**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
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* 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.
 |