

## Music – Knowledge and Skills Progression Grid

Music Skills	Year 1 and 2	Year 3 and 4	Year 5 and 6
<u>Performing</u>	<ul style="list-style-type: none"> <li>• Use their voice to speak/sing and chant</li> <li>• Handle instruments correctly and with care</li> <li>• Use instruments to perform</li> <li>• Look at the audience when performing</li> <li>• Clap short rhythmic patterns</li> <li>• Copy sounds</li> <li>• Sing accurately at a given pitch</li> <li>• Follow a melody when singing</li> <li>• Keep a steady pulse when performing simple patterns and accompaniments</li> <li>• Follow instructions about when to play or sing</li> <li>• Perform as a group</li> </ul>	<ul style="list-style-type: none"> <li>• Sing in tune and with expression</li> <li>• Sing songs from memory</li> <li>• Play clear notes on instruments</li> <li>• Work with a partner/small group, to perform a piece of music using more than one instrument</li> <li>• Perform a simple part rhythmically</li> <li>• Improvise using repeated patterns</li> <li>• Use simple harmony</li> <li>• Use notation for a performance</li> </ul>	<ul style="list-style-type: none"> <li>• Breathe in the correct place when singing</li> <li>• Sing expressively</li> <li>• Perform from simple notations</li> <li>• Improvise using melodic and rhythmic phrases</li> <li>• Perform parts from memory</li> <li>• Take the lead in a performance</li> <li>• Take on a solo part</li> <li>• Sing a harmony part confidently and accurately</li> <li>• Provide rhythmic support</li> <li>• Listen and play together as an ensemble</li> <li>• Follow the instructions of a conductor</li> </ul>
<u>Composing</u>	<ul style="list-style-type: none"> <li>• Make different sounds using voices and instruments</li> <li>• Identify changes in sounds</li> <li>• Repeat short rhythmic and melodic patterns</li> <li>• Create a sequence of sounds</li> <li>• Show sounds by using pictures</li> <li>• Show sounds by using graphic Notation (Y2)</li> </ul>	<ul style="list-style-type: none"> <li>• Use a range of inter-related dimensions of music in their compositions</li> <li>• Create repeated patterns with different instruments</li> <li>• Create accompaniments for melodies</li> <li>• Combine different sounds to create a specific mood or feeling</li> <li>• Use tempo as a contrast in a piece of music</li> <li>• Begin to understand notation</li> <li>• Use notations to record and interpret sequences of pitches</li> <li>• Explore and use sets of pitches e.g 4 and 5 note scales.</li> <li>• Work with a partner/small group, to develop a composition</li> </ul>	<ul style="list-style-type: none"> <li>• Change sounds or organise them differently to create effects</li> <li>• Compose music which meets specific criteria</li> <li>• Choose the most appropriate tempo for piece of music</li> <li>• Compose in basic structural forms e.g verse, chorus, ABA, rounds</li> <li>• Use a variety of different musical devices in their composition e.g melody, rhythm and chords</li> <li>• Recognise that different forms of notation serve different purposes</li> <li>• Use different forms of notation</li> <li>• Combine groups of beats</li> </ul>
<u>Listening and Appraising</u>	<ul style="list-style-type: none"> <li>• Respond to different moods in music</li> <li>• Talk about how a piece of music makes them feel</li> <li>• Talk about whether they like or dislike a piece of music</li> <li>• Recognise repeated patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Improve work with explanation</li> <li>• Use musical words to describe a piece of music</li> <li>• Identify the character of a piece of music</li> <li>• Recognise gradual or sudden change</li> <li>• Identify how a change of timbre can change the effect of a piece of music</li> <li>• Identify repetition, contrasts and variations</li> <li>• Explain the place of silence and say what effect it has</li> <li>• Describe and identify the different purposes of music</li> <li>• Identify the style of different composers</li> </ul>	<ul style="list-style-type: none"> <li>• Describe, compare and evaluate music using musical vocabulary</li> <li>• Explain why their music is successful or unsuccessful</li> <li>• Suggest improvements to their own work and the work of others.</li> <li>• Evaluate how the venue, occasion and purpose affects the way a piece of music is created</li> <li>• Compare and contrast the impact that different composers from different times will have had on the people of the time</li> </ul>