**Progression of Skills**

**In Music Rec-Y6**

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|  | | **Foundation Stage** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **SINGING**  **Singing songs with control and using the voice expressively.** | | * To find a singing voice and use their voice confidently. * Sing with awareness of other performers. * Sing a melody accurately at their own pitch.   40-60 months   * Begins to build a repertoire of songs   ELG   * Children sing songs, make music. | * Sing a melody accurately at their own pitch. * Sing with a sense of awareness of pulse and control of rhythm. * Begin to recognise phrase lengths and know when to breathe. * Sing songs with some expression. * Follow simple pitch movements with their hands and use high, low and middle voices. * Begin to sing with control of pitch (e.g. following the shape of the melody). * Sing with an awareness of other performers. | * Sing a melody accurately at their own pitch. * Sing with a sense of awareness of pulse and control of rhythm. * Begin to recognise phrase lengths and know when to breathe. * Sing songs expressively. * Follow pitch movements with their hands and use high, low and middle voices. * Sing with control of pitch (e.g. following the shape of the melody). * Sing with an awareness of other performers. | * Sing with a growing confidence using a wider vocal range. * Sing in tune. (accurate pitch) * Sing with a growing awareness of pulse and control of rhythm. * Recognise simple structures. (Phrases). * Sing expressively with awareness and control at the expressive elements. E.g. timbre, tempo, dynamics. * Sing songs and create different vocal effects. * Begin to understand how mouth shapes can affect voice sounds. * Begin to internalise sounds by singing parts of a song ‘in their heads.’ | * Sing with confidence using a wider vocal range. * Sing in tune. (accurate pitch) * Sing with awareness of pulse and control of rhythm. * Recognise simple structures. (Phrases). * Sing expressively with awareness and control at the expressive elements. E.g. timbre, tempo, dynamics. * Sing songs and create different vocal effects. * Understand how mouth shapes can affect voice sounds. * Internalise sounds by singing parts of a song ‘in their heads.’ | * Sing songs with increasing control of breathing, posture and sound projection. * Sing songs in tune and with an awareness of other parts. * Identify phrases through breathing in appropriate places. * Sing with expression and rehearse with others. * Sing a round in two parts and identify the melodic phrases and how they fit together. * Sing in harmony. * Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice. | * Sing songs with control of breathing, posture and sound projection. * Sing songs in tune and with an awareness of other parts. * Identify phrases through breathing in appropriate places. * Sing with expression and rehearse with others. * Sing a round in two parts and confidently identify the melodic phrases and how they fit together. * Sing in harmony with a growing confidence and accuracy. * Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice. |
| **LISTENING**  **Listening, Memory and Movement.** | | * Remember short songs and sounds. * Repeat patterns of sounds. * Responds physically when performing music. | * Recall and remember short songs, sequences, and patterns of sounds. * Respond physically when performing, composing and appraising music. * Identify different sound sources. * Identify some well-defined musical features. | * Recall and remember short songs, sequences, and patterns of sounds. * Respond physically when performing, composing and appraising music. * Identify different sound sources with a growing accuracy. * Identify well-defined musical features. * Listen out for particular things when listening to music. | * Identify simple melodic phrases and play them by ear. * Create sequences of movements in response to sounds. * Explore and chose different movements to describe animals, people or surroundings. * Identify repeated phrases used as introductions, interludes and endings. | * Identify melodic phrases and play them by ear. * Create more complex sequences of movements in response to sounds. * Explore chose and develop different movements to describe animals people or surroundings. * Demonstrate the ability to recognise the use of structure and expressive elements through dance. * Identify phrases that could be used as an introduction, interlude and ending. | * Internalise short melodies and play these on pitched percussion (play by ear). * Create dances that reflect musical features. * Identify different moods and textures. * Begin to identify how a mood is created by music and lyrics. * Listen to longer pieces of music and identify features. | * Internalise melodies and play these on pitched percussion (play by ear). * Create dances that reflect musical features, purpose, character etc. * Identify different moods and textures. * Identify how a mood is created by music and lyrics. * Listen to longer pieces of music and identify features with confidence. |
