

Progression of skills Austhorpe: Music

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Singing and playing (with technical accuracy, expression and control)	<p>I can use my voice in different ways e.g., whispering, speaking, singing, thinking</p> <p>I can use big, clear mouth shapes to form words</p> <p>I have begun to find my singing voice, both on my own and with others</p> <p>I can sing a repertoire of chants and 2 and 3 tone songs from memory</p> <p>I can play my instruments safely and pick them up and put them down quietly</p> <p>I can watch and follow the leader's signals</p>	<p>Sing with an awareness of pitch and phrase, following the shape of melody using big, clear mouth shapes to form words.</p> <p>Sit silently with an instrument.</p> <p>Keep a steady pulse and play at different speeds.</p> <p>Differentiate between pulse and rhythm.</p> <p>Clap back a simple rhythm.</p> <p>Differentiate between long and short sounds</p> <p>I can differentiate between fast and slow</p> <p>I can differentiate between loud and quiet sounds</p>	<p>Use internalization (the thinking voice) with some accuracy and control</p> <p>Differentiate between high and low sounds and can show changes in pitch using tuned percussion e.g., steps, slides, jumps.</p>	<p>Sing in tune with expression (using dynamics, phrasing).</p> <p>Recognise families of instruments and ensembles – orchestra, choir, etc</p> <p>Understand that a piece of music is made up of different sections, e.g., beginning, ending, verse, chorus.</p>	<p>Sing with good posture and breathing.</p> <p>Sing songs with a more complicated texture e.g., partner songs and 2-part rounds.</p> <p>Show an understanding of scales in own compositions and performances, e.g., pentatonic.</p> <p>Use an extended musical vocabulary to express personal taste.</p>	<p>Demonstrate control of vocal techniques - breathing, posture, good tuning and diction</p> <p>When singing, maintain own part with accurate pitch whilst hearing other parts.</p> <p>Understand and use chords in sequences.</p> <p>Use the inter-related dimensions to improve the quality of performances when singing or playing.</p> <p>Lead a group by counting in, beating time etc.</p> <p>Improvise a rhythm over a steady pulse.</p> <p>Tap a pulse in different metres (2, 3, 4, 5).</p>	<p>Both be in charge of a group, and take directions when working on a composition</p> <p>Understand and use chords in sequences.</p> <p>Understand that sets of notes give music its characteristic sound – e.g., minor chords for sad music, major for happy.</p> <p>Play in an ensemble, taking an individual part and showing an awareness of balance.</p>

<p>Exploring sounds. creating and composing music</p>	<p>I can take turns at pattern making I can put my sounds together with someone else's I can explore sounds and classify sound makers e.g., shake, tap, scrape I can choose sounds to accompany a song or story</p>	<p>I can choose and order sounds and patterns Choose sounds to represent ideas (e.g., shakers for leaves falling off a tree). Control changes in tempo with my body, and instruments, e.g., faster/slower. Control changes in dynamics with my voice and instruments, e.g., louder/quieter.</p>	<p>Compose in a small group with other children. Create and perform simple melodies on a tuned instrument. Suggest and control changes to performances by using the opposites (faster/slower, louder/quieter, higher/lower). Perform simple accompaniments (including use of rhythmic ostinato) to a melody.</p>	<p>Share ideas and listen to others when working on a composition. Create and perform simple rhythmic and melodic patterns.</p>	<p>Create my own ostinati and riffs (rhythmic and melodic) and play them in time with others in a group. Explore and create melodies that use steps and leaps and a wider range of notes.</p>	<p>Plan a composition, alone or in a group, and monitor its development. Create and perform more complicated rhythms (syncopation) aurally and from notations. Suggest improvements to group compositions, using the appropriate vocabulary. Understand the music is given character by the use of meter and rhythm patterns and select them as appropriate in own compositions. Create music that uses appropriate sounds to achieve an intention, e.g., creating a sea soundscape.</p>	<p>Use the inter-related dimensions to improve the quality of own compositions. Suggest and implement improvements to compositions and performances, saying whether the changes have worked in achieving the intended effect and why/not. Use an octave to compose and improvise melodies. Select appropriate sounds to achieve an effect for a purpose, e.g., strong beat on drum for dance music.</p>
<p>Rehearsing and performing</p>	<p>I can sit or stand to perform</p>	<p>Perform to people I don't know.</p>	<p>Practice and refine performances in groups and as a class.</p>	<p>Perform a song individually and as part of a group, to an audience, with increasing confidence. Perform as part of a team.</p>	<p>Set a starting pitch for a song. Carry on if a mistake is made in a performance.</p>	<p>Sing or play confidently to a variety of audiences in different types of venue (e.g., outside, School Hall).</p>	<p>Recover from mistakes in a performance.</p>

<p>Listening and responding</p>	<p>I can respond to music with movement, e.g., stomp, tiptoe, walk, run</p>	<p>I can respond to instructions given musically, using my body and instruments</p>	<p>Listen to music with increasing discernment saying what I like and dislike about it. Describe music and express feelings and opinions through various means e.g., words, pictures, thumbs up or down.</p>	<p>Select a sound or instrument to achieve an effect, e.g., quiet playing on chime bars to create something peaceful.</p>	<p>Listen and comment on music from different historical periods, displaying understanding of how music has developed over time.</p>	<p>Compare music of contrasting styles and genres using appropriate vocabulary.</p>	<p>Listen to short extracts and respond to specific questions, e.g., about the genre, structure. Listen to longer extracts and describe using knowledge of inter-related dimensions of music.</p>
<p>Using symbols and notation</p>		<p>Choose and order sounds and patterns and use pictures to represent the sounds.</p>	<p>Use words / pictures to create rhythm patterns. I can use symbols to notate my compositions Perform sounds (including pitch and rhythm) from a simple graphic score, (1 or 2 line).</p>	<p>Recognise crotchets, crotchet rests, quavers, minims, semibreves and use them to compose and perform rhythms.</p>	<p>Recognise crotchets, crotchet rests, quavers, minims, semibreves and use them to compose and perform rhythms.</p>	<p>Recognise crotchets, crotchet rests, quavers, minims, semibreves and use them to compose and perform rhythms. Recognise and use simple staff notation.</p>	<p>Understand the concept of, and use, the 'home note' when composing. Use a graphic score with a more complex texture. Recognise and use simple staff notation.</p>