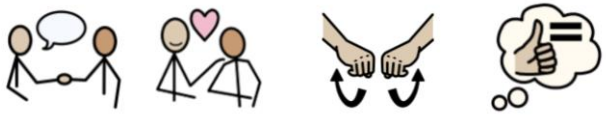
Hanley St Luke's Music Progression of Skills Overview 2026

"I have come that they may have life and have it to the full." (John 10:10)

Skills Builder





EYFS

Skills	ELG
• Sings a range of familiar songs and nursery rhymes from memory. • Joins in confidently with group singing. • Maintains a steady beat through clapping, tapping or movement. • Moves in time with music. • Copies and repeats simple rhythmic patterns. • Responds to changes in music through movement and expression. • Explores and creates sounds using voice, body percussion and instruments. • Selects sounds and instruments to represent ideas, stories or feelings. • Performs songs, rhymes and musical activities with others. • Demonstrates confidence when performing to an audience. • Listens attentively and responds appropriately to music. • Works collaboratively with others during musical activities. • Uses imagination to create and express ideas through music.	• Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others and, when appropriate, try to move in time with music.

Key Vocabulary:
music, sound, listen, singing, song, rhyme, loud, quiet, high, low, fast, slow, beat, pulse, rhythm, pattern, repeat, voice, perform, audience, actions, verse, chorus, instrument, drum, tambourine, maraca, bell, triangle, shake, tap, strike, clap, stamp, movement, dance, express, imagine, create, feelings, copy, echo, start, stop, together

The whole school follows the Charanga Musical School scheme of work to deliver a progressive music curriculum. Across each year group, units are selected from the three key strands within Charanga: MMC (listening and appraising), Musical Activities (performing), and Creative (composing and improvising). This ensures a balanced approach to music learning, allowing children to develop their skills in listening, performing and creating music throughout their time in school.

Year 1

Listening and appraising	Singing	Play instruments	Improvising and composing	Reading and understanding notation	Performing and evaluating
Identify basic musical features including pulse, tempo, dynamics and pitch. Respond to music through movement and discussion.	Sing simple songs from memory with developing pitch accuracy.	Play untuned percussion instruments and maintain a steady pulse.	Create simple sound patterns and musical responses using voice and instruments.	Recognise and follow simple graphic symbols representing sounds.	Perform to others and discuss what they enjoyed.

Key Vocabulary: Pulse, beat, rhythm, pitch, tempo, loud, quiet, fast, slow, high, low, sound, instrument, percussion, sing, voice, audience, perform, pattern, compose

Year 2

Listening and appraising	Singing	Play instruments	Improvising and composing	Reading and understanding notation	Performing and evaluating
Recognise instruments, mood and simple musical structures. Express opinions about music using musical vocabulary	Sing confidently with clear diction and awareness of pulse.	Perform simple rhythmic patterns accurately on classroom instruments.	Improvise and compose short rhythmic and melodic phrases	Understand that music can be represented visually using symbols and simple notation.	Perform with growing confidence and identify strengths in their work.

Key Vocabulary: Verse, chorus, structure, dynamics, melody, pulse, rhythm, notation, symbol, pattern, tempo, instrument, improvise, compose, performance, evaluate

Year 3

Listening and appraising	Singing	Play instruments	Improvising and composing	Reading and understanding notation	Performing and evaluating
Compare different musical styles and identify musical elements including melody, texture and accompaniment.	Sing in unison and rounds with increasing control and expression.	Develop recorder technique and perform simple melodies using notation.	Compose simple melodies and rhythmic patterns using a clear structure.	Read and perform basic rhythmic notation and simple recorder notation.	Perform as part of a group and suggest simple improvements
Key Vocabulary: Melody, notation, stave, note, crotchet, minim, recorder, texture, timbre, accompaniment, unison, round, phrase, rhythm, compose, improvise					
Year 4					
Listening and appraising	**Singing**	**Play instruments**	**Improvising and composing**	**Reading and understanding notation**	**Performing and evaluating**
Explain how musical elements create mood and atmosphere. Recognise features of different genres and ensembles.	Maintain an independent vocal part and sing expressively within an ensemble.	Play tuned and untuned instruments accurately within an ensemble.	Create compositions using repetition, contrast and simple harmonic ideas.	Read and perform standard rhythmic and melodic notation with increasing confidence and accuracy.	Demonstrate awareness of balance, timing and coordination during performances.
Key Vocabulary: Harmony, chord, ostinato, ensemble, accompaniment, genre, structure, repetition, contrast, pitch, dynamics, rehearsal, balance, performance					
Year 5					
Listening and appraising	**Singing**	**Play instruments**	**Improvising and composing**	**Reading and understanding notation**	**Performing and evaluating**
Compare styles including Hip Hop, Jazz and popular music. Identify features such as groove, improvisation and syncopation.	Perform songs in a range of styles including rap and jazz-inspired pieces with accuracy and confidence.	Perform melodic, rhythmic and accompaniment parts from notation using tuned instruments. Develop jazz performance skills.	Improvise using a limited note set and compose layered pieces inspired by jazz and contemporary styles.	Read, perform and interpret staff notation including note values, pitch patterns and simple jazz rhythms. Understand crotchets, minims, quavers and rests within performance contexts.	Evaluate performances using musical vocabulary and identify how notation supports accurate performance.

Key Vocabulary: Jazz, improvisation, syncopation, groove, riff, hook, bass line, loop, quaver, rest, staff notation, melody, accompaniment, style, Hip Hop, rap

Year 6					
Listening and appraising	**Singing**	**Play instruments**	**Improvising and composing**	**Reading and understanding notation**	**Performing and evaluating**
Analyse music critically, discussing purpose, style, culture and emotional impact using appropriate musical vocabulary.	Demonstrate expressive singing with control, phrasing and awareness of audience and purpose.	Perform fluently and confidently as part of an ensemble, maintaining independent parts.	Plan, refine and evaluate compositions for a specific audience, purpose or style.	Apply notation skills confidently when performing, composing and evaluating music. Interpret musical symbols, dynamics and tempo markings accurately.	Critically evaluate and refine performances independently, demonstrating confidence and musical understanding.

Key Vocabulary: Expression, interpretation, arrangement, genre, audience, refinement, composition, dynamics, harmony, tempo marking, technique, performance, evaluation, critique