

Progression of Musical knowledge and skills

	National Curriculum: Pupils should be taught to: <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and un-tuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music 		National Curriculum: Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to: <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music. 			
	Y1	Y2	Y3	Y4	Y5	Y6
Performing (Singing and playing instruments)	<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. 	<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 (dynamics and tempo). • I can perform simple rhythmical patterns and accompaniments, keeping a steady pulse. • I can use my voice and instruments to 	<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 	<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 	<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 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. 	<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 am confident in singing/playing solo. • I sing a harmony part confidently and accurately.

	<ul style="list-style-type: none"> • I can imitate changes in pitch. • I can perform simple rhythmic patterns. • I take notice of others when I am performing 	make loud and quiet sounds (dynamics).	<ul style="list-style-type: none"> • I show control when playing musical instruments so that they sound, as they should. 	<p>care so they sound clear.</p> <ul style="list-style-type: none"> • I perform with control and awareness of others in the group. 	<ul style="list-style-type: none"> • I can play an accompaniment on an instrument • I can improvise within a group. 	<ul style="list-style-type: none"> • I maintain my own part with an awareness of what others are playing or singing
Listening & appraising	<ul style="list-style-type: none"> • I can show that I can hear different moods in music. • I can talk about how music makes me feel • I can say whether I like or dislike a piece of music and begin to explain why • I can recognize fast and slow tempos • I can recognise loud or quiet dynamics • I can recognise that sections of music can sound the same or different. • I can think about and begin to make suggestions about what could make my work better. 	<ul style="list-style-type: none"> • I can identify the pulse in a piece of music. • I can show that I can hear different moods in music and explain changes in sounds. • I can listen to music and answer questions about the tempo, dynamics and pitch. • I can recognise that songs have a structure. • I can identify improvements that could be made to my work and attempt to make these changes. 	<ul style="list-style-type: none"> • I recognise and describe changes in timbre, dynamics and pitch. • I can recognise the build up of layers in music. • To comment on the effectiveness of own work, identifying and making improvements. • I can recognise the genre and style of a piece of music and give reasons why. 	<ul style="list-style-type: none"> • I can listen to and evaluate live and recorded music, including from different times and cultures. • I can describe music using words such as duration, timbre, pitch, pulse, tempo, and texture. • I use these words to identify where my music works well and how it can be improved. • I can recognise the work of at least 2 famous composers 	<ul style="list-style-type: none"> • I can describe music using vocabulary linked to the inter-related dimensions of music. • I can describe my work using musical vocabulary and I use this to identify strengths and weaknesses in my music. • I can describe, compare and evaluate music using musical vocabulary • I can compare the work of famous composers and musicians 	<ul style="list-style-type: none"> • I can analyse features within different pieces of music • I can discuss how lyrics reflect the cultural context and have social meaning. • I can evaluate the success of my own and others work, suggesting specific improvements and comment on how this could be achieved. • I can discuss and compare the works of different composers from different historical periods • I can compare music of contrasting styles and genres using appropriate vocabulary

Improvising & composing	<ul style="list-style-type: none"> I can make different sounds with my voice and with instruments I can say words/ rhymes and clap/play to create simple rhythmic patterns. I can improvise a rhythm/sound over a given number of beats. I can create a sound to illustrate a character or mood. I can give reasons for choosing an instrument I can show sounds by using pictures or symbols 	<ul style="list-style-type: none"> I can make sounds that are very different (loud and quiet, high and low etc). I can improvise a rhythm or sound over a given number of beats. I can choose sounds which create a given effect I am beginning to use symbols to represent sounds 	<ul style="list-style-type: none"> I can improvise using a limited note-range (e.g. using 2 – 3 notes). I carefully choose sounds and order them to achieve an effect. (Including using ICT). I can create four bar rhythms. I create short rhythmic phrases and record these using real or invented symbols. I understand how changes in pitch can be shown on a graphic score 	<ul style="list-style-type: none"> I am beginning to understand that composers think and plan, make music and try to make it better I can improvise with increasing confidence I can create a piece of music with a simple structure. I can add pitch names to rhythmic notation to make melodies (using a limited note range). I can add my own words to an existing tune to make a new song I am beginning to use staff notation in my compositions 	<ul style="list-style-type: none"> I can use ICT to create a piece of music. I show thoughtfulness in selecting sounds and structures to convey an idea. I create my own songs showing understanding of the link between music and lyrics. I can use basic staff notation to record my compositions. I am beginning to use my knowledge of the interrelated dimensions of music when creating a piece of music e.g. changing the tempo, thinking about dynamics. 	<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 can lead a group and take directions when composing a piece of music I can use a variety of instruments in my compositions I can use my knowledge of the interrelated dimensions of music when creating a piece of music. I can compose music which meets specific criteria
Musicianship: Interrelated dimensions of Music (including notation)	<p><u>Duration</u></p> <ul style="list-style-type: none"> I can begin to keep a steady pulse I can differentiate between long and short sounds I can clap back a simple rhythm <p><u>Pitch</u></p> <ul style="list-style-type: none"> I can differentiate changes in pitch (higher/lower) 	<p><u>Duration</u></p> <ul style="list-style-type: none"> I can control changes in duration with my voice and instruments. I can clap back a simple rhythm <p><u>Pitch</u></p> <ul style="list-style-type: none"> I can control changes in pitch with my voice <p><u>Dynamics</u></p>	<p><u>Duration</u></p> <ul style="list-style-type: none"> I can recognise and use simple rhythmic notation I can improvise a rhythm over a steady pulse <p><u>Pitch</u></p> <ul style="list-style-type: none"> I understand that a musical scale goes 	<p><u>Duration</u></p> <ul style="list-style-type: none"> I can tap the pulse and find the beat accurately in a piece of music I can improvise a rhythm over a steady pulse <p><u>Pitch</u></p>	<p><u>Duration</u></p> <ul style="list-style-type: none"> I can tap the pulse and find the beat accurately in a piece of music I can improvise a rhythm over a steady pulse <p><u>Pitch</u></p> <ul style="list-style-type: none"> I can use and understand an 	<p><u>Duration</u></p> <ul style="list-style-type: none"> I understand that music can be written in different patterns of beat e.g.4/4, 2/4 I can perform and compose more complicated rhythms using notations <p><u>Pitch</u></p>

