

Music Skills Progression

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Performing	• Can they use their voice to speak/sing/chant? • Do they join in with singing? • Can they use instruments to perform? • Do they look at their audience when they are performing? • Can they clap short rhythmic patterns? • Can they copy sounds? <u>Challenging</u> • Can they make loud and quiet sounds? • Do they know that the chorus keeps being repeated?	• Do they sing and follow the melody (tune)? • Do they sing accurately at a given pitch? • Can they perform simple patterns and accompaniments keeping a steady pulse? • Can they perform with others? • Can they play simple rhythmic patterns on an instrument? • Can they sing/clap a pulse increasing or decreasing in tempo? <u>Challenging</u> • Can they sing/play rhythmic patterns in contrasting tempo; keeping to the pulse?	• Do they sing in tune with expression? • Do they control their voice when singing? • Can they play clear notes on instruments? <u>Challenging</u> • Can they work with a partner to create a piece of music using more than one instrument?	• Can they perform a simple part rhythmically? • Can they sing songs from memory with accurate pitch? • Can they improvise using repeated patterns? <u>Challenging</u> • Can they use selected pitches simultaneously to produce simple harmony?	• Do they breathe in the correct place when singing? • Can they sing and use their understanding of meaning to add expression? • Can they maintain their part whilst others are performing their part? • Can they perform 'by ear' and from simple notations? • Can they improvise within a group using melodic and rhythmic phrases? • Can they recognise and use basic structural forms e.g. rounds, variations, rondo form? <u>Challenging</u> • Can they use pitches simultaneously to produce harmony by building up simple chords?	• Can they sing a harmony part confidently and accurately? • Can they perform parts from memory? • Can they perform using notations? • Can they take the lead in a performance? • Can they take on a solo part? • Can they provide rhythmic support? <u>Challenging</u> • Can they perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the parts will fit together?

Music Skills Progression

					• Can they devise and play a repeated sequence of pitches on a tuned instrument to accompany a song?	
Composing and notation	• Can they make different sounds with their voice? • Can they make different sounds with instruments? • Can they identify changes in sounds? • Can they change the sound? • Can they repeat (short rhythmic and melodic) patterns? • Can they make a sequence of sounds? • Can they show sounds by using pictures? <u>Challenging</u> • Can they tell the difference between long and short sounds? • Can they tell the difference between high and low sounds? • Can they give a reason for choosing an instrument?	• Can they order sounds to create a beginning, middle and end? • Can they create music in response to different starting points? • Can they choose sounds which create an effect? • Can they use symbols to represent sounds? • Can they make connections between notations and musical sounds? <u>Challenging</u> • Can they use simple structures in a piece of music? • Do they know that phrases are where we breathe in a song?	• Can they use different elements in their composition? • Can they create repeated patterns with different instruments? • Can they compose melodies and songs? • Can they create accompaniments for tunes? • Can they combine different sounds to create a specific mood or feeling? <u>Challenging</u> • Do they understand metre in 2 and 3 beats; then 4 and 5 beats? • Do they understand how the use of tempo can provide contrast within a piece of music?	• Can they use notations to record and interpret sequences of pitches? • Can they use standard notation? • Can they use notations to record compositions in a small group or on their own? • Can they use their notation in a performance? <u>Challenging</u> • Can they explore and use sets of pitches, e.g. 4 or 5 note scales? • Can they show how they can use dynamics to provide contrast?	• Can they change sounds or organise them differently to change the effect? • Can they compose music which meets specific criteria? • Can they use their notations to record groups of pitches (chords)? • Can they use a music diary to record aspects of the composition process? • Can they choose the most appropriate tempo for a piece of music? <u>Challenging</u> • Do they understand the relation between pulse and syncopated patterns? • Can they identify (and use) how patterns of repetitions, contrasts and variations can be	• Can they use a variety of different musical devices in their composition? (incl melody, rhythms and chords) • Do they recognise that different forms of notation serve different purposes? • Can they use different forms of notation? • Can they combine groups of beats? <u>Challenging</u> • Can they show how a small change of tempo can make a piece of music more effective? • Do they use the full range of chromatic pitches to build up chords, melodic lines and bass lines?

Music Skills Progression

					organised to give structure to a melody, rhythm, dynamic and timbre?	
Appraising	• Can they respond to different moods in music? • Can they say how a piece of music makes them feel? • Can they say whether they like or dislike a piece of music? • Can they choose sounds to represent different things? • Can they recognise repeated patterns? • Can they follow instructions about when to play or sing? <u>Challenging</u> • Can they tell the difference between a fast and slow tempo? • Can they tell the difference between loud and quiet sounds? • Can they identify two types of sound happening at the same time?	• Can they improve their own work? • Can they listen out for particular things when listening to music? <u>Challenging</u> • Do they recognise sounds that move by steps and by leaps?	• Can they improve their work; explaining how it has improved? • Can they use musical words (the elements of music) to describe a piece of music and compositions? • Can they use musical words to describe what they like and dislike? • Can they recognise the work of at least one famous composer? <u>Challenging</u> • Can they tell whether a change is gradual or sudden? • Can they identify repetition, contrasts and variations?	• Can they explain the place of silence and say what effect it has? • Can they start to identify the character of a piece of music? • Can they describe and identify the different purposes of music? • Can they begin to identify with the style of work of Beethoven, Mozart and Elgar? <u>Challenging</u> • Can they identify how a change in timbre can change the effect of a piece of music?	• Can they describe, compare and evaluate music using musical vocabulary? • Can they explain why they think their music is successful or unsuccessful? • Can they suggest improvements to their own or others' work? • Can they choose the most appropriate tempo for a piece of music? • Can they contrast the work of famous composers and show preferences? <u>Challenging</u> • Can they explain how tempo changes the character of music? • Can they identify where a gradual change in dynamics has helped to shape a phrase of music?	• Can they refine and improve their work? • Can they evaluate how the venue, occasion and purpose affects the way a piece of music is created? • Can they analyse features within different pieces of music? • Can they compare and contrast the impact that different composers from different times will have had on the people of the time? <u>Challenging</u> • Can they appraise the introductions, interludes and endings for songs and compositions they have created?

Music Skills Progression

New Vocabulary	Pulse, rhythm, high pitched, low pitched, loud, soft, fast slow, long, short, repeat, composer, conductor, compose, drum, tambourine, maracas, triangle, castanets, cymbal, bells, shaker, beater, glockenspiel, piano, guitar, orchestra, instrument,	High, low, pitch, tempo, notes, stave, rest, percussion, recorder, violin, pentatonic, China, scale, Beethoven, modern, classical	Forte, piano (p), effect, feel, timbre, section, bar, crotchet, minim, dotted minim, semibreve, chord, major, minor, chorus, verse, melody, strings, woodwind, harp, clarinet, flute, soloist, brass, vocal cords, classical, Beethoven, Mozart, Hadyn, baroque, Vivaldi, popular, modern	Ostinato, pattern, evaluate , ukulele, frets, fretboard, strum, pluck, minor, major, chord, microphone, audience popular, recorder, modern,	Time signature, theme, posture, technique, harmony	Rock music, bass guitar, drum kit, bass drum, snare drum, cymbals, keyboard, lead guitar, rhythm guitar, synthesized, microphone, rap
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