

Learning Wall: Y5/6 Music skills progression

Singing songs with control and using the voice expressively. Sing songs with increasing control of breathing, posture and sound projection.		Singing songs with control and using the voice expressively. Sing songs in tune and with an awareness of other parts.		Singing songs with control and using the voice expressively. Identify phrases through breathing in appropriate places.		Singing songs with control and using the voice expressively. Sing with expression and rehearse with others.		Singing songs with control and using the voice expressively. Sing a round in two parts and identify the melodic phrases and how they fit together.		Singing songs with control and using the voice expressively. Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice.	
Controlling pulse and rhythm Subdivide the pulse while keeping to a steady beat.		Listening, Memory and Movement. Internalise short melodies and play them on pitched percussion (play by ear).		Listening, Memory and Movement. Create dances that reflect musical features.		Listening, Memory and Movement. Identify different moods and textures.		Listening, Memory and Movement. Identify how a mood is created by music and lyrics.		Listening, Memory and Movement. Listen to longer pieces of music and identify features.	
Exploring sounds, melody & accompaniment. (Control of instruments) Create different effects using combinations of pitched sounds.		Exploring sounds, melody & accompaniment. (Control of instruments) Use ICT to change and manipulate sounds.		Controlling pulse and rhythm Identify different speeds of pulse (tempo) by clapping and moving.		Controlling pulse and rhythm Improvise rhythm patterns.		Controlling pulse and rhythm. Perform an independent part keeping to a steady beat.		Controlling pulse and rhythm Identify the metre of different songs through recognising the pattern of strong and weak beats.	
Composition Write lyrics to a known song.		Composition Compose a short song to own lyrics based on everyday phrases.		Composition Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition.		Exploring sounds, melody & accompaniment. (Control of instruments) Identify & control different ways percussion instruments make sounds.		Exploring sounds, melody & accompaniment. (Control of instruments) Play accompaniments with control and accuracy.			
Evaluating and appraising. Improve their work through analysis, evaluation & comparison.		Performance Present performances effectively with awareness of audience, venue and occasion.		Reading & Writing notation Perform using notation as a support.		Reading & Writing notation Sing songs with staff notation as support.		Composition Identify different starting points or composing music.		Composition Explore, select combine and exploit a range of different sounds to compose a soundscape.	