

Spetisbury Primary School - Progression of Skills in Music

Aims	Key Element	Key Skills	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To use voices to sing songs, chants and rhymes.</p> <p>To play tuned and untuned instruments.</p> <p>To rehearse and perform with others</p>	Performing	Controlling sounds through singing and playing	<p>Begins to build a repertoire of songs and dances.</p> <p>ELG - Children sing songs, make music and dance, and experiment with ways of changing them.</p>	<p>Take part in singing. Play instruments with some control and sense of pulse.</p> <p>Follow instructions.</p> <p>Control long and short sounds (duration). Copy changes in pitch. Take notice of others when performing.</p>	<p>Sing with a sense of shape of melody. Use the voice with good effect.</p> <p>Perform using loud and quiet sounds (Dynamics). Follow instructions from leader.</p> <p>Play and sing with greater control of pulse.</p>	<p>Sing songs from memory and with control of pitch and use of expression. Play and sing maintaining a simple part.</p> <p>Perform with others and follow direction.</p> <p>Vary dynamics when working alone or with others.</p>	<p>Sing with expression, sense of phrase and control and diction.</p> <p>Maintain a part with greater control and accuracy when singing or playing.</p> <p>Perform with a greater awareness of those around.</p>	<p>Sing in tune with control of breathing and diction.</p> <p>Perform with an awareness of meaning.</p> <p>Sing in a round. Sustain a drone or ostinato to accompany. Use simple improvisation within a group.</p> <p>Perform with confidence and awareness.</p>	<p>Sing or play from memory with confidence and expression. Perform solos and in a group.</p> <p>Be able to lead a group.</p> <p>Maintain a part whilst singing or playing.</p> <p>Perform with accuracy, flair and confidence.</p>
<p>To create musical patterns.</p> <p>To explore, choose and organise sounds and musical ideas.</p>	Composing	Creating and developing musical ideas	<p>Explores the different sounds of instruments.</p>	<p>Copy simple patterns.</p> <p>Create sequences of sounds with help.</p> <p>Choose sounds to represent different things (thoughts, feelings, moods). Make sounds that are very different (high/low/long /short/loud/quiet).</p>	<p>Copy short rhythmic and melodic phrases.</p> <p>Explore and choose sounds to achieve effect. Begin to create sequences of sounds with rhythmic patterns of a few notes.</p>	<p>Compose melodies using 2/3 notes.</p> <p>Choose sounds and order them to achieve a desired effect.(include ICT)</p> <p>Create repeated patterns.(Ostinato) Begin to join simple layers of sound.</p>	<p>Compose melodies using 3/4 notes.</p> <p>Change, organise and control sounds. (include ICT)</p> <p>Create accompaniments using a drone or ostinato.</p> <p>Compose layers of sounds with awareness of combined effect.</p>	<p>Compose melodies using 4/5 notes.</p> <p>Use a variety of different musical devices including rhythmic and melodic within given structures.</p> <p>Compose songs with a link between lyrics and melody.</p>	<p>Compose melodies using 5 or more notes.</p> <p>Demonstrate imagination and confidence when selecting sounds. Use ICT to organise and record ideas. Use a wide range of devices including melody, rhythm and chords.</p>
<p>To explore ideas and feelings about music using movement, dance and musical language. To make improvements to their own work</p>	Appraising	Responding and reviewing	<p>Listen to different types of music and begin to talk about how it makes you feel.</p>	<p>Talk about how music makes you feel</p> <p>Hear the pulse in music</p> <p>Identify texture-one sound or more than one.</p> <p>Recognise different tempo (fast/slow).</p>	<p>Respond to different moods in music.</p> <p>Identify pulse. Begin to recognise changes in timbre (sound quality), pitch, dynamics and tempo (speed). Start to recognise different instruments.</p>	<p>Internalise the pulse.</p> <p>Comment on the ways sounds can be used and begin to use musical vocabulary to describe music e.g. timbre, pitch, structure, texture, tempo, duration, dynamics</p> <p>Use these words to identify where music works well or needs improving.</p>	<p>Know how pulse stays the same but rhythm can change.</p> <p>Listen to layers of sound and describe how this effects mood and feelings</p> <p>Describe music by using some correct vocabulary and identify how music can be improved by adding or changing a dimension.</p>	<p>Know how pulse and rhythm fit together.</p> <p>Begin to use a range of different musical words to describe music</p> <p>Comment on the success of their own and others work and suggest improvements.</p>	<p>Describe, compare and evaluate different types of music by confidently using a range of different musical vocabulary.</p> <p>Understand how lyrics reflect the cultural context and have social meaning.</p> <p>Refine and improve their own and others' work.</p>
<p>To internalise and recall sounds.</p> <p>To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used. To know that sounds can be made in different ways and described using given and invented signs and symbols.</p> <p>To know the purpose of music</p>	Applying	Listening and applying knowledge and understanding	<p>Early Learning Goal</p> <p>They represent their own ideas, thoughts and feelings through music, dance.</p>	<p>Make sounds with a slight difference.</p> <p>Use my voice in different ways to create different effects.</p> <p>Explore different sound resources and ways of playing them. E.g. shaking, hitting, scraping.</p> <p>Listen to different types of sound.</p> <p>Talk about where you might hear different music e.g. Wedding march, lullaby</p>	<p>Listen carefully and recall short melodies and rhythmic patterns.</p> <p>Change sounds to suit.</p> <p>Begin to use marks and symbols to represent music when recording.</p> <p>Begin to be able to listen to music and describe its purpose e.g. a fanfare is loud a lullaby is quiet.</p>	<p>Understand how musical dimensions are used together to compose music and create an effect.</p> <p>Begin to know the number of beats in a crotchet, minim, quaver and semibreve. Play with a symbol to represent notes.</p> <p>Listen to and begin to respond to music drawn from different traditions, cultures and from Great Composers.</p>	<p>To begin to understand the relationship between sounds and meanings.</p> <p>To begin to read and follow basic rhythms on a musical staff adding rests.</p> <p>Listen to music (live and recorded) and respond by describing music in terms of how it makes you feel and why.</p>	<p>Listen to and recall a range of sounds with confidence.</p> <p>Recognise and use a staff notation in a simple format.</p> <p>Begin to recognise other parts of reading music e.g. treble clef, time signature, structure.</p> <p>Know that music can be listened to for a variety of purposes (throughout History and in different cultures.</p>	<p>Use increased aural memory to recall sounds accurately.</p> <p>Know and use standard notation to perform. (including dotted rhythms) Develop an understanding of the history of music from different times, cultures, composers and musicians.</p>