| **COMPOSING**  **Composition** | | * To explore different sound sources. * Make sounds using classroom instruments. * Contribute to a creation of a class composition.   ELG   * They represent their own ideas, thoughts and feelings through music. | * Contribute to the creation of a class composition. * Make a simple sequence of sounds using body percussion, vocals or un-tuned percussion instruments. | * Organise sounds to ‘tell a story.’ * Make a sequence of sounds using body percussion, vocals or un-tuned percussion instruments. * I can match vocal and instrumental sounds to images that represent them. | * Begin to create textures by combining sounds in different ways. * Create music that describes contrasting moods/emotions. * Improvise simple tunes based on the pentatonic scale. * Compose music in pairs and make improvements to their own work. * Create an accompaniment to a known song. * Create descriptive music in pairs or small groups. | * Create textures by combining sounds in different ways. * Use simple notation to record and interpret sequences of pitches. * Use notation to record compositions in a small group or on my own. * Use peer assessment to make constructive contributions to others’ work and develop own work. | * Compose music, which meets specific criteria. * Explore, select combine and exploit a range of different sounds to compose a soundscape. * Write lyrics to a known song. * Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition. | * Compose music, which meets specific criteria. * Compose for voice and instruments both tuned and un-tuned. * Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition. |
| **Reading and writing notation** | | * Represent sounds using instrument images as part of whole class composition. * Represent ideas in their own way. | * Perform long and short sounds in response to images and symbols. (graphic score) * Create long and short sounds on instruments. * Record their own ideas. * Make their own symbols as part of a class score. * I can begin to match vocal and instrumental sounds to images that represent them. | * Perform long and short sounds in response to images and symbols. (graphic score) * Play and sing phrase from dot notation. * Make their own symbols as part of a small group score | * Begin to understand, read and use the pentatonic scale. * Develop the use of dot notation for ‘do re mi.’ * Stave * Clef * Crotchets * Paired quavers | * Develop the use of the pentatonic scale * Begin to use staff notation * Minim * Crotchet * Crotchet rest * Paired quavers * Introduce major and minor chords * Read notation on simple rhythmic scores | * Perform using notation as a support. * Sing songs with staff notation as support. * Use notation to record groups of pitches (chords.) * Use C major or A minor to compose melodies. * Graphic symbols * Rhythmic notation on a score * Time signatures * Semibreve * Minim * Crotchet * Crotchet rest * Paired quavers * semiquavers | * Use a range of skills including sketches, graphic scores and staff notation (pitches and groups of pitches, chords. * Develop further understanding of notations and rest. * Read staff notation confidently. |
| **PERFORMING**  **Performance skills** | | * Perform in front of others. * Perform while showing an awareness of others. * Perform and be part of an audience. | * Use un-tuned percussion instruments, voices and body percussion to perform songs or patterns. * Perform together and follow instructions that combine the musical elements. | * Use un-tuned percussion instruments, voices and body percussion to perform songs or patterns. * Perform together and follow instructions that combine the musical elements. | * Perform in different ways, exploring the way the performers are a musical resource. * Perform with awareness of different parts. * Understand the importance of silence within a performance. | * Perform in different ways, exploring the way the performers are a musical resource. * Perform with awareness of different parts. * Understand and demonstrate the importance of silence within a performance. | * Present performances effectively with awareness of audience, venue and occasion. * Maintain my part whilst others are performing their part. * Perform some parts from memory. | * Present performances effectively with awareness of audience, venue and occasion. * Maintain my part whilst others are performing their part. * Perform parts from memory. * Take the lead in a performance. |
