

Music

Skills Progression Years F - 6

Year	Singing	Performing	Listening and Evaluating	Composing	Music History
F	Children sing different songs	Children perform different instruments or songs.		Children explore different instruments to make music and dance and experiment with pace and volume.	
1	Find out how to sing with expression, confidence and creativity to an audience Use voices in different ways such as speaking, singing and chanting Discover how the voice can produce rhythm and pulse, high and low (pitch) to create different effects	Perform simple rhythmical patterns, beginning to show an awareness of pulse Create and choose sounds	Talk about how music makes you feel or want to move	Explore own ideas and change as desired Create a sequence of long and short sounds with help, including clapping longer rhythms Investigate making sounds that are very different e.g loud, quiet, high, low etc	
2	Perform songs using creativity and expression and create dramatic Sing with a sense of shape of the melody	Perform rhythmical patterns and accompaniments, keeping a steady pulse Create and choose sounds for a specific effect	Listen and understand how to improve their own composition Notice how music can be used to create different	Explore changes in pitch to communicate an idea Choose carefully and order sounds in a beginning, middle and end	

	<p>Represent sounds with symbols</p> <p>Improvise in making sounds with the voice</p>		<p>moods and effects and to communicate ideas</p>	<p>Use sounds to achieve an effect including using ICT</p> <p>Create short musical patterns</p> <p>Investigate long and short sounds</p>	
3	<p>Perform with confidence</p> <p>Sing in tune</p> <p>Beginning to understand the importance of pronouncing the words in a song well</p> <p>Start to show control in voice</p>	<p>Perform simple melodic and rhythmic parts</p> <p>Invent own symbols to record sounds</p> <p>Follow invented notation</p>	<p>Begin to recognise and identify instruments being played</p> <p>Listen to different types of composers and musicians</p> <p>Comment on their likes and dislikes of what they've heard</p>	<p>Create short musical patterns with long and short sequences and rhythmic phrases</p> <p>Notice and explore the way sounds can be combined and used expressively</p> <p>Improvise repeated patterns</p> <p>Carefully choose sounds to achieve an effect</p> <p>Order sounds to help create an effect</p>	<p>Understand that the sense of occasion affects the performance</p> <p>Describe the different purposes of music throughout history and other cultures</p>
4	<p>Sing in tune with awareness of others</p> <p>Sing songs from memory with awareness of pitch</p> <p>Maintain a simple part within a group</p> <p>Understand the importance of pronouncing the words in a song well</p>	<p>Play notes on instruments with care so they sound clear</p> <p>Perform simple melodic and rhythmic parts with awareness of others</p> <p>Improvise repeated patterns growing in sophistication</p> <p>Know how many beats in a minim, crotchet and</p>	<p>Comment on musicians' use of technique to create effect</p> <p>Begin to recognise and identify instruments and numbers of instruments and voices being used</p> <p>Compare music and express growing tastes in music</p> <p>Listen to different types of composers and musicians</p>	<p>Carefully choose, order, combine and control sounds with awareness of their combined effect</p> <p>Compose music that combines several layers of sound</p> <p>Show awareness of the effect of several layers of sounds</p>	<p>Understand that the sense of occasion affects the performance</p> <p>Describe the different purposes of music throughout history and other cultures</p>

	Show control in their voice	semibreve and recognise their symbols Know the symbol for a crotchet rest in music and use silence for effect in my music		Compose and perform melodies and songs including using ICT Use sound to create abstract effects Recognise and create repeated patterns with a range of instruments Create accompaniments for tunes	
5	Maintain their own part with awareness of how the different parts fit together and the need to achieve an overall effect Breathe well and pronounce words, change pitch and show control in singing Perform songs with an awareness of the meaning of the words and the occasion Hold a part in a round	Play an accompaniment on an instrument Sustain a drone or melodic ostinato to accompany singing Draw a treble clef at the correct position on the stave Know and use standard musical notation of crotchet, minim and semibreve Read the musical stave and work out the notes EGBDF and FACE on the treble clef	Notice and explore the relationship between sounds Notice and explore how music reflects different intentions Recognise and identify instruments and numbers of instruments and voices being played Compare and evaluate different kinds of music using appropriate musical vocabulary Explain and evaluate how musical elements, features and styles can be used together to compose music	Improvise within a group Compose by developing ideas within musical structures Improvise melodic and rhythmic phrases as part of a group performance	Understand the different cultural meanings and purposes of music, including contemporary culture

<p>6</p>	<p>Sing a harmony part confidently and accurately Sing or play from memory with confidence, expressively and in tune</p>	<p>Perform significant parts from memory and from notations with awareness of their own contribution Refine and improve their own work Perform alone and in a group, displaying a variety of techniques Take turns to lead a group Use a variety of notation when performing and composing Quickly read notes and know how many beats they represent</p>	<p>Notice, comment on and compare and explore how music reflects different intentions Notice, comment on and compare the use of musical devices Notice, comment on and compare the relationship between sounds Analyse and compare musical features, choosing appropriate musical vocabulary Explain and evaluate how musical elements, features and styles can be used together to compose music</p>	<p>Use a variety of different musical devices including melody, rhythms and chords Improvise melodic and rhythmic material within given structures Show thoughtfulness in selecting sounds and structures to convey an idea Create their own musical patterns</p>	<p>Understand and express opinions on the different cultural meanings and purposes of music, including contemporary culture Notice and explore how music reflects time, place and culture</p>
-----------------	--	--	---	---	---