**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. |