounds. Choose and organise sounds freely from a wider range of tuned and untuned percussion and environmental sounds.	Explore and express their ideas and feelings about music using movement and dance. Talk about sounds they have made or heard, using appropriate expressive language. Improve their own work in relation to set criteria.	Know how the musical elements can be combined and how these are combined to create different effects. Know how sounds can be made in different ways and how to use instruments to create different effects. Invent own signs and symbols to record compositions and use them confidently.
Year 3 Secure	Sing songs in unison and in rounds, with increasing control of rhythm and expression. Rehearse and perform with others. Present work to others. Begin to use appropriate volume control.	Play untuned and tuned instruments with increasing and appropriate control of dynamics (volume). Begin to perform music from a pictorial or graphic score. Rehearse and perform with others. Present work to others.	Listen to different pieces from different times and cultures and begin to internalise and recall sounds. Listen to live and recorded music and identify feelings and emotions	Combine and organise musical ideas to create a performance with more than one performer.	Compare contrasting sounds. Explore and explain their own ideas and feelings about music using movement, dance and increasing expressive language. Make improvements to their work based on guided and self-evaluation.	Know how the musical elements can be combined to create different effects such as pitch, duration, dynamics, tempo. Know how music is produced in different ways by using graphic and pictorial scores.
Year 4 Secure	Sing songs in unison and in two parts, with increasing control of pitch and expression. Rehearse and perform with others. Present work to others. Use a range of dynamics (volume).	Play untuned and tuned instruments with increasing control and rhythmic accuracy. Begin to perform music from a simple written score. Rehearse and perform with others. Present work to others.	Listen to different pieces from different times and cultures with growing ability to internalise and recall sounds with increasingly accurate aural memory. Experiencing listening to live and recorded music by great composers	Combine and organise musical ideas to create a performance with more than one performer. Experience simple computer software to compose short pieces.	Compare sounds in terms of pitch, volume and dynamics. Explore and explain their own ideas and feelings about music using movement, dance and increasing expressive language. Improve their own and others work in relation to set criteria.	Begin to explore timbre e.g. illustrate a conversation with different instruments representing different people. Know how music is produced in different ways by starting to use standard notation.
Year 5 Secure	Sing songs in unison and in up to three parts with clear diction. Demonstrate control of pitch and tempo. Sing as part of a large or small group and sing more than one part. Sing or play solo where appropriate. Rehearse and perform with others in front of an audience.	Play untuned and tuned instruments in two or more parts with increasing control of tempo (speed) and rhythm. Perform music from a written score. Rehearse and perform with others in front of an audience. Evaluate work from the point of view of the audience.	Listen to different pieces from different times and cultures with ability to internalise and recall sounds with increasingly accurate aural memory and attention to detail. To identify pieces of music by great composers.	Combine and organise musical ideas to create a performance that demonstrates a variety of skills and different effects. Use simple computer software to compose short pieces.	Begin to analyse music using appropriate vocabulary. Compare sounds or music that convey a similar mood. Improve their own and others work in relation to set criteria made by the group before they start composing.	Know how the musical elements can be combined to create different effects such as pitch, duration, dynamics, tempo, texture, silence and timbre. Begin to know when there is a need to use standard notation as opposed to graphic or pictorial scores, and begin to use it confidently.
Year 6 Secure	Sing songs in unison and in up to four parts with clear diction and a sense of phrase. Demonstrate control of pitch, dynamics, tempo and expression. Sing as part of a large or small group and sing more than one part. Sing or play solo where appropriate. Rehearse and perform with others with an awareness of the audience.	Play untuned and tuned instruments in multiple parts with increasing control of dynamics, tempo and rhythm. Perform music from a variety of written scores. Rehearse and perform with others with an awareness of the audience.	Listen to, and describe the features of, different pieces from different times and cultures with ability to internalise and recall sounds with increasingly accurate aural memory and attention to detail. Explore and create a timeline of periods of music history.	Explore musical ideas such pentatonic scales and use them to create and notate a piece of music.	Use appropriate musical vocabulary when describing music and sounds e.g. tempo, timbre, dynamics, pitch. Improve their own and others work in relation to set criteria made by the group before they start composing.	Know and demonstrate how the musical elements can be combined to create different effects such as pitch, duration, dynamics, tempo, texture, silence and timbre. KU6b Use written notation confidently for performing, and composing simple melodies.