

# Music Progression of Skills

	MUSICAL STRANDS	SKILLS TAUGHT	A MUSICIAN IN THIS YEAR GROUP...
<b>EYFS (Expressive Arts and Design)</b>	<b>Controlling Sounds Through Singing and Playing</b>  <b>Creating And Developing Musical Ideas (Composing)</b>  <b>Listening And Applying Knowledge And Understanding Responding And Reviewing</b>	To be able to take part in singing and sing a few familiar songs To find singing voice To sing with an awareness of others To show an awareness of how instruments are played To explore different sound sources To choose and use body percussion sounds in songs To add new words/verse to simple songs To be able to make appropriate sounds in songs To use appropriate body percussion sounds To respond to the pulse in music To respond to music listened to To be able to copy a simple rhythm.	Can participate in a variety of songs Is able to explore a variety of body percussion and vocal sounds Can respond to music in different ways Can respond to pulse and rhythm Can begin to move in time to a piece of music.
<b>YEAR 1</b>	<b>Controlling Sounds Through Singing and Playing</b>  <b>Creating And Developing Musical Ideas (Composing)</b>  <b>Listening And Applying Knowledge And Understanding</b>  <b>Responding And Reviewing</b>	To be able to distinguish between and use different voices (singing/whispering/humming/talking) To sing with some awareness of pulse and control of rhythm. To begin to sing with an awareness of pitch To sing in a group (and individually as a soloist) e.g. in a short call and response song To imitate changes in pitch (high and low) and use high/middle and low voices with some awareness of how each part 'feels' different To take notice of others when performing To make and control sounds with the voice and on un-tuned percussion To copy rhythms by clapping and with body percussion To tap out rhythms of familiar songs and chants To handle and play a variety of un-tuned instruments To explore different sound sources To use the voice in a variety of ways to create different effects To listen for different types of sound To contribute to the creation of a class composition Begin to identify how sounds have been produced, e.g. by blowing, plucking, tapping, shaking etc Recognise the families of the orchestra and understand how the sounds are made To be able to respond to simple musical instructions To feel the pulse in music and respond to it. To respond to different moods in music	Can use a variety of different voices Can sing with some awareness of pulse and pitch and control of rhythm Can handle and play a variety of un-tuned percussion instruments Can contribute to class compositions Can respond to simple musical instructions
<b>YEAR 2</b>	<b>Controlling Sounds Through Singing and Playing</b>  <b>Creating And Developing Musical Ideas (Composing)</b>  <b>Listening And Applying Knowledge And Understanding</b>  <b>Responding And Reviewing</b>	To begin to be able to sing expressively with an awareness and control of the musical elements To use the voice to good effect in a variety of ways To be able to perform in an ensemble, following instructions To develop control when playing instruments To be able to make and control loud/soft, fast/slow, short/long sounds on un-tuned instruments To be able to demonstrate high/low and pitch movement by step To have an understanding of the basic care and functions on a keyboard To be able to use and explore 'voice' function on a keyboard To explore contrasting and changing musical elements (high/low, fast/slow, loud/soft) in composing To order sounds to create an effect To create a sequence of sounds To recall short rhythmic patterns by clapping and other body percussion To be able to speak and copy short rhythmic phrases using solfa rhythms To make own symbols to represent sounds made To begin to understand basic stick notation for rhythm To know that music can be composed/played/listened to for a variety of purposes (including historical and cultural) To begin to be able to make improvements to own and others' work To be able to identify the pulse in music To recognise changes in timbre, dynamics, tempo, pitch, duration	Can sing expressively with some control of the musical elements Can demonstrate and control contrasting musical elements vocally and on un-tuned percussion Has an understanding of some of the basic functions of a keyboard Can use contrasting and changing musical elements in compositions Can order sounds in compositions Can recall short rhythmic patterns Can use own symbols to represent sounds made Can recognise certain changes in timbre, dynamics, tempo, pitch, duration

