

Music Progression of Skills – Singing

Shrewsbury Cathedral Catholic Primary School & Nursery

National Curriculum For Music in Key Stage 1	
KS1	Pupils should be taught to:
1a	Use their voices expressively and creatively by singing songs and speaking chants and rhymes
1b	Play tuned and untuned instruments musically
1c	Listen with concentration and understanding to a range of high-quality live and recorded music
1d	Experiment with, create, select and combine sounds using the inter-related dimensions of music.

National Curriculum For Music in Key Stage 2	
KS2	Pupils should be taught to:
2a	Play and perform in solo and ensembles context, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
2b	Improvise and compose music for a range of purposes using the inter-related dimensions of music.
2c	Listen with attention to detail and recall sounds with increasing aural memory.
2d	Use and understand staff and other musical notations
2e	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
2f	Develop and understanding of the history of music.

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Singing	NC	KS1 Year 1 & 2	NC	Lower KS2 Year 3 & 4	NC	Upper KS2 Year 5 & 6
S.1 Engagement and Using the Voice	1a	Enjoys joining in with chants, rhymes and singing simple songs.	2a 2e 2f	Sings, with increasing confidence, fluency and expression, songs from different traditions, genre and times	2a 2e 2f	Sings confidently, fluently and maintaining a strong pulse, songs from a range of traditions, genre and times
	1a	Uses own voice in a variety of ways, with growing confidence, exploring the sounds a speaking and singing voice make.	2a	Uses own voice in a variety of ways, including vocal warm ups.	2a	Understands why and how to warm up the voice.
S.2 Pitch Skills	1a	Sings broadly in tune within a limited pitch range (octave) and with the sense of the shape of a melody or intervals jumps.	2a 2c	Sings accurately in tune within a limited pitch range, following a melody or interval jumps	2a	Sings accurately in tune within a wider pitch range (*octave and half*) and appropriate individual vocal range.
	1a	Imitates melodic patterns in echoes.				
S.3 Singing with Control and Expression	1a	Begins to control steady expressive changes in songs and chants (e.g. dynamics, tempo).	2a	Sings songs and speaks chants with increasing expression (e.g. dynamics, tone, phrasing).	2a	Uses dynamics, phrasing, emphasis and accents to create intended effects.
			2a	Sings with clear diction and breathing.	2a	Sings with an awareness of breathing, posture and diction.
S.4 Ensemble skills and part-singing	1a	Sings in unison, in small and large groups, and may sing solo.	2a	Sings in unison and in short solos.	2a	Sings confidently in unison and solo.
	1a	Sings in time with others, with or without an accompaniment	2a 2c	Maintains a simple part in a large group with two or more layers (rounds, drones and ostinato).	2a 2c	Maintains an independent part in a small group with several layers and being aware of other parts (rounds, drones, ostinato and harmony).
	1a	Follows simple musical instructions (e.g. start and stop).	2a 2c	Follows musical instructions (e.g. dynamic changes).	2a	Follows more complex musical instructions (e.g. in part singing).
S.5 Performing	1a	Performs in a group with a good sense of pulse and rhythm, knowing when to start and stop.	2a	Performs confidently in a group and may occasionally perform a solo.	2a	Performs confidently in a group and solo with expression and variety.
	1a	Beginning to be aware of an audience during special performances.	2a	Shows an awareness of audience and a sense of occasion during special performances.	2a	Performs in a way that reflects the meaning and impact of the lyrics to an audience.
S.6 Understanding song structure	1c	Recognises the sections of a song may be the same or different (e.g. verse and chorus, cumulative song).	2a 2c	Recognises different song structures (call and response, verse and chorus, cumulative).	2a	Understands more complex song structures.
			2a 2c	Differentiates between contrasting sections (e.g. verse and chorus) and show awareness of simple phrase structure or repetition.	2c	Identifies phrases through breathing appropriately

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Progression of Musical Skills for Early Years Foundation Stage

This document outlines key areas of musical development in different stages of nursery and early years. The tables below provide key skills in singing, and statements align with, and expand on, relevant statements from the Early Learning Goals in the EYFS statutory framework and Development Matters. The most relevant statements for Music are taken from the following areas of learning:

- Communication and Language
- Physical Development
- Expressive Arts and Design

Singing				
	0-1 Years	1-2 Years	2-4 Years	Reception
Exploring the Voice	Uses voice to communicate and makes variety of sounds, e.g. crying, babbling, vowel like or syllable-like sounds	Takes part in vocal play, e.g. creates sound effects, animal call, vehicles noises	Uses voice freely within play to make a variety of sounds, e.g. chanting, singing. Joins in with parts of well-known songs and rhymes.	Makes a wide range of vocal sounds including speaking, whispering, and singing. Joining in with familiar rhymes and songs with near pitch accuracy.
Singing and Pitching Notes	Imitates caregiver's voice, including melodic aspects, e.g. high and low pitch, or the rise and fall of a melody.	Singing emerges. Joins in with actions songs. Anticipates some words in familiar songs	Sings a wide range of songs. Begins to sing cuckoo notes (3rd) and to pitch-match, following a melodic shape. Anticipates and sings words and phrases in songs.	Sings cuckoo notes (3rd) and a wider range of notes (5th), pitch-matching most of the time. Sings the shape of a melody. Enjoys experimenting with changing a song, e.g. loudly to quietly.
Singing with Others (including performing)	Enjoys vocalising with others and make 'take turns' with a caregiver.	Enjoys singing with others. Begins to respond to others during music making (e.g. copying an adult)	Sings and chants with and to others. Enjoys sharing learnt songs with familiar people.	Enjoys singing with others, gradually more in time and in tune. Internalises songs and sings from memory. Sings solo in a variety of situations. Performs in a group to an audience.

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