<p><u>Dynamics</u></p> <ul style="list-style-type: none"> I can recognise and make sounds that are louder or quieter <p><u>Tempo</u></p> <ul style="list-style-type: none"> I can recognise that music can be fast, slow or somewhere in the middle <p><u>Timbre</u></p> <ul style="list-style-type: none"> I can explore sounds and classify sound makers e.g. shake, tap, scrape <p><u>Texture</u></p> <ul style="list-style-type: none"> I can recognise that there are different layers and combinations of sounds <p><u>Structure</u></p> <ul style="list-style-type: none"> I know when to start and stop singing or playing <p><u>Notation/Rhythm</u></p> <ul style="list-style-type: none"> I can recognise how symbols represent sounds. 	<ul style="list-style-type: none"> I can control changes in dynamics with my voice and instruments I understand the importance of silence. <p><u>Tempo</u></p> <ul style="list-style-type: none"> I can follow direction to make changes in tempo with my voice and instruments <p><u>Timbre</u></p> <ul style="list-style-type: none"> I can choose different types of sounds to represent ideas <p><u>Texture</u></p> <ul style="list-style-type: none"> I can identify specific sounds in a texture <p><u>Structure</u></p> <ul style="list-style-type: none"> I understand that a piece of music is made up of different sections e.g. beginning, ending, verse, chorus <p><u>Notation/Rhythm</u></p> <ul style="list-style-type: none"> I can use invented or real symbols to create and record compositions. 	<p>either up or down and in steps</p> <p><u>Dynamics</u></p> <ul style="list-style-type: none"> I can change dynamics gradually or abruptly for effect <p><u>Tempo</u></p> <ul style="list-style-type: none"> I can use a range of changes in tempo both gradually and suddenly <p><u>Timbre</u></p> <ul style="list-style-type: none"> I can identify families of instruments I can identify tuned and un-tuned instruments <p><u>Texture</u></p> <ul style="list-style-type: none"> I can begin to layer sounds together <p><u>Structure</u></p> <ul style="list-style-type: none"> I understand that a piece of music is made up of different sections <p><u>Notation/Rhythm</u></p>	<ul style="list-style-type: none"> I am beginning to understand the pentatonic scale <p><u>Dynamics</u></p> <ul style="list-style-type: none"> I can use dynamics to improve the quality of compositions <p><u>Tempo</u></p> <ul style="list-style-type: none"> I can use tempo for specific mood effects <p><u>Timbre</u></p> <ul style="list-style-type: none"> I can select a sound or instrument to achieve an effect <p><u>Texture</u></p> <ul style="list-style-type: none"> I can use texture for special effects I recognise what makes up ensembles e.g. the instruments in an orchestra <p><u>Structure</u></p> <ul style="list-style-type: none"> I can discuss the structure of different pieces of music <p><u>Notation/Rhythm</u></p> <ul style="list-style-type: none"> I can use notations to record and 	<p>octave when in music lessons</p> <p><u>Dynamics</u></p> <ul style="list-style-type: none"> I understand dynamics in ensembles <p><u>Tempo</u></p> <ul style="list-style-type: none"> I can make an informed choice about tempo in compositions <p><u>Timbre</u></p> <ul style="list-style-type: none"> I can create music that uses appropriate sounds to achieve an intention <p><u>Texture</u></p> <ul style="list-style-type: none"> I can build a texture in compositions to create an effect <p><u>Structure</u></p> <ul style="list-style-type: none"> I can discuss with increased confidence the structures of pieces of music <p><u>Notation/Rhythm</u></p> <ul style="list-style-type: none"> I am beginning to use basic staff notation to represent and record rhythm I can recognise crotchets, quavers, 	<ul style="list-style-type: none"> I understand that particular sets of notes give music its characteristic sound e.g. minor chords for sad music, major for happy <p><u>Dynamics</u></p> <ul style="list-style-type: none"> I can choose appropriate dynamics and dynamic changes for occasion and venue <p><u>Tempo</u></p> <ul style="list-style-type: none"> I can make an informed choice about tempo in compositions <p><u>Timbre</u></p> <ul style="list-style-type: none"> I can select appropriate sounds to achieve an effect for a purpose <p><u>Texture</u></p> <ul style="list-style-type: none"> I can unpick a texture to recognise instruments in the background, middle or foreground <p><u>Structure</u></p> <ul style="list-style-type: none"> I can discuss with increased confidence the structures of pieces of music <p><u>Notation/Rhythm</u></p>
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