<p><b>YEAR 3</b></p>	<p><b>Controlling Sounds Through Singing and Playing</b></p> <p><b>Creating And Developing Musical Ideas (Composing)</b></p> <p><b>Listening And Applying Knowledge And Understanding</b></p> <p><b>Responding And Reviewing</b></p>	<p>To understand how mouth shape can affect the vocal sound          To sing songs from memory with accurate pitch and rhythm          To play notes on tuned percussion including steps and leaps in pitch          To be able to use, choose and control sounds on instruments appropriately          To be able to find way around black and white notes on the keyboard and begin to know note names          To read , compose and perform short rhythmic phrases (1-2 bars in length) using solfa rhythms and stick notation          To compose and perform using 2 or 3 notes          To use sounds to create abstract effects          To create and improvise repeated patterns with body percussion and un-tuned percussion          To be able to create different sounds in response to a given stimulus          To recognise and name different un-tuned percussion instruments          Know and use stick notation for crotchets, quavers and rests          To begin to use the interrelating musical dimensions of pitch, timbre, duration, dynamics, tempo, texture and structure in compositions          To compose in response to a variety of stimuli          To choose , order, combine and control sounds in compositions          To make choices about use of dynamics in simple compositions          Start to use musical dimensions vocabulary to describe music - duration, timbre, pitch, dynamics, tempo, texture          To identify aurally how and why a range of dynamic effects have been used in a piece (song or instrumental)          To recognise how tempo has been used in a piece (song or instrumental) and its effect (e.g to create excitement or highlight a particular phrase or emotion)          Recognise how music can reflect different intentions          To internalise the pulse in music and use the 'thinking voice' effectively          To know the difference between pulse and rhythm          To begin to analyse aurally the melodic and/or rhythmic structure of a simple song (e.g. phrase 1 goes up at the end but phrase 2 goes down)</p>	<p>Can sing songs from memory with accurate pitch and rhythm          Knows names of some notes on the keyboard and can find them          Can create different sounds in response to a given stimulus          Can read and write 4 beat rhythms (crotchets, quavers and rests) using stick notation          Can use some musical vocabulary to describe music listened to          Can use their 'thinking voice'</p>
<p><b>YEAR 4</b></p>	<p><b>Controlling Sounds Through Singing and Playing</b></p> <p><b>Creating And Developing Musical Ideas (Composing)</b></p> <p><b>Listening And Applying Knowledge And Understanding</b></p> <p><b>Responding And Reviewing</b></p>	<p>To be able to show control with the voice and pronounce words clearly (diction)          To sing with an understanding of where to breathe          To understand and use changes of pitch on tuned percussion          To sustain a rhythmic or melodic ostinato or riff on an instrument          To perform with control and awareness of what others are singing/playing          To know the names of notes on the keyboard and be able to play simple 2 note melodies          To be able to control sounds on the recorder using B, A, G, E, D          To use pitch changes to communicate an idea          To order sounds to create an effect within a structure (beginning/middle/end)          To create accompaniments using rhythms or melodic ostinati          To combine the interrelating dimensions of music expressively in compositions          To know that a sense of occasion affects a performance          To play the recorder with a sound then symbol approach          To know that notes and note values on a stave have a purpose and meaning and to be able to use written staff notation as support when playing the recorder          Use more musical dimensions vocabulary to describe music - duration, timbre, pitch, dynamics, texture, structure, rhythm, ostinato, melody, harmony          To identify aurally how and why certain dynamics or a particular tempo in music has been used in compositions          To become more aware of sound produced on the recorder and able to adjust own sound accordingly          To develop awareness of the many different ways sounds and music are made</p>	<p>Can sing with clear diction and breath control          Can sustain a rhythmic or melodic ostinato          Shows awareness of what others are singing/playing          Can play simple 2 note melodies on the keyboard          Can play simple pieces on the recorder using a range of notes (BAGED)          Has an understanding of traditional stave notation          Can combine the interrelating dimensions of music in compositions          Can use more musical dimensions vocabulary to describe music          Is able to listen to own sound on the recorder and make changes to improve tone</p>

