



## Subject skills progression

Core Skill:		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1. Play and Perform	Voice	<ul style="list-style-type: none"> <li>Explore the use of the voice in different ways such as speaking, singing and chanting.</li> <li>Discover how the voice can produce rhythm and pulse, high and low (pitch) to create different effects.</li> <li>Find out how to sing with expression, confidence and creativity to an audience.</li> </ul>	<ul style="list-style-type: none"> <li>Sing with a sense of the shape of a melody.</li> <li>To represent sounds with symbols.</li> <li>To improvise in making sounds with the voice.</li> <li>Perform songs using creativity and expression and create dramatic effect.</li> </ul>	<ul style="list-style-type: none"> <li>Sing in tune.</li> <li>Perform simple melodic and rhythmic parts.</li> <li>Improvise repeated patterns. beginning to understand the importance of pronouncing the words in a song well.</li> <li>Start to show control in voice.</li> <li>Perform with confidence.</li> </ul>	<ul style="list-style-type: none"> <li>Sing in tune with awareness of others.</li> <li>Perform simple melodic and rhythmic parts with awareness of others.</li> <li>Improvise repeated patterns growing in sophistication.</li> <li>Sing songs from memory with accurate pitch.</li> <li>Maintain a simple part within a group.</li> <li>Understand the importance of pronouncing the words in a song well.</li> <li>Show control in voice.</li> <li>Play notes on instruments with care so they sound clear.</li> <li>Perform with control and awareness of what others in the group are singing or playing</li> </ul>	<ul style="list-style-type: none"> <li>I create songs with an understanding of the relationship between lyrics and melody.</li> <li>Whilst performing by ear and from notations, maintain my own parts with awareness of how the different parts fit together and the need to achieve an overall effect.</li> <li>Breathe well and pronounce words, change pitch and show control in singing.</li> <li>Perform songs with an awareness of the meaning of the words.</li> <li>Hold a part in a round.</li> <li>Perform songs in a way that reflects there meaning and the occasion. .</li> <li>Play an accompaniment on an instrument (e.g. glockenspiel, bass drum or cymbal).</li> </ul>	<ul style="list-style-type: none"> <li>Perform significant parts from memory and from notations with awareness of my own contribution.</li> <li>Refine and improve my own work.</li> <li>Sing or play from memory with confidence, expressively and in tune.</li> <li>Perform alone and in a group, displaying a variety of techniques.</li> <li>Take turns to lead a group.</li> <li>Sing a harmony part confidently and accurately</li> </ul>
	Instruments	<ul style="list-style-type: none"> <li>Understand how to hold and play an instrument with care</li> <li>Play instruments to a steady beat</li> <li>Repeat and investigate steady rhythms and beats</li> </ul>	<ul style="list-style-type: none"> <li>Perform simple patterns keeping to a steady beat</li> <li>Respond to starting points that have been given</li> <li>Understand how to control playing an instrument so that they sound as they should</li> </ul>	<p>Continued Opportunities: Hymn Practise, Mass, Carol Concerts, Assemblies, Mousique Ensemble participation</p>			



