

Music Skills Progression			
Skills	Year 1 Year 2	Year 3 Year 4	Year 5 Year 6
<b>Listen and Appraise</b>	<p>I enjoy listening to lots of different musical styles from around the world.</p> <p>I can sometimes recognise/identify where in the world music is from.</p> <p>I can sometimes recognise/identify what the different styles of music are and some of the different instruments I hear.</p> <p>I can usually find the pulse on my own when I listen to music.</p> <p>I am starting to use musical words when I talk about music.</p> <p>I pay attention and concentrate when my friends talk about the music we have listened to.</p> <p>I understand how pulse, rhythm and perhaps also tempo and dynamics fit into the music we listen to</p>	<p>I enjoy listening to a variety of music from all over the world, different times and traditions.</p> <p>I can sometimes place pieces of music in their historical context.</p> <p>I am starting to recognise different style indicators and different instruments and their sounds.</p> <p>I can find the pulse through movement when listening to music.</p> <p>I can explain that the pulse is the musical heartbeat and that it is the foundation of a piece of music.</p> <p>I can use more musical words to describe the music we listen to and my feelings towards it</p> <p>I pay attention and concentrate when my friends talk about music we have listened to.</p> <p>I understand how pulse, rhythm, pitch and also tempo, dynamics, timbre, texture and structure fit into the music we listen to.</p>	<p>I enjoy listening to a variety of music from all over the world, different times and traditions.</p> <p>I can place pieces of music in their historical context.</p> <p>I can confidently recognise different style indicators and different instruments and their sounds.</p> <p>I can find the pulse easily on my own when listening.</p> <p>I can explain that the pulse is the musical heartbeat and that it is the foundation of a piece of music.</p> <p>I can use musical words to describe the music we listen to and my feelings towards it.</p> <p>I can comment and discuss respectfully and share my ideas in discussion.</p> <p>I can confidently discuss other dimensions of music and how they fit into the music we are listening to.</p>
<b>Singing</b>	<p>I can stand up straight to produce a quality sound.</p> <p>I can breathe properly and pronounce words in the correct style of the song we are singing.</p> <p>I understand the meaning of the lyrics I sing so I can perform them properly.</p> <p>I keep the pulse inside me when I sing.</p> <p>I can follow a leader when I sing.</p> <p>I start and stop when a leader tells me to.</p>	<p>I understand that we all need to work together when we sing in a group.</p> <p>I understand why we warm up our voices.</p> <p>I can stand up straight, breathe properly and pronounce words in the correct style of the song we are singing.</p> <p>I understand the meaning of the lyrics to a song and perform them properly, showing how I feel when I sing.</p> <p>I keep the pulse inside of me when I sing and realise that we all need to sing together as an ensemble.</p> <p>I can follow a leader when I sing.</p>	<p>I enjoy singing in an ensemble.</p> <p>I pronounce the words correctly and sing in tune.</p> <p>I understand the importance of warming up my voice to keep it safe.</p> <p>I understand that when I sing, I need to know what the song is about and how the melody and words work together.</p> <p>I feel the pulse when I sing.</p> <p>I can stop and start my group on my own and help them to keep the pulse.</p>
<b>Playing Instruments</b>	<p>I can play tunes on an instrument.</p> <p>I have started to improvise, making up my own tunes and rhythms.</p> <p>I can play 'by ear' or 'by heart' and when I feel comfortable with the part I have learnt, I can move to a different one.</p> <p>I can start and stop or join in when I am directed as I watch a leader.</p> <p>I look after my instrument and hold the beater correctly.</p> <p>I know there is a language that represents the music we play.</p>	<p>I can play tunes and improvise.</p> <p>I have composed a simple melody.</p> <p>I can play 'by ear' and when I feel comfortable with the part I have learnt, I can move to a different one.</p> <p>I can start and stop or join in when I'm directed as I watch the leader.</p> <p>I look after my instrument and play it thoughtfully.</p> <p>I know that sometimes music is written down in the form of notation.</p> <p>I can write music down using colours, pictures or numbers</p>	<p>I can play tunes and improvise.</p> <p>I can compose using my instrument.</p> <p>I can play different parts 'by ear' and sometimes with notation if I can.</p> <p>I can play a different part to others and keep it going within the ensemble.</p> <p>I continue to look after my instrument and treat it with respect.</p> <p>I understand that music has a language and it is called notation.</p> <p>I can read and understand some notes.</p>

<b>Improvisation</b>	<p>I enjoy creating and exploring musical sounds with my instrument.</p> <p>I can make up simple improvisations on my own.</p> <p>I can make up a rhythm with a group and then add a tune to it.</p> <p>I feel confident when using one, two or three notes when I improvise.</p>	<p>I have created simple improvisations with my voice and instrument within a song.</p> <p>I understand that when I improvise, I make up my own tune with notes that the teacher gives me.</p> <p>I make up my own rhythms to go with the notes.</p> <p>I can improvise confidently.</p> <p>I can make up simple rhythmic patterns and then add a melody to it.</p>	<p>I feel confident creating improvised melodies with my voice and instrument.</p> <p>I can explain what improvisation is.</p> <p>I feel confident improvising on my own or in a group.</p> <p>I can use up to five notes to improvise.</p>
<b>Composition</b>	<p>I can compose our own tune in groups and then fit it into the song we are learning.</p> <p>I can use two or three notes to compose our tune.</p> <p>I can record my composition e.g. graphic/pictorial, using ICT, video, formal notation</p>	<p>I can make up/compose my own simple tunes as part of the song we are learning.</p> <p>I can record my compositions e.g. graphic/pictorial, using ICT, video, formal notation</p> <p>I can use dynamics to make my composition more interesting to listen to</p>	<p>I am confident creating my own tunes within the song we are learning.</p> <p>I can use up to five notes when composing.</p> <p>I record my compositions e.g. graphic/pictorial, using ICT, video, formal notation</p> <p>I have various ways to make our compositions sound more interesting.</p>
<b>Perform and Share</b>	<p>I can work together in my group. We try to start and end together.</p> <p>I can perform what I've learnt to other people, with confidence.</p> <p>I can make sure the audience can hear and see me properly.</p> <p>I can talk about what went well and what we could do better.</p>	<p>I can confidently perform to an audience.</p> <p>I can sing, play my instrument, improvise and play my compositions during the performance.</p> <p>I am aware of our audience when I perform.</p> <p>I can evaluate my performance, helping to improve the next one.</p>	<p>I can explain why we work together in an ensemble and what it means to do so.</p> <p>I am confident in my role within a performance.</p> <p>I am aware of my audience and their needs.</p> <p>I can offer constructive comments about my own and others' work.</p>
<b>Pupil Outcomes</b>	<ul style="list-style-type: none"> <li>• Discussions (evaluation, appreciation, opinions of music)</li> <li>• Singing and performing</li> <li>• Play musical games</li> <li>• Playing by ear</li> <li>• Playing from note names/notation</li> <li>• Write music/graphic scores</li> <li>• Improvising with instruments and voices</li> <li>• Composing</li> </ul> <p>Although these outcomes are similar across the year groups, they will be built on and achieved in more depth as children move through the school (see diagram below)</p>		

