



We all love, learn and grow together.



Music Curriculum & Progression of Skills Overview

Skills progression - Music

Pupils are taught the knowledge, understanding and skills needed to engage in Musical learning

Below are the skills and end points for each phase.

EYFS

Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music

	Year1/2	Year 3/4	Year 5/6
Singing and Voice	<ul style="list-style-type: none"> • I can find my singing voice and use my voice confidently. • I can sing a melody accurately at my own pitch. • I can sing with a sense of awareness of pulse and control of rhythm. • I can follow pitch movements with my hands and use high, low and middle voices. • I can begin to sing with control of pitch. • I can recall and remember short songs. • <i>I can recognise phrase lengths and know when to breathe.</i> • <i>I can sing songs expressively.</i> • <i>I can sing songs with awareness of other performers.</i> • <i>I can recall and remember longer songs.</i> 	<ul style="list-style-type: none"> • I can sing with awareness of pulse and control of rhythm. • I can recognise simple phrases. • I can sing songs and create different vocal effects. • I can internalise sounds by singing parts of a song 'in my head'. • <i>I can sing with confidence using a wider vocal range.</i> • <i>I can sing in tune.</i> • <i>I can sing expressively with awareness and control of the expressive elements.</i> • <i>I can understand how mouth shapes can affect voice sounds.</i> • <i>I can sing a round in two or three parts.</i> 	<ul style="list-style-type: none"> • I can sing songs with increasing control of breathing, posture and sound projection. • I can sing songs in tune and with awareness of other parts. • I can sing with expression and rehearse with others. • <i>I can sing in two part or three-part harmony, identifying the melodic phrases.</i> • <i>I can sing with confidence in small groups and alone, and begin to have awareness of improvisation with the voice</i>
Composition	<ul style="list-style-type: none"> • I can contribute to a class composition. • I can explore sounds and match a sound to movement of an animal etc. • I can create simple patterns of sound. • <i>I can start to explore instruments on my own.</i> 	<ul style="list-style-type: none"> • I can create sounds that describe moods and emotions. • I can compose music in a pair and make improvements to my work. • I can change the tempo, pitch and dynamics of my patterns. 	<ul style="list-style-type: none"> • I am aware of the musical elements within my composition. • I can play my part with awareness of others in my group, keeping in time with a variety of parts. • I can choose appropriate timbres which will complement each other in a group composition.



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	<ul style="list-style-type: none"> • <i>I can play simple repeated patterns within a composition.</i> • <i>I know the term 'ostinato'.</i> • <i>I can match my sounds to a partner's sounds.</i> 	<ul style="list-style-type: none"> • I know the difference between ostinato, beat and rhythm. • I can use Garage Band to compose and record simple patterns. • <i>I can create textures by combining sounds in different ways.</i> • <i>I can play in time with others in my group.</i> • <i>I can improvise tunes based around the pentatonic scale.</i> • <i>I can use garage band to compose and record sequences of sound.</i> 	<ul style="list-style-type: none"> • I can compose simple melodies on tuned percussion. • I can use garage band to compose and record sequences of sound, understanding how to apply and edit loops. • <i>I can state which musical elements I am improvising around within my compositions.</i> • <i>I can compose more complex melodies on tuned percussion.</i> • <i>I can keep in time with my whole group, showing awareness of where the beat falls, and how to keep more complex rhythms in time.</i> • <i>I can use a variety of features of garage band to compose individually and in pairs.</i>
Notation	<ul style="list-style-type: none"> • I am aware of notating music with symbols or musical notation. • <i>I can create my own symbols to match a sound.</i> • <i>I am aware of musical notation and can follow some notes on a staff on my ocarina.</i> 	<ul style="list-style-type: none"> • I can notate my music using symbols or musical notes. • can read notes BAG on a staff, and play them on my recorder. • <i>I can notate a group composition where we all play different parts using graphic notation.</i> • <i>I can read musical notation on my brass instrument</i> 	<ul style="list-style-type: none"> • I can notate group compositions using musical or graphic notation, identifying how all the parts fit together. • I can read chords confidently and play these on my ukulele. • I am starting to read TAB notation. • I can read musical notation on my brass instrument and can name the lines on the staff • <i>I can read and perform grid and rhythm notation.</i> • <i>I can sing songs with musical notation as support.</i> • <i>I can read and play ukulele chords and some TAB notation.</i>
Listening. Evaluating and Appraising	<ul style="list-style-type: none"> • I can listen to a variety of musical styles. • I can improve my sounds so they are louder/ quieter/ faster/ slower. • <i>I can listen to a variety of musical styles and explain preferences.</i> • <i>I can identify well-defined musical features.</i> • <i>I can improve my sounds and adjust instruments where necessary.</i> 	<ul style="list-style-type: none"> • I can listen to music with attention to detail. • I can improve my compositions against the success criteria. • <i>I can listen to a variety of music styles and comment on the tempo, dynamics, pitch and timbre.</i> • <i>I can evaluate my own work and peer-assess the work of other groups.</i> 	<ul style="list-style-type: none"> • I can identify different moods and textures. • I can evaluate my own and others' compositions and make improvements. • <i>I can listen to longer pieces of music and identify features.</i> • <i>I can comment on how the musical elements have been used expressively in a piece.</i> • <i>I can improve my work by analysis, evaluation and comparison.</i>
Performance Skills	<ul style="list-style-type: none"> • I can perform together and know when to join in. • <i>I can perform together and follow instructions.</i> 	<ul style="list-style-type: none"> • I am aware of my audience and can present my performances with pride and confidence. • <i>I can perform with awareness of different parts.</i> 	<ul style="list-style-type: none"> • I can perform in different ways, exploring the way the performers are a musical resource. • <i>I can present performances effectively with awareness of audience, venue and occasion.</i>



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Saughall All Saints C of E Primary School

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Vocabulary	<i>High</i> <i>Low</i> <i>Listen</i> <i>Music</i> <i>Pattern</i> <i>Fast</i> <i>Slow</i> <i>Loud</i> <i>Quiet</i> <i>Song</i>	<i>Beat</i> <i>Chant</i> <i>Tempo</i> <i>Dynamics</i> <i>Pitch</i> <i>Repeat</i> <i>Rest</i> <i>Rhythm</i> <i>Sequence</i> <i>Tune/Melody</i>	Ostinato Rhythm Beat Duration Structure Melody Perform Pitch Solo Tunefully	Aural Compose Texture Dynamics Expression Improvise Musician Recall Tempo Timbre	<i>Chord</i> <i>Composer</i> <i>Ensemble</i> <i>Harmony</i> <i>Melody</i> <i>Notation</i> <i>Notes</i> <i>Percussion</i> <i>Posture</i> <i>Projection</i>	<i>Accompaniments</i> <i>Audience</i> <i>Composition</i> <i>Expressively</i> <i>Notation</i> <i>Variation</i> <i>Phrases</i> <i>Soundscape</i> <i>Theme</i> <i>Venue</i>
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