



Slindon CofE Primary School- Progression of skills – Music

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Singing and playing	<p>Use their voice in different ways – speaking, singing and chanting with accompaniment.</p> <p>Develop some control using tuned / un-tuned percussion: Can copy simple rhythm patterns.</p>	<p>Develop their control of pitch and duration when singing with accompaniments.</p> <p>Performs simple patterns and accompaniments on tuned and un-tuned instruments, keeping to a steady beat.</p> <p>Devise / repeat a simple rhythm pattern.</p>	<p>Develop tuneful singing, starting to sing partner songs and rounds.</p> <p>Keeps to a steady beat in 2, 3 and 4 metre and devise or copy a rhythm pattern with accuracy.</p> <p>Developing control, accuracy and expression when playing tuned / un-tuned percussion instruments.</p>	<p>Sing rounds and partner songs in tune with increasing expression, accuracy and fluency.</p> <p>Recognise and explore the ways sounds can be combined expressively, using rhythmic and melodic ostinato</p>	<p>Sing songs with control, fluency, expression, including starting to sing songs in parts.</p> <p>Play pieces with simple parts with developing control of pitch, duration, tempo and dynamics.</p>	<p>Sing songs in parts with increasing control and expression. Pupils sing tunefully.</p> <p>Play pieces with parts with accurate control of pitch, duration, tempo and dynamics.</p>
Rehearsing and notating	<p>Begin to represent sounds with symbols (not formal notation)</p> <p>Can recognise some of the musical dimensions e.g. pitch / duration / dynamics.</p>	<p>Respond to graphic notation (pictorial symbols) for pitch, duration and rhythm.</p>	<p>Practise and improve performance of simple rhythm patterns / melodies in short pieces.</p> <p>Respond to graphic notation for pitch, duration and rhythm.</p>	<p>Improvise repeated patterns and combine several textures of sound – evaluate their composition.</p> <p>Create graphic notation for pitch, duration and rhythm.</p>	<p>Improvise, compose, rehearse and refine melodic and rhythmic phrases.</p> <p>Understand and start to use the staff and other musical notations.</p>	<p>Improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within musical structures.</p> <p>They understand and use the staff and other musical notations.</p>
Listening and responding	<p>Recognise mood, character and contrast in pieces, and respond.</p>	<p>Recognise changes in mood, character and contrasts in pieces of music, and respond.</p>	<p>Listen attentively and begin to compare and contrast different pieces in mood, character and changes.</p>	<p>Compare and contrast different pieces recognising how different musical elements are combined and used expressively.</p> <p>Pupils can listen with increasing attention to detail and recall sounds with growing aural memory.</p>	<p>Compare and contrast a range of pieces showing awareness of dimensions, context and purpose: e.g. What did the composer intend this piece for? How do the repeated phrases / layers of sound build to create a 'mood'?</p> <p>Suggest improvements to their own, and others' work.</p>	<p>Compare and contrast a range of pieces explaining opinions referring to musical dimensions, context and purpose: e.g. 'The composer created a tense / angry mood with the sudden chords and using cymbals'.</p> <p>They suggest improvements to their own and others' work, commenting on how intentions have been achieved.</p>

Describing and discussing	Describe sounds and music simply using appropriate vocabulary such as: high / low, loud / quiet.	Begin to use appropriate musical vocabulary: e.g. low / high, long/ short, loud/quiet, quicker / slower.	Use appropriate musical vocabulary to describe music: e.g. high or low pitch, rising / falling pitch, quick / slow tempo, rhythm / beat.	Use appropriate vocabulary for the musical dimensions: dynamics (loud / soft), pitch (high / low), rhythm / duration, beat / pulse, tempo (fast / slow), words to describe timbre (tinkly / hard / whispering etc) Pupils recognise how the different musical elements are combined and used expressively, also discussing the texture (layers of sound) simply.	Further extend appropriate musical vocabulary, starting to use some technical vocab to describe: dynamics (loud / soft), pitch (high / low), rhythm / duration, beat / pulse, tempo (fast / slow), words to describe timbre (tinkly / hard / whisper etc)	Further extend appropriate musical vocabulary, using some technical vocab to describe: dynamics (loud / soft), pitch (high / low), rhythm / duration, beat / pulse, tempo (fast / slow), words to describe timbre (tinkly / hard / whisper etc) Discuss their views on a range of live and recorded music from different traditions and from great composers and musicians.