| **Control of instruments** | | * Show an awareness of how instruments are played. * Play un-tuned instruments with some control. * To explore different sound sources. * Make sounds using classroom instruments. * Identify and name classroom instruments.   40-60 months   * Explores the different sounds of instruments. | * Make sounds and recognise how they can give a message. * Identify and name classroom instruments. * Play instruments in different ways and create sound effects. * Identify how sounds can be changed. * Handle and play un-tuned and some tuned instruments with control. * Identify different groups of instruments. | * Make sounds and recognise how they can give a message. * Identify and name classroom instruments and others. * Identify and demonstrate how sounds can be changed. * Change sounds to reflect a range of different stimuli. | * Identify simple melodic phrases and play them by ear. * Select instruments to describe visual images. * Play clear notes on tuned and un-tuned instruments with control. | * Identify melodic phrases and play them by ear. * Select instruments to describe visual images, feelings or emotions * Play clear notes on tuned and un-tuned instruments with control. | * Identify and control different ways percussion instruments make sounds. * Play accompaniments with a growing control and accuracy. * Create different effects using combinations of pitched sounds. * Improvise within a group using melodic and rhythmic phrases. * Begin to use ICT to change and manipulate sounds. | * Identify and control different ways percussion instruments make sounds and explain this with confidence. * Play accompaniments with control and accuracy as part of an ensemble. * Create and explain different effects using combinations of pitched sounds. * Use ICT to change and manipulate sounds. |
| **MUSICIANSHIP/MUSICAL FEATURES** | **Pulse**  **Beat** | * Accompany a chant or song by keeping a steady pulse or beat in 4/4. | * Identify the pulse in different pieces of music. * Accompany a chant or song by clapping or playing the pulse or rhythm. * Respond to pulse in live music through movement, dance, body percussion, instruments. | * To begin to understand that a musical pulse is a ‘musical glue.’ It needs everybody to stick together and follow that same pulse in order for the music to work, as it should. * Accompany a chant or song by clapping or playing the pulse with increase accuracy. * Identify the pulse and join in getting faster and slower together. * Understand that the speed of the beat can change (link to tempo) * Begin to group beats in twos and threes. * Make the first beat ‘strong.’ | * Perform a repeated pattern to a steady pulse. * Understand and play on the downbeat (not the main pulse) | * Metre (groups of beats, 2/4, 3/4, 4/4 etc.) * Bar (groups of beats shown in notation) | * Identify different speeds of pulse (tempo) by clapping and moving. * Simple time * Compound time | * Identify different speeds of pulse (tempo) by clapping and moving accurately. * Confidently identify the metre of different songs through recognising the pattern of strong and weak beats. * Syncopation. |
| **Rhythm** | * To begin to understand that ‘tunes’ have short and long sounds too. * Accompany a chant or song by clapping the rhythm. | * Copy and perform own simple rhythms to a given pulse. * Begin to internalise and create rhythmic patterns. * Accompany a chant or song by clapping or playing the rhythm. | * Copy and perform own, more complex rhythms to a given pulse. * Internalise and create rhythmic patterns. * Accompany a chant or song by clapping or playing the rhythm with increased accuracy. | * Recognise rhythmic patterns. * Identify and recall rhythmic and melodic patterns. * Identify repeated patterns used in a variety of music. (Ostinato). * Perform rhythms using the downbeat. | * Recognise a range of rhythmic patterns. * Perform a given or own repeated pattern to a steady pulse. * Identify and recall rhythmic and melodic patterns with increased accuracy and confidence. * Identify repeated patterns used in a variety of music. (Ostinato). | * Begin to improvise rhythmic patterns. * Perform an independent part keeping to a steady beat. * Identify the metre of different songs through recognising the pattern of strong and weak beats. | * Improvise rhythm patterns. * Perform an independent part keeping to a steady beat. |
| **Pitch**  **Melody** | * To begin to understand and recognise that sounds can be high or low. | * Compare high and low sounds in the school environment and in songs. * Make different pitches with vocals and instruments. * To begin to understand how a melody line of a tune can have different pitches (go up and down). | * To begin to understand that a musical scale goes either up or down and in steps and to be able to recognise when the scale is going up or down in pitch. (use a glock to demonstrate) * Sing short phrases, responding to pitch changes with support of adult using hand movements. * Recognise dot notation and link to pitch on tuned percussion and voice. | * To further develop an understanding of pitch using major (happy) and minor (sad) scales. * High * Low * Rising * Falling * Range ‘do re mi fa so’ | * To further develop an understanding of pitch using major (happy) and minor (sad) scales and introduce a pentatonic scale. E.g. C,D,E,G,A or G,A,B,D,E (use Glocks / Boomwhackers * Range ‘do re mi fa so la ti do’ | * To continue to develop an understanding of pitch using major (happy) and minor (sad) scales and introduce a pentatonic scale. E.g. C,D,E,G,A or G,A,B,D,E (use Glocks / Boomwhackers * Full diatonic scale in different keys | * To continue to develop an understanding of pitch using major (happy) and minor (sad) scales and introduce a pentatonic scale. E.g. C,D,E,G,A or G,A,B,D,E (use Glocks / Boomwhackers * Full diatonic scale in different keys |