<p><b>YEAR 5</b></p>	<p><b>Controlling Sounds Through Singing and Playing</b></p> <p><b>Creating And Developing Musical Ideas (Composing)</b></p> <p><b>Listening And Applying Knowledge And Understanding</b></p> <p><b>Responding And Reviewing</b></p>	<p>To sing songs with increasing control of breathing, posture and sound projection          To sing songs from a range of musical genres and styles          To be able to hold a part in a round          To show control of phrasing and expression in singing          To be able to play simple tuned percussion accompaniments/melodies/rounds          To be able to use and explore voices and styles on the keyboard          To create, choose and order sounds in response to a variety of stimuli.          To create and perform music that meets the intentions and combines sounds imaginatively with awareness and understanding          To create and improvise patterns with a variety of instruments          To create own song/verses for a song/rap          To use a range of stimuli and develop musical ideas into a completed composition          To compose and perform melodies using 4 or 5 notes          To perform in a way that reflects the meaning of the music/lyrics, the venue and the sense of occasion so that the audience appreciates it          To be able to describe different purposes of music in relation time and place          To perform songs in a way that reflects the meaning of the words and the sense of occasion          Use a range of musical vocabulary to describe music - duration, pitch, timbre, dynamics, tempo, texture, structure, beat, rhythm, silence, riff, ostinato, melody, harmony, chore, staccato, legato, crescendo, diminuendo          Use a range of musical vocabulary to identify strengths and weaknesses in own and others' music</p>	<p>Is able to sing with good posture and sound projection          Is able to hold own part in a group in a round          Is able to play simple melodies          Is able to play simple tuned percussion accompaniments/melodies/rounds          Is able to use and explore voices and styles on the keyboard          Is able create own song/verses for a song/rap          Is able to use a range of stimuli and develop musical ideas into a completed composition          Is able to describe different purposes of music in relation time and place          Is able to use a range of musical vocabulary to describe music - duration, pitch, timbre, dynamics, tempo, texture, structure, beat, rhythm, silence, riff, ostinato, melody, harmony, chore, staccato, legato, crescendo, diminuendo          Is able to use a range of musical vocabulary to identify strengths and weaknesses in own and others' music</p>
<p><b>YEAR 6</b></p>	<p><b>Controlling Sounds Through Singing and Playing</b></p> <p><b>Creating And Developing Musical Ideas (Composing)</b></p> <p><b>Listening And Applying Knowledge And Understanding</b></p> <p><b>Responding And Reviewing</b></p>	<p>To sing from memory, with confidence, when performing          To maintain own part in a round/sing or play a harmony accurately with an awareness of what others are playing          To be able to play accompaniments with increasing control and accuracy          To understand how to use and change the single finger chord function on the keyboard          To play melodies on the keyboard using up to 5 fingers          To create an accompaniment (vocal/instrumental) to a song in a small group          To show confidence, thoughtfulness and imagination in selecting and organising sounds to convey an idea          To explore, select and combine a range of different sounds to compose a soundscape in a group          To create music reflecting different intentions          To use a variety of different musical devices (chords/melodies/rhythms) in a completed song composition          To use different venues and occasions to vary performances          Describe different purposes of music in history and other cultures          Use knowledge of musical dimensions to know how best to combine them          Create a song with an understanding of how lyrics, melody, rhythm and accompaniments work together to produce and end result          To show an understanding of how lyrics can reflect cultural and social meaning and use to enhance their performance          To use an increasing musical vocabulary to describe music confidently          To work out how harmonies and chord progressions are used in songs          Use increased aural memory to recall sounds accurately          To improve their work through analysis, evaluation and comparison</p>	<p>Is able to sing from memory, with confidence, when performing          Is able to maintain own part in a round/sing or play a harmony accurately with an awareness of what others are playing          Is able to use and change the single finger chord function on the keyboard          Is able to play melodies on the keyboard using up to 5 fingers          Shows confidence, thoughtfulness and imagination in selecting and organising sounds to convey an idea          Is able to use a variety of different musical devices (chords/melodies/rhythms) in a completed song composition          Is able to describe different purposes of music in history and other cultures          Is able to create a song with an understanding of how lyrics, melody, rhythm and accompaniments work together to produce and end result          Is able to use an increasing musical vocabulary to describe music confidently          Is able to use increased aural memory to recall sounds accurately          Is able to improve their work through analysis, evaluation and comparison</p>