

	Progression Music					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>CONTROLLING SOUNDS THROUGH SINGING AND PLAYING (PERFORMING)</b>	<ul style="list-style-type: none"> <li>I can use my voice in different ways such as speaking, singing and chanting</li> <li>I can play tuned and untuned instruments with control.</li> <li>I follow instructions on how and when to sing or play an instrument.</li> <li>I can make and control long and short sounds, using voices and instruments.</li> <li>I can imitate changes in pitch.</li> <li>I can perform simple rhythmic patterns showing an awareness of pulse.</li> <li>I take notice of others when I am performing</li> </ul>	<ul style="list-style-type: none"> <li>I take part in singing songs, following the tune (melody) well.</li> <li>I use my voice to good effect.</li> <li>I perform with others', taking instructions from the leader.</li> <li>I can perform rhythmical patterns and accompaniments, keeping a steady pulse.</li> <li>I can use my voice and instruments to make loud and quiet sounds (dynamics).</li> </ul>	<ul style="list-style-type: none"> <li>I take part in singing songs, following the tune (melody) well, with accurate pitch and using expression.</li> <li>I use my voice to maintain a simple part.</li> <li>I perform with others', singing in unison and taking instructions from the leader.</li> <li>I can vary dynamics with my voice and instruments when working alone or with others</li> </ul>	<ul style="list-style-type: none"> <li>I sing in unison and in tune with expression and sense of phrase, showing control in my voice.</li> <li>I use my voice or an instrument to maintain a simple part.</li> <li>I understand the importance of pronouncing the words in a song well.</li> <li>I play notes on instruments with care so they sound clear.</li> <li>I 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 sing in tune and show control, breathing well and using clear diction.</li> <li>I perform songs with an awareness of the meaning of the words.</li> <li>I hold my part in a round.</li> <li>I perform songs in a way that reflects their meaning and the occasion.</li> <li>I can sustain a drone or melodic ostinato to accompany singing.</li> <li>I can play an accompaniment on an instrument (e.g. glockenspiel, bass drum or cymbal).</li> <li>I can improvise within a group.</li> </ul>	<ul style="list-style-type: none"> <li>I sing or play from memory with confidence, expression and in tune.</li> <li>I perform alone and in a group, with clear diction, controlled pitch and sense of phrase.</li> <li>I take turns to lead a group.</li> <li>I hold my part in a round.</li> <li>I am confident in singing or playing solo.</li> <li>I sing a harmony part confidently and accurately.</li> <li>I maintain my own part with an awareness of what others are playing or singing</li> </ul>

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CREATING AND DEVELOPING MUSICAL IDEAS (COMPOSING)	<ul style="list-style-type: none"> <li>I can copy a simple pattern of long and short sounds.</li> <li>I can make a sequence of long and short sounds with help.</li> <li>I can use invented or real symbols to invent and record simple rhythm patterns.</li> <li>I can choose sounds to represent different things (ideas, thoughts, feelings, moods etc).</li> <li>I can make sounds that are very different (loud and quiet, high and low etc).</li> </ul>	<ul style="list-style-type: none"> <li>I can copy a simple pattern of long and short sounds.</li> <li>I can make a sequence of long and short sounds with help.</li> <li>I can use invented or real symbols to invent and record simple rhythm patterns.</li> <li>I can choose sounds to represent different things (ideas, thoughts, feelings, moods etc).</li> <li>I can make sounds that are very different (loud and quiet, high and low etc).</li> </ul>	<ul style="list-style-type: none"> <li>I carefully choose sounds and order them to achieve an effect. (including use of ICT).</li> <li>I create short rhythmic phrases and record these using real or invented symbols.</li> <li>I can create short musical patterns.</li> <li>I show control when playing musical instruments so that they sound, as they should.</li> <li>I use changes in pitch to communicate an idea.</li> <li>I can begin to join simple layers of sound e.g. a background rhythm and a solo melody.</li> </ul>	<ul style="list-style-type: none"> <li>I compose and perform melodies and songs, using simple repeated patterns. (Including using ICT.)</li> <li>I use sound to create abstract effects.</li> <li>I recognise and create repeated patterns with a range of instruments.</li> <li>I can join layers of sound thinking about musical dynamics of each layer and understanding the effect.</li> <li>I carefully choose, order, combine and control sounds with awareness of their combined effect.</li> </ul>	<ul style="list-style-type: none"> <li>I know how to make creative use of the way sounds can be changed, organised and controlled (including ICT).</li> <li>I create my own songs showing understanding of the link between music and lyrics.</li> <li>I can create rhythmic patterns with an awareness of timbre and duration.</li> <li>I create music, which reflects given intentions and uses notations as a support for performance.</li> <li>I identify where to place emphasis and accents in a song to create effects.</li> <li>I can vary and maintain rhythms to fit style e.g. blues, waltz, African etc</li> </ul>	<ul style="list-style-type: none"> <li>I demonstrate imagination and confidence in the use of sound.</li> <li>I use ICT to organize my musical ideas.</li> <li>I show thoughtfulness in selecting sounds and structures to convey an idea.</li> <li>I use a variety of different musical devices including melody, rhythms, and chords.</li> <li>I can create and improvise melodic and rhythmic phrases as part of a group performance.</li> <li>I can compose by developing ideas within a range of given musical structures.</li> </ul>