| **Tempo**  **Duration** | * To begin to understand and recognise that music can be fast or slow or somewhere in the middle. * To begin to understand and recognise sounds that last for different lengths of time e.g. short and long. * Demonstrate this understanding through movement. | * Identify the tempo of a section or piece of music (fast and slow) * Identify duration (long and short sounds) in a piece of music and link this to tempo. | * To be able to follow a given pulse that gradually gets faster or slower. * To begin to understand that you can fit a rhythm to a steady beat. * Link to pulse and beat. | * To start to understand that a musical tempo can be chosen for a reason. E.g. When to have a quick pulse v a slow pulse say in a film. * Fast (allegro) * Slow (adagio) | * To continue to understand that a musical tempo can be chosen for a reason. E.g. When to have a quick pulse v a slow pulse say in a film. * Getting faster (accelerando) * Getting slower (rallentando) | * As year 4, different tempo selected for a purpose. Take two examples of fast music in a film. Do they have the same mood? Is this always true? (I.e. you can have happy fast/slow music or happy/sad slow music.) * Link to pulse and beat | * To further develop an understanding of how different tempi can be selected for a purpose. * Link to pulse and beat |
| **Structure and Form** | * To begin to understand that music (say a song) has a beginning (intro) a middle and an end and that some bits (chorus) might be repeated. | * To further understand that music (say a song) has a beginning (intro) a middle and an end and that some bits (chorus) might be repeated. | * To recognise and be able to say which part of a song is the intro, verse or the chorus. | * To study a composer, say Mozart and start to understand that he wrote music in different forms – symphony (4 movements), opera, solo works for piano/violin etc. * Call and response * Question phrase * Answer phrase * Echo * Ostinato | * To further develop an understanding of how music can be composed to different structures. Choose a musical form (say a symphony) and understand that composers follow a certain pattern (usually) of movements. E.g. Beethoven and his nine symphonies are mostly written in 4 movements (6th has five). * Rounds and partner songs * Repetition * Contrast | * To start to learn about leitmotiv and how it is used by composers in film music. E.g. Jaws (shark), Star Wars (different characters) * Ternary form * Verse and chorus form | * To further develop skills in understanding musical structure by composing a song to a recipe: E.g. It must have an intro, repeated section, loud/soft dynamics etc. * Music with multiple sections. |
| **Harmony** |  |  |  | * Drone | * Static * Moving | * Triads | * Chord progressions |
| **Timbre**  **Texture** | * To begin to understand, and be able to recognise, that there are different kinds of sound. E.g. shakers, drums, chimes etc. * To begin to be able to recognise that there are different combinations of sound. | * To understand that different kinds of sound can be chosen for different things. E.g. shakers, drums, chimes etc. * To be able to recognise that there are different combinations of sound. | * To start to name different instruments by the sounds that they make. * To start to pick out sounds in a texture. E.g. a singer or a drum kit. | * To further develop recognition of the names and sounds of different instruments. E.g. The instruments of a family in an orchestra. * To further develop skills in recognising a solo, when a group of people sing the same ‘tune’ at the same time, it’s called unison and to start to recognise a musical ostinato (something that repeats). E.g. The rhythm in ‘We will rock you’ by Queen, bass line of Pachelbel’s Canon. * Unison * Layered * Solo | * To further develop skills in instrument recognition by sound and name. E.g. Use of film scores. * To be able to pick out layers of sounds (what’s the same/different) using original/cover versions of the same song. * Duet * Melody and accompaniment | * To recognise that certain groups generally have the same kind of sound/instruments. E.g. orchestra, brass band, samba band, folk etc. * To start to compose simple harmony (play more than one note at a time) - start with choosing two notes then to three. Experiment with how changing the notes, changes the sound. * Music in 3 parts | * To further develop an understanding and recognition of the kinds of sound different groups of instruments/performers make. E.g. Use world music. * To further develop composing simple harmony. E.g. Use a well-known simple tune and compose the accompaniment. * Music in 4 parts |
