



Music Skills Progression at St Stephen's C.E Primary School

Progression of skills in Music. (Charanga Music School)						
	EYFS & Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
CONTROLLING SOUNDS THROUGH SINGING AND PLAYING (PERFORMING)	<ul style="list-style-type: none"> I can use my voice in different ways such as speaking, singing and chanting I can play tuned and untuned instruments with control. I follow instructions on how and when to sing or play an instrument. I can make and control long and short sounds, using voices and instruments. I can imitate changes in pitch. I can perform simple rhythmic patterns showing an awareness of pulse. I take notice of others when I am performing 	<ul style="list-style-type: none"> I take part in singing songs, following the tune (melody) well. I use my voice to good effect. I perform with others', taking instructions from the leader. I can perform rhythmical patterns and accompaniments, keeping a steady pulse. I can use my voice and instruments to make loud and quiet sounds (dynamics). 	<ul style="list-style-type: none"> I take part in singing songs, following the tune (melody) well, with accurate pitch and using expression. I use my voice to maintain a simple part. I perform with others', singing in unison and taking instructions from the leader. I can vary dynamics with my voice and instruments when working alone or with others 	<ul style="list-style-type: none"> I sing in unison and in tune with expression and sense of phrase, showing control in my voice. I use my voice or an instrument to maintain a simple part. I understand the importance of pronouncing the words in a song well. I play notes on instruments with care so they sound clear. I perform with control and awareness of what others in the group are singing or playing. 	<ul style="list-style-type: none"> I sing in tune and show control, breathing well and using clear diction. I perform songs with an awareness of the meaning of the words. I hold my part in a round. I perform songs in a way that reflects their meaning and the occasion. I can sustain a drone or melodic ostinato to accompany singing. I can play an accompaniment on an instrument (e.g. glockenspiel, bass drum or cymbal). I can improvise within a group. 	<ul style="list-style-type: none"> I sing or play from memory with confidence, expression and in tune. I perform alone and in a group, with clear diction, controlled pitch and sense of phrase. I take turns to lead a group. I hold my part in a round. I am confident in singing or playing solo. I sing a harmony part confidently and accurately. I maintain my own part with an awareness of what others are playing or singing

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<p>CREATING AND DEVELOPING MUSICAL IDEAS (COMPOSING)</p>	<ul style="list-style-type: none"> I can copy a simple pattern of long and short sounds. I can make a sequence of long and short sounds with help. I can use invented or real symbols to invent and record simple rhythm patterns. I can choose sounds to represent different things (ideas, thoughts, feelings, moods etc). I can make sounds that are very different (loud and quiet, high and low etc). 	<ul style="list-style-type: none"> I can copy a simple pattern of long and short sounds. I can make a sequence of long and short sounds with help. I can use invented or real symbols to invent and record simple rhythm patterns. I can choose sounds to represent different things (ideas, thoughts, feelings, moods etc). I can make sounds that are very different (loud and quiet, high and low etc). 	<ul style="list-style-type: none"> I carefully choose sounds and order them to achieve an effect. (including use of ICT). I create short rhythmic phrases and record these using real or invented symbols. I can create short musical patterns. I show control when playing musical instruments so that they sound, as they should. I use changes in pitch to communicate an idea. I can begin to join simple layers of sound e.g. a background rhythm and a solo melody. 	<ul style="list-style-type: none"> I compose and perform melodies and songs, using simple repeated patterns. (Including using ICT.) I use sound to create abstract effects. I recognise and create repeated patterns with a range of instruments. I can join layers of sound thinking about musical dynamics of each layer and understanding the effect. I carefully choose, order, combine and control sounds with awareness of their combined effect. 	<ul style="list-style-type: none"> I know how to make creative use of the way sounds can be changed, organised and controlled (including ICT). I create my own songs showing understanding of the link between music and lyrics. I can create rhythmic patterns with an awareness of timbre and duration. I create music, which reflects given intentions and uses notations as a support for performance. I identify where to place emphasis and accents in a song to create effects. I can vary and maintain rhythms to fit style e.g. blues, waltz, African etc 	<ul style="list-style-type: none"> I demonstrate imagination and confidence in the use of sound. I use ICT to organize my musical ideas. I show thoughtfulness in selecting sounds and structures to convey an idea. I use a variety of different musical devices including melody, rhythms, and chords. I can create and improvise melodic and rhythmic phrases as part of a group performance. I can compose by developing ideas within a range of given musical structures.

