



Progression of Skills in Music



	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<p><u>Vocal skills</u></p> <p>Using voices expressively and creatively</p>	<p>Use voices to speak, sing and chant</p> <p>Join in with singing as a group</p>	<p>Sing more confidently and follow a melody</p> <p>Use voices creatively and expressively – both in solo and ensemble contexts</p>	<p>Sing a tune with expression</p> <p>Show an awareness of others when singing in unison</p> <p>Begin to show an awareness and understanding of pitch</p>	<p>Sing songs from memory with accurate pitch</p> <p>Continue to develop expression when singing</p>	<p>Take breaths in the correct places when singing</p> <p>Maintain a part while others sing different parts</p> <p>Sing with clear diction, controlled pitch and a sense of phrase</p>	<p>Sing in harmony confidently and accurately</p> <p>Sing in solo, unison and in parts with clear diction, controlled pitch and a clear sense of phrase</p>
<p><u>Instrumental skills</u></p> <p>Playing tuned and untuned instruments</p>	<p>Use instruments to perform</p> <p>Make different sounds with instruments</p> <p>Clap short rhythmic patterns</p> <p>Repeat short rhythmic and melodic patterns</p> <p>Make a sequence of sounds</p> <p>Instrument – percussion instruments</p>	<p>Can play simple rhythmic patterns on an instrument</p> <p>Beginning to make connections between notations and musical sounds</p> <p>Recognise the sounds of some different instruments</p> <p>Instrument - Ocarina</p>	<p>Experiment with different types of instruments</p> <p>Create repeated patterns with different instruments</p> <p>Recall simple rhythmic patterns</p> <p>Play notes clearly on instruments, including steps/leaps in pitch</p> <p>Instrument - Ukele</p>	<p>Sustain a rhythmic ostinato on an instrument to accompany singing</p> <p>Play parts with an increasing number of notes</p> <p>Begin to show musical expression by changing dynamics</p> <p>Instrument – Guitar/Violin</p>	<p>Play parts with increasing accuracy</p> <p>Develop expression using dynamics and texture</p> <p>Maintain a tune using an instrument</p> <p>Instrument – African drums</p>	<p>Play more complex instrumental parts</p> <p>Take turns to lead a group</p> <p>Play with accuracy, fluency, control and expression</p> <p>Instrument – Cornet or Trombone</p>



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<p><u>Performance Skills</u></p> <p>Playing and performing in solo and ensemble contexts</p>	<p>Begin to perform together</p> <p>Develop confidence with performing as an ensemble in front of others</p>	<p>Perform together combining different musical elements</p> <p>Begin to develop confidence performing individually</p>	<p>Perform simple melodic and rhythmic parts</p> <p>Perform with confidence</p> <p>Perform as a solo and ensemble</p> <p>Understand the skills and attitude needed to perform in front of an audience</p>	<p>Perform a simple part rhythmically</p> <p>Perform with control and awareness of what others are singing/playing</p>	<p>Maintain a part while others play different parts</p> <p>Perform songs with an awareness of the meaning of the words</p> <p>Hold a part in the round</p> <p>Being to perform in a way that reflects the meaning of words, the venue and sense of occasion</p>	<p>Perform parts from memory</p> <p>Perform in a solo context</p> <p>Vary performances according to occasions and venue</p>
<p><u>Composition</u></p> <p>Improvising and composing music for a range of purposes</p>	<p>Choose sounds to represent different things</p> <p>Begin to equate symbols to sounds when singing or playing instruments</p>	<p>Choose sounds to create an effect (Including use of ICT)</p> <p>Use symbols to represent sounds</p> <p>Order sounds to create a beginning, middle and end to a composition</p> <p>Enjoy experimenting with different sounds</p>	<p>Use different elements in my own composition</p> <p>Combine different sounds to create a specific mood or feeling</p> <p>Use symbols to represent sounds</p> <p>Work in a group to create simple call and response patterns</p>	<p>Improvise using repeated patterns</p> <p>Use notation to record and interpret sequences of pitches</p> <p>Use notations to record compositions</p>	<p>Improvise within a group using melodic and rhythmic phrases</p> <p>Compose in a group and independently</p> <p>Understand how music is traditionally notated</p> <p>Identify some of the notes on a musical stave</p>	<p>Use a variety of different musical devices in independent composition</p> <p>Record music using traditional notation</p> <p>Show confidence, thoughtfulness and imagination in selecting sounds and structures to convey an idea</p>



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		Create short musical patterns	Use sound to create abstract effects (Including use of ICT)	Make creative use of the way sounds can be changed, organised and controlled (Including use of ICT)	Actively contribute to group compositions and performances Record own compositions (Including use of ICT)	Use ICT to organise musical ideas (where appropriate)
<p><u>Understanding of Music</u></p> <p>Listening with attention to detail</p> <p>Using and understanding musical notation</p>	Hear the pulse in a piece of music	<p>Identify the pulse in music</p> <p>Recognise changes in timbre, dynamics, tempo and pitch</p> <p>Start to recognise different instruments</p>	<p>Know the difference between pulse and rhythm</p> <p>Use music words to describe a piece of music and compositions – duration, timbre, pitch, dynamics, tempo, texture and structure</p> <p>Use musical words to describe what I like and do not like about a piece of music</p> <p>Understand that music can tell stories</p>	<p>Respond to different types of music using musical vocabulary</p> <p>Know how pulse stays the same but rhythm changes in a piece of music</p> <p>Listen to several layers of sound (texture) and talk about the effect on moods and feelings</p>	<p>Describe, compare and evaluate music using musical vocabulary</p> <p>Identify the instrument families that make up the orchestra</p> <p>Use knowledge of musical vocabulary to identify strengths and weaknesses in own and others' music</p>	<p>Analyse features within different pieces of music</p> <p>Identify the instruments of the orchestra</p> <p>Use musical vocabulary to confidently describe music</p> <p>Work out how harmonies are used to accompany singing</p> <p>Refine and improve own/others' work</p>



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<p style="text-align: center;"><u>Appreciation of music</u></p> <p>Developing an understanding of the history of music</p> <p>Appreciating music from great composers, musicians and different traditions</p>	<p>Explain how music makes you feel</p> <p>Identify whether you like or dislike a piece of music</p> <p>Listen for different types of sounds</p>	<p>Listen to different types of music – identifying likes and dislikes</p> <p>Begin to think about the different purposes of playing or listening to music</p>	<p>Identifying what I like and do not like about a piece of music</p> <p>Describe different purposes of music in history/other cultures</p>	<p>Identify and describe the purposes of different music</p> <p>Listen and respond to music from different periods of history</p> <p>Listen and respond to music from different countries around the world</p>	<p>Explain why I think music is successful or unsuccessful</p> <p>Suggest improvements to my own work and that of others</p> <p>Discuss similarities and differences between music from different periods of history</p> <p>Discuss similarities and differences between music from different countries around the world</p>	<p>Compare and contrast music from different periods of history and identify when it could have been composed</p>
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