



Skills Progression : Music



Skill Focus	EYFS 30 – 50 months 40 – 60 months	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Use voices expressively	I can use my voice to create different volumes and pitches and can sing group songs.	I can use my voice in different ways such as speaking, singing and chanting.	I can use my voice expressively and creatively. I can sing with the sense of shape of the melody	I can sing in unison, becoming aware of pitch.	I can sing in unison maintaining the correct pitch and using increasing expression.	I can sing in unison with clear diction, controlled pitch and sense of phrase.	I can sing in solo, unison and in parts with clear diction, controlled pitch and with sense of phrase.
Play tuned and un-tuned instruments	I can identify and match an instrumental sound, eg hear a shaker and indicate that they understand it is a shaker. I can match a sound to an instrument.	I can create and choose Sounds and begin to perform simple, rhythmical patterns, beginning to show an awareness of pulse.	I can create and choose sounds for a specific effect. I can perform rhythmical patterns and accompaniments, keeping a steady pulse.	I can perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes.	I can play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics.	I can play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression.	I can play and perform with accuracy, fluency, control and expression
Rehearse and perform with others	I can sing and chant in group with my classmates.	I can think about others when performing.	I can think about others while performing	I can think about others while performing	I can think about others while performing.	I can maintain my own part and be aware how the different parts fit together.	I can think about the audience when performing and how to create a specific effect.
Create musical patterns	I can experiment with different instruments, surfaces and my voice.	I can understand and experiment with sounds.	I can repeat short rhythmic and melodic patterns	I can create simple rhythmical patterns that use a small range of notes.	I can create rhythmical and simple melodic patterns using an increased number of notes.	I can create increasingly complicated rhythmic and melodic phrases within given structures.	I can create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures.
Explore, choose and organise sounds and musical ideas	I can describe different music and label it. E.g. Scary music, romantic music, lullabies.	I can recognise and explore how sounds can be organised, I can identify and organise sounds using simple criteria e.g. loud, soft, high low.	I can begin to explore and choose and order sounds using the inter-related dimensions of music*.	I can begin to join simple layers of sound, e.g. a background rhythm and a solo melody.	I can join layers of sound, thinking about musical dynamics of each layer and understanding the effect.	I can create increasingly complicated rhythmic and melodic phrases within given structures.	I can create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures.
Explore and express ideas and feelings about music using movement, dance and expressive and musical language	I can use different types of music to express myself using dancing and movement. E.g. Marching music, action music.	I can talk about how music makes me feel or want to move. E.g. it makes me want dance/jump/shout etc.	I can respond to different moods in music and explain thinking about changes in sound.	I can explore and comment on the ways sounds can be used expressively.	I can recognise and explore the ways sounds can be combined and used.	I can describe, compare and evaluate different types of music beginning to use musical words.	I can describe, compare and evaluate different types of music using a range of musical vocabulary.



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<p>make improvements to my own work</p>	<p>I can begin to explain how I could change my instrument or voice to make the music more appropriate e.g. singing softly for a lullaby.</p>	<p>I can think about and make simple suggestions about what could make my own work better. E.g: play faster or louder.</p>	<p>I can identify what improvements could be made to my own work and make these changes, including altering use of voice, playing of and choice of instruments.</p>	<p>I can comment on the effectiveness of own work, identifying and making improvements.</p>	<p>I can comment on the effectiveness of my own work, identifying and making improvements based on its intended outcome.</p>	<p>I can comment on the success of my own and others work, suggesting improvements based on intended outcomes.</p>	<p>I can evaluate the success of my own and others work, suggesting specific improvements based on intended outcomes and comment on how this could be achieved.</p>
<p>To listen with concentration and recall sounds with increasing aural memory</p>	<p>I can recognise a nursery rhyme from the melody and do not need the words. I can finish a well known melody.</p>	<p>I can begin to identify simple repeated patterns and follow basic musical instructions.</p>	<p>I can identify and recognise repeated patterns and follow a wider range of musical instructions</p>	<p>I can listen with attention and begin to recall sounds.</p>	<p>I can listen to and recall patterns of sounds with increasing accuracy.</p>	<p>I can listen to and recall a range of sounds and patterns of sounds confidently.</p>	<p>I can listen to, internalise and recall sounds and patterns of sounds with accuracy and confidence.</p>
<p>To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures</p>	<p>I can distinguish and describe changes in music and compare pieces of music. E.g. This music started fast and then went slow or this music has instruments but this music just has voices.</p>	<p>I can begin to understand that musical elements can be used to create different moods and effects.</p>	<p>I can understand how musical elements create different moods and effects.</p>	<p>I can begin to understand how different musical elements are combined and used to create an effect.</p>	<p>I can understand how different musical elements are combined and used expressively.</p>	<p>I can begin to identify the relationship between sounds and how music can reflect different meanings.</p>	<p>I can identify and explore the relationship between sounds and how music can reflect different meanings.</p>
<p>To understand that sounds can be made in different ways and described using given and invented signs and symbols</p>	<p>I can create visual representation of music. E.g. Mark making to a drum beat.</p>	<p>I can begin to represent sounds with shapes and marks.</p>	<p>I can confidently represent sounds with shapes and symbols.</p>	<p>I can begin to recognise simple notations to represent music including pitch and volume.</p>	<p>I can start to use invented musical notations to represent music.</p>	<p>I can recognise and use a range of musical notations including staff notation.</p>	<p>I can use musical notation to plan, revise and play musical material on tuned and untuned instruments.</p>



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<p>to know how music is used for particular purposes</p>	<p>I can listen to music and describe it as a nursery rhyme or theme tune. I can think abstractly and relate the music to life. E.g. this music sounds like dinosaurs.</p>	<p>I can listen to short, simple pieces of music and talk about when and why they may hear it. E.g: a lullaby or Wedding march.</p>	<p>I can listen to pieces of music and discuss where and when they may be heard explaining why, using simple musical vocabulary. E.g. It's quiet and smooth so it would be good for a lullaby.</p>	<p>I can listen to and begin to respond to music drawn from different traditions and great composers and musicians.</p>	<p>I can listen to, understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians.</p>	<p>I can listen to a range of high quality, live and recorded music from different traditions, composers and musicians and begin to discuss their differences and how music may have changed over time.</p>	<p>I can develop an understanding of the history of music from different, cultures, traditions, composers and musicians evaluating how venue, occasion and purpose effects the way that music is created and performed.</p>
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*Inter-related dimensions of music (dynamics):

- PULSE: the steady beat of a piece of a piece of music
- PITCH: the melody and the way the notes change from low to high and vice versa.
- RHYTHM: or duration is the pattern of long and short sounds in a piece of music
- DYNAMICS: Loud and soft
- TEMPO: Fast and slow
- TIMBRE: The type of sound – whisper/hum/sing/talk (examples with the voice) or twinkly/hard/soft (examples with instruments)
- TEXTURE: Layers of sound (number of instruments or voices playing together)
- STRUCTURE: The way the music is laid out –e.g. Verse, chorus, verse.