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RESPONDING AND REVIEWING (APPRAISING)	<ul style="list-style-type: none"> I can show that I can hear different moods in music. I can recognize fast, medium and slow tempos. I can recognise that sections of music can sound the same or different. I can talk about how music makes you feel e.g. It makes me want to jump/sleep/shout etc. To think about and begin to make suggestions about what could make their work better e.g. play faster/louder etc. 	<ul style="list-style-type: none"> I can show that I can hear different moods in music and explain changes in sounds. I can recognize fast and slow tempos I can listen carefully to music, recognising the build up of layers, such as the different instruments. I can recognise that songs may be verse, chorus, verse, or beginning, middle, end etc. I can identify what improvements could be made to own work and make these changes, including altering use of voice, choice of instruments etc. 	<ul style="list-style-type: none"> I can identify the beat in music. I recognise changes in timbre, dynamics and pitch. I can recognise the build up of layers in music. I can suggest ways to increase layers of sound to improve performance. To comment on the effectiveness of own work, identifying and making improvements. 	<ul style="list-style-type: none"> I can listen to and evaluate a wide range of live and recorded music, including from different times and cultures. I describe music using words such as duration, timbre, pitch beat, tempo, and texture. I use these words to identify where my music works well and how it can be improved. I listen to several layers of sound and talk about the effect on the mood and feelings. 	<ul style="list-style-type: none"> I have a range of words to help me describe music. (e.g. pitch, duration, dynamics, tempo, timbre, texture, and silence) I can evaluate how music is affected by venue, occasion, purpose and performer. I can describe my music using musical words and I use this to identify strengths and weaknesses in my music. 	<ul style="list-style-type: none"> I understand how lyrics reflect the cultural context and have social meaning. I use this knowledge to enhance my own compositions. I appreciate harmonies and work out how drones and melodic ostinati are used to accompany singing. I can vary and maintain rhythms to fit style e.g. blues, waltz, African etc. I can evaluate the success of own and others work, suggesting specific improvements based on intended outcomes and comment on how this could be achieved.

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LISTENING, AND APPLYING KNOWLEDGE AND UNDERSTANDING	<ul style="list-style-type: none"> • With help, I can make sounds with a slight difference. • I can use my voice in different ways to create different effects. • I can explore different sound materials such as skin, wood, metal and clay. • I can explore different ways to play instruments such as shaking, hitting, plucking and scraping. • I can listen out for different types of sounds. • I can begin to represent sounds with simple marks and symbols. 	<ul style="list-style-type: none"> • With help, I can make sounds with a slight difference. • I can use my voice in different ways to create different effects. • I can explore different sound materials such as skin, wood, metal and clay. • I can explore different ways to play instruments such as shaking, hitting, plucking and scraping. • I can make and use different sounds to create an effect. • I can listen out for different types of sounds. • I can confidently represent sounds with a range of symbols. 	<ul style="list-style-type: none"> • I listen carefully and recall short rhythmic and melodic patterns. • I use my knowledge of dynamics, timbre and pitch to organize my music. • I know how sounds can be made and changed to suit a situation. • I make my own signs and symbols to make, record my music. • I know how many beats in a minim, crotchet and semibreve and recognize their symbols. • I know that music can be played or listened to for a variety of purposes. (including throughout history and in different cultures) 	<ul style="list-style-type: none"> • I recognise how musical elements can be used together to compose music. • I recognize the correct symbol for a minim, crotchet and semibreve and use them in compositions. • I know the symbol for a rest in music, and use silence for effect in my music. • I describe the different purposes of music throughout history and in other cultures. • I know that the sense of occasion affects the performance. • I know that music can be played or listened to for a variety of purposes. (including throughout history and in different cultures) 	<ul style="list-style-type: none"> • I can read the musical stave, including the time signature and can work out the notes, EGBDF and FACE. • I can draw a treble clef at the correct position on the stave. • I use the venue and sense of occasion to create performances that are well appreciated by the audience. • I know that music can be played or listened to for a variety of purposes. (including throughout history and in different cultures). • I can begin to discuss how music has been changed over time. 	<ul style="list-style-type: none"> • I know and use standard musical notation to both perform and record my music. • I use my musical vocabulary to help me understand how best to combine musical elements. • I can quickly read notes and know how many beats they represent. • I understand the different cultural meanings and purposes of music, including contemporary cultural • Use different venues and occasions to vary my performances. • I know that music can be played or listened to for a variety of purposes. (including throughout history and in different cultures)

