**Skill Progression: Music**

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|  | **Year 1** | **Year 2** | **Year 3** |
| **Music** | **Performing** I sometimes use my voice in different ways I sometimes join in singing I am beginning to follow instructions when I perform**Composing** I am beginning to make sounds that are very different I can make sounds using voices and instruments I can make a long sound and a short sound I can clap short rhythms with help**Appraising** I recognise the difference between fast and slow I can listen to live and recorded music and say how it makes me feel I can copy changes in pitch – high and low I know how some sounds are made | **Performing** I use my voice in different ways I sing songs and speak rhymes I follow instructions when I perform with others**Composing** I can make sounds that are very different With help, I can make sounds with a small difference I can make and control long and short sounds using tuned and un-tuned instruments With help, I can make a sequence of long and short sounds I can clap short rhythms, making them longer with help**Appraising** I listen carefully to a range of live and recorded music I recognise changes in tempo (speed) I can listen out for different types of sound I can imitate changes in pitch I know how some sounds are made and changed | **Performing** I sing in tune in a group or alone. I can hold a simple part within an ensemble. I have a good memory for sounds and songs. I can perform with control and expression, using my voice or an instrument. I am aware of what others are playing.**Composing** I compose simple melodies and songs. I use sound to create given images. I recognise and create repeated patterns. I make up singing games with words and actions. I create simple accompaniments for my tunes. I recognise how musical elements are combined. I know how different sounds can fit together.**Appraising** I describe music using suitable vocabulary. I listen carefully to a range of live and recorded music. When listening I can talk about the combined effect of layers of sound. |
| **Year 4** | **Year 5** | **Year 6** |
| **Performing** I sing confidently and expressively, with good breath control and pronunciation When singing in rounds I hear the harmonies. I add a drone or an ostinato to a song. I play a simple accompaniment on an instrument. I improvise and maintain my own part within an ensemble**Composing** I know how sounds can be changed, organised and controlled. I can combine sounds expressively. I create my own simple songs. I understand the relationship between lyrics and melody. I create complex rhythmic patterns. I create music for a purpose and use graphic notation. I can use accents in a song to create effects.**Appraising** I have a range of sound vocabulary and can use it to compare and describe a range of high quality live and recorded music. | **Performing** I sing confidently, in solo and ensemble contexts, displaying a variety of vocal techniques. I sing a harmony part confidently and accurately. I play more complex instrumental parts with rhythmic and dynamic control.**Composing** I am imaginative and confident using sound and use ICT where available. I select sounds and structures carefully to express an idea. I create complex patterns. I use different musical devices including melody, rhythms, chords and structures. I can take the lead in creating and performing and provide suggestions to others.**Appraising** I understand how lyrics may have cultural and social meaning. I can hear how harmonies, drones and melodic ostinati are used to accompany singing. I improve my work. I identify cyclic patterns. | **Performing** I sing and/or play confidently on my own or in a group. I sing or play a harmony part confidently and accurately. I play more complex instrumental parts with rhythmic accuracy and good dynamic control.**Composing** I compose imaginatively using voices or instruments. I use ICT to compose melody and accompaniment. I select sounds and structures maturely to express ideas. I create complex patterns that fit the chosen structure. I confidently use musical devices including melody, rhythms, chords and structures. I take a lead in composition and I know how to provide guidance for others.**Appraising** I know how lyrics relate to the music and have cultural and social meaning. I hear how harmonies, drones and melodic ostinati are used to accompany all types of music. I persevere to improve my work. I can identify complex cyclic patterns. |