| **Dynamics and Articulation** | * To begin to understand that there are sounds that are loud/soft and that there is also silence. | * To recognise and make sounds that are loud/soft and that there is also silence. | * To be able to get louder or quieter over a short piece of time. | * To start to select a sound for a reason. E.g. When to use a loud/soft/gradual sound. * Loud (forte) * Quiet (piano) | * To continue to select a sound for a reason. E.g. When to use a loud/soft/gradual sound. * Getting louder (crescendo) * Getting softer (decrescendo) * Smooth (Legato) * Detached (staccato( | * To understand that dynamics can be selected for a purpose. E.g. A composer paid to write a film score. Take a film clip and play silently. How does this change the mood? Repeat with the same clip to the wrong music. How does that change the mood? * Very loud (fortissimo) * Very quiet (pianissimo) | * To further develop an understanding of how dynamics can be selected for a purpose. * Moderately loud (mezzo forte) * Moderately quiet (mezzo piano) |
| **Evaluating and appraising** | | * Understand importance of being part of an audience and praising others. * Respond to music in a variety of ways including singing and movement. | * Choose sounds and instruments carefully and make improvements to their own and others’ work. * Respond to different moods in music. | * Choose sounds and instruments with a growing understanding of their effect and make improvements to their own and others’ work through peer assessment. | * Recognise how music can reflect different intentions. * Improve my work; explaining how it has been improved. | * Recognise how music can reflect different intentions with a growing accuracy. * Improve my work; explaining how it has been improved. * Peer assess; explaining how it can /cannot be improved. | * Improve their work through analysis, evaluation and comparison. * Describe, compare and evaluate music using musical terminology. | * Improve their work through analysis, evaluation and comparison. * Evaluate how the venue, occasion and purpose affects the way a piece of music is created. * Analyse features within different piece of music. |
| **Appreciating and Understanding** | | * Listen to live and recorded music. | * Listen to live and recorded music from a wide range of influences, responding appropriately to the context. * I say whether I like or dislike a piece of music. * Comment on some musical elements. | * Listen to live and recorded music from a wide range of influences, responding appropriately to the context. * Make connections between notations and musical sounds. * Comment on some musical elements and show an understanding of the effect. | * Listen to live and recorded music from a wide range of influences, responding appropriately to the context. * Discuss how the elements of music are used in pieces from different periods, styles and cultures. * Use musical terminology to describe what I like and do not like about a piece of music. | * Listen to live and recorded music from a wide range of influences, responding appropriately to the context. * Discuss how the elements of music are used in pieces from different periods, styles and cultures with a growing accuracy. * Use musical terminology to describe what I like and do not like about a piece of music. * Identify and describe the different purposes of music. | * Listen with increased concentration to live and recorded music from different traditions, genres, styles and times, responding appropriately to the context. * Share opinions about music and be willing to justify these. | * Listen with increased concentration to live and recorded music from different traditions, genres, styles and times, responding appropriately to the context. * Share opinions about music and be willing to justify these with confidence and accuracy. |
| **The History of Music** | | * Listen to music from a range of periods, genres, styles and traditions. | * Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions * Learn about the lives and works of the great composers and musicians | * Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions * Learn about the lives and works of the great composers and musicians | * Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions * Learn about the lives and works of the great composers and musicians. * Recognise the work of a least one famous composer. Mozart | * Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions * Learn about the lives and works of the great composers and musicians * Begin to identify the style of work of Beethoven, Mozart, Elgar. | * Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions * Learn about the lives and works of the great composers and musicians. * I contrast the work of a famous composer with another and explain my preferences. | * Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions * Learn about the lives and works of the great composers and musicians * I compare and contrast the impact that different composers from different times have had on people of that time. |