Music skills progression

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| **Reception** | **Year** **1** | **Year** **2** | **Year** **3** | **Year** **4** | **Year** **5** | **Year** **6** |
| * I can use my voice in different ways e.g. whispering, speaking, singing, thinking
* I have begun to find my singing voice, both on my own and with others and can sing a repertoire of chants and 2 and 3 tone songs from memory
* I can play my instruments safely and pick them up and put them down quietly
* I can remain quiet whilst waiting for a turn
* I can start and stop when playing with others
* I can watch and follow the leader’s signals when playing or singing
* I can sit or stand to perform to people I know
* I can differentiate between fast / slow and loud / quiet when listening or playing
* I can listen to instructions within a song and react accordingly
* I can respond to music with movement, e.g. stomp, tiptoe, walk, run and show an awareness of pulse
* I understand that different instruments produce different sounds and can classify sound makers e.g. shake, tap, scrape
* I can choose sounds to accompany a song or story
 | * I can sing with an awareness of pitch and phrase, following the shape of melody using big, clear mouth shapes to form words
* I can sit silently with an instrument and can perform to people I don’t know
* I can keep a steady pulse and play at different speeds
* I can copy a simple rhythm and can differentiate between pulse and rhythm
* I can differentiate between high and low sounds and can show changes in pitch using tuned percussion e.g. steps, slides, jumps
* I can control changes in tempo with my body, and instruments, e.g. faster/slower
* I can control changes in dynamics with my voice and instruments, e.g. louder/quieter
* I can describe music and express my feelings and opinions through various means eg words, thumbs up
* I can choose and order sounds and patterns and use pictures to represent the sounds
* I can differentiate between long and short sounds and use them when composing, notating my patterns
* I can choose sounds to represent ideas (eg shakers for leaves falling off a tree)
 | * I can use internalization (the thinking voice) with some accuracy and control
* I can practice and refine performances in groups and as a class
* I can suggest and control changes to performances and compositions by using the opposites (faster/slower, louder/quieter, higher/lower)
* I can perform simple accompaniments (including use of rhythmic ostinato) to a melody and give thought to the meaning / mood
* I can listen to music with increasing discernment saying what I like and dislike about it
* I can understand that a piece of music is made up of different sections, e.g. beginning, ending, verse
* I can choose sounds to represent ideas (e.g. shakers for leaves falling off a tree)
* I can use words / pictures / symbols to represent sounds and create rhythm patterns
* I can create and perform simple melodies using two tones on a tuned instrument
* I can compose in a small group with other children
 |  * I can sing in tune with expression (using dynamics, phrasing)
* I can perform a song on my own or as part of a group, to an audience, with increasing clarity (diction)
* I can perform sounds (including pitch and rhythm) from a simple graphic score, (1 or 2 line)
* I can listen to short extracts and respond to specific questions, eg about the genre, structure
* I can recognise families of instruments and ensembles – orchestra, choir, etc
* I can improve my own work stating how it has been improved using musical vocabulary
* I can create and perform simple rhythmic and melodic patterns as part of a team
* I can share ideas and listen to others when working on a composition
* I can explore and create melodies that use steps and leaps and a wider range of notes
* I can select a sound or instrument to achieve an effect, e.g. quiet playing on chime bars to create something peaceful
 |  * I can sing accurately with good posture and breathing and can sing songs with a more complicated texture e.g. partner songs and 2 part rounds
* I can set a starting pitch for a song
* I can carry on if I make a mistake in a performance
* I can perform by ear and by using forms of notation
* I can listen and comment on music from different historical periods, displaying understanding of how music has developed over time
* I can recognize ensembles (orchestra, choir, etc) and identify families of instruments and world instruments (wind, brass, African drums etc)
* I can use an extended musical vocabulary to express personal taste
* I can create my own ostinati and riffs (rhythmic and melodic) and play them in time with others in a group
* I can improvise a rhythm over a steady pulse
* I can recognise crotchets, crotchet rests, quavers, minims, semibreves and use them to compose and perform rhythms
* I can show an understanding of scales in my compositions and performances, e.g. pentatonic, blues etc
* I can both be in charge of a group, and take directions when working on a composition
 | * I can sing or play expressively to a variety of audiences in different types of venue (e.g. Town Hall)
* I can lead a group by counting in, beating time etc
* I can tap a pulse in different metres (2, 3, 4, 5)
* I can compare music of contrasting styles and genres using appropriate vocabulary
* I can suggest and implement improvements to compositions and performances, saying whether the changes have worked in achieving the intended effect and why/not
* I can use an octave to compose and improvise melodies
* I understand the concept of, and use, the ‘home note’ when composing
* I can understand the music is given character by the use of metre and rhythm patterns, and select them as appropriate in my compositions
* I can use a graphic score with a more complex texture
* I can create music that uses appropriate sounds to achieve an intention, e.g. creating a sea soundscape
* I can plan a composition, alone or in a group, and monitor its development
 | * I can demonstrate control of vocal techniques - breathing, posture, good tuning and diction
* When singing, I can maintain my own part with accurate pitch whilst hearing other parts
* I can use the inter-related dimensions to improve the quality of my performances when singing or playing
* I can play in an ensemble, taking an individual part and showing an awareness of balance
* I can recover from mistakes in a performance
* I can listen to longer extracts and describe using knowledge of inter-related dimensions of music
* I can understand and use chords in sequences
* I can understand that particular sets of notes give music its characteristic sound – e.g. minor chords for sad music, major for happy
* I can use the inter-related dimensions to improve the quality of my compositions
* I can create and perform more complicated rhythms (semiquavers, syncopation), aurally and from notations
* I can select appropriate sounds to achieve an effect for a purpose, e.g. strong beat on drum for dance music
* I can recognise and use simple staff notation
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