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<p><b>2. Improvise and Compose</b></p>	<ul style="list-style-type: none"> <li>Choose different instruments, including the voice, to make different sounds</li> <li>Create a sequence of long and short sounds</li> <li>Investigate making sounds that are very different (loud and quiet, short and long, high and low)</li> </ul>	<ul style="list-style-type: none"> <li>Order sounds to form a beginning, middle and end</li> <li>Create short musical patterns</li> <li>Explore changes in pitch to communicate an idea</li> </ul>	<ul style="list-style-type: none"> <li>To compose music that combines musical elements.</li> <li>Carefully choose sounds to achieve an effect.</li> <li>Order sounds to help create an effect.</li> <li>Create short musical patterns with long and short sequences and rhythmic phrases.</li> </ul>	<ul style="list-style-type: none"> <li>Compose music that combines several layers of sound.</li> <li>Awareness of the effect of several layers of sound. compose and perform melodies and songs. (Including using ICT).</li> <li>Use sound to create abstract effects.</li> <li>Recognise and create repeated patterns with a range of instruments.</li> <li>Create accompaniments for tunes.</li> <li>Carefully choose order, combine and control sounds with awareness of their combined effect.</li> </ul>	<ul style="list-style-type: none"> <li>Use the venue and sense of occasion to create performances that are well appreciated by the audience.</li> <li>Compose by developing ideas within musical structures.</li> <li>Improvise melodic and rhythmic phases as part of a group performance.</li> <li>Improvise within a group.</li> </ul>	<ul style="list-style-type: none"> <li>Improvise melodic and rhythmic material within given structures.</li> <li>Show thoughtfulness in selecting sounds and structures to convey an idea.</li> <li>Create my own musical patterns.</li> <li>Use a variety of different musical devices including melody, rhythms, and chords.</li> </ul>
<p><b>3. Listen with attention to detail</b></p> <p><b>Appreciate and understand</b></p>	<ul style="list-style-type: none"> <li>Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.).</li> <li>Reflect on music and say how it makes people feel</li> <li>Respond to different composers and discuss different genres of music.</li> </ul>	<ul style="list-style-type: none"> <li>Notice how music can be used to create different moods and effects and to communicate ideas.</li> <li>Listen and understand how to improve own composition.</li> <li>Sort composers in to different genres and instruments in to different types.</li> </ul>	<ul style="list-style-type: none"> <li>To notice and explore the way sounds can be combined and used expressively.</li> <li>Listen to different types of composers and musicians.</li> <li>Begin to recognise and identify instruments being played.</li> <li>Comment on likes and dislikes.</li> <li>Recognise how musical elements can be used together to compose music</li> </ul>	<ul style="list-style-type: none"> <li>To notice, analyse and explore the way sounds can be combined and used expressively.</li> <li>To comment on musicians use of technique to create effect.</li> <li>Begin to recognise and identify instruments and numbers of instruments and voices being played.</li> <li>Compare music and express growing tastes in music.</li> <li>Explain how musical elements can be used together to compose music.</li> </ul>	<ul style="list-style-type: none"> <li>Notice and explore the relationship between sounds.</li> <li>Compare and evaluate different kinds of music using appropriate musical vocabulary.</li> <li>Explain and evaluate how musical elements, features and styles can be used together to compose music.</li> </ul>	<ul style="list-style-type: none"> <li>Notice, comment on and compare the use of musical devises.</li> <li>Notice, comment on and compare the relationship between sounds.</li> <li>Notice, comment on, compare and explore how music reflects different intentions.</li> <li>Analyse and compare musical features choosing appropriate musical vocabulary.</li> <li>Explain and evaluate how musical elements, features and styles can be used together to compose music.</li> </ul>
<p><b>4. Use and understand Musical Notation</b></p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<ul style="list-style-type: none"> <li>Learn to read simple musical notation</li> <li>Begin to use Staff and musical notation when composing work.</li> <li>Know how many beats in a minim, crotchet and semibreve and recognise their symbols.</li> <li>Know the symbol for a rest in music, and use silence for effect in my music</li> </ul>	<ul style="list-style-type: none"> <li>Know and use standard musical notation of crotchet, minim and semibreve.</li> <li>Use to indicate how many beats to play.</li> <li>Read the musical stave and can work out the notes, EGBDF and FACE.</li> <li>Draw a treble clef at the correct position on the stave.</li> </ul>	<ul style="list-style-type: none"> <li>Use of a variety of notation when performing and composing.</li> <li>Compose music for different occasions appropriate musical devises.</li> <li>Quickly read notes and know how many beats they represent</li> <li>Use a range of words to help describe music. (e.g. pitch, duration, dynamics, tempo, timbre, texture, and silence.</li> <li>Describe music using musical words and use this to identify strengths and weaknesses in music.</li> </ul>
<p><b>5. Understanding of History of Music</b></p>	<p>NA</p>	<p>NA</p>	<ul style="list-style-type: none"> <li>Describe the different purposes of music throughout history and in other cultures.</li> <li>Understand that the sense of occasion affects the performance.</li> </ul>	<ul style="list-style-type: none"> <li>Understand that the sense of occasion affects the performance.</li> <li>Combine sounds expressively</li> </ul>	<ul style="list-style-type: none"> <li>Understand the different cultural meanings and purposes of music, including contemporary culture.</li> <li>Use different venues and occasions to vary my performances</li> </ul>	<ul style="list-style-type: none"> <li>Notice and explore how music reflects time, place and culture.</li> <li>Understand and express opinions on the different cultural meanings and purposes of music, including contemporary cultural</li> <li>Use different venues and occasions to vary my performances.</li> </ul>



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<b>VOCABULARY</b>	Rhythm, Pitch (Low and High), Beat, Beats- Short and Long, loud and soft, high and low  Order (Beginning, middle and end)  Percussion, Woodwind, Brass, String (Common Instruments that fit into these categories)	Dynamics, Rhythm, Pitch, Melody, Pulse,  Compose/composer, Improve,  Notation, Staff, minim, crotchet, semibreve, rest	Chords, note names, treble clef  Timbre, Texture Staccato, legato, piano, forte, crescendo, diminuendo
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