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RESPONDING AND REVIEWING (APPRAISING)	<ul style="list-style-type: none"> <li>I can show that I can hear different moods in music.</li> <li>I can recognize fast, medium and slow tempos.</li> <li>I can recognise that sections of music can sound the same or different.</li> <li>I can talk about how music makes you feel e.g. It makes me want to jump/sleep/shout etc.</li> <li>To think about and begin to make suggestions about what could make their work better e.g. play faster/louder etc.</li> </ul>	<ul style="list-style-type: none"> <li>I can show that I can hear different moods in music and explain changes in sounds.</li> <li>I can recognize fast and slow tempos</li> <li>I can listen carefully to music, recognising the build up of layers, such as the different instruments.</li> <li>I can recognise that songs may be verse, chorus, verse, or beginning, middle, end etc.</li> <li>I can identify what improvements could be made to own work and make these changes, including altering use of voice, choice of instruments etc.</li> </ul>	<ul style="list-style-type: none"> <li>I can identify the beat in music.</li> <li>I recognise changes in timbre, dynamics and pitch.</li> <li>I can recognise the build up of layers in music.</li> <li>I can suggest ways to increase layers of sound to improve performance.</li> <li>To comment on the effectiveness of own work, identifying and making improvements.</li> </ul>	<ul style="list-style-type: none"> <li>I can listen to and evaluate a wide range of live and recorded music, including from different times and cultures.</li> <li>I describe music using words such as duration, timbre, pitch beat, tempo, and texture.</li> <li>I use these words to identify where my music works well and how it can be improved.</li> <li>I listen to several layers of sound and talk about the effect on the mood and feelings.</li> </ul>	<ul style="list-style-type: none"> <li>I have a range of words to help me describe music. (e.g. pitch, duration, dynamics, tempo, timbre, texture, and silence)</li> <li>I can evaluate how music is affected by venue, occasion, purpose and performer.</li> <li>I can describe my music using musical words and I use this to identify strengths and weaknesses in my music.</li> </ul>	<ul style="list-style-type: none"> <li>I understand how lyrics reflect the cultural context and have social meaning.</li> <li>I use this knowledge to enhance my own compositions.</li> <li>I appreciate harmonies and work out how drones and melodic ostinati are used to accompany singing.</li> <li>I can vary and maintain rhythms to fit style e.g. blues, waltz, African etc.</li> <li>I can evaluate the success of own and others work, suggesting specific improvements based on intended outcomes and comment on how this could be achieved.</li> </ul>

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LISTENING, AND APPLYING KNOWLEDGE AND UNDERSTANDING	<ul style="list-style-type: none"> <li>With help, I can make sounds with a slight difference.</li> <li>I can use my voice in different ways to create different effects.</li> <li>I can explore different sound materials such as skin, wood, metal and clay.</li> <li>I can explore different ways to play instruments such as shaking, hitting, plucking and scraping.</li> <li>I can listen out for different types of sounds.</li> <li>I can begin to represent sounds with simple marks and symbols.</li> </ul>	<ul style="list-style-type: none"> <li>With help, I can make sounds with a slight difference.</li> <li>I can use my voice in different ways to create different effects.</li> <li>I can explore different sound materials such as skin, wood, metal and clay.</li> <li>I can explore different ways to play instruments such as shaking, hitting, plucking and scraping.</li> <li>I can make and use different sounds to create an effect.</li> <li>I can listen out for different types of sounds.</li> <li>I can confidently represent sounds with a range of symbols.</li> </ul>	<ul style="list-style-type: none"> <li>I listen carefully and recall short rhythmic and melodic patterns.</li> <li>I use my knowledge of dynamics, timbre and pitch to organize my music.</li> <li>I know how sounds can be made and changed to suit a situation.</li> <li>I make my own signs and symbols to make, record my music.</li> <li>I know how many beats in a minim, crotchet and semibreve and recognize their symbols.</li> <li>I know that music can be played or listened to for a variety of purposes. (including throughout history and in different cultures)</li> </ul>	<ul style="list-style-type: none"> <li>I recognise how musical elements can be used together to compose music.</li> <li>I recognize the correct symbol for a minim, crotchet and semibreve and use them in compositions.</li> <li>I know the symbol for a rest in music, and use silence for effect in my music.</li> <li>I describe the different purposes of music throughout history and in other cultures.</li> <li>I know that the sense of occasion affects the performance.</li> <li>I know that music can be played or listened to for a variety of purposes. (including throughout history and in different cultures)</li> </ul>	<ul style="list-style-type: none"> <li>I can read the musical stave, including the time signature and can work out the notes, EGBDF and FACE.</li> <li>I can draw a treble clef at the correct position on the stave.</li> <li>I use the venue and sense of occasion to create performances that are well appreciated by the audience.</li> <li>I know that music can be played or listened to for a variety of purposes. (including throughout history and in different cultures).</li> <li>I can begin to discuss how music has been changed over time.</li> </ul>	<ul style="list-style-type: none"> <li>I know and use standard musical notation to both perform and record my music.</li> <li>I use my musical vocabulary to help me understand how best to combine musical elements.</li> <li>I can quickly read notes and know how many beats they represent.</li> <li>I understand the different cultural meanings and purposes of music, including contemporary cultural</li> <li>Use different venues and occasions to vary my performances.</li> <li>I know that music can be played or listened to for a variety of purposes. (including throughout history and in different cultures)</li> </ul>