

Music – progression of skills

Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><u>Evaluation</u></p>	<p>They can give an opinion on a piece of music, say if they like or dislike it or how it makes them feel.</p> <p>They can begin to describe the sounds that they can hear-high, low, fast, slow, quiet or loud).</p> <p>They can begin to take note of others performing and how it makes them feel.</p> <p>They can listen to a piece of music and say what it could be used for.</p>	<p>They can identify some instruments in a piece of music.</p> <p>They can tell the difference between a fast and slow tempo, loud and quiet, and high and low sounds.</p> <p>They can begin to identify repeating patterns in music.</p> <p>They can hear the pulse in the music? Can they clap along.</p> <p>They can begin to explain what the mood of a piece of music is.</p>	<p>They can identify some instruments in a piece of music and say why they might have been used.</p> <p>They can begin to identify different instruments by sight.</p> <p>They can hear the pulse in the music? Can they recognise changes in dynamics, pitch and timbre.</p> <p>They can begin to explain what the mood of a piece of music is and if they like it.</p> <p>They can begin to identify repeating patterns in music.</p> <p>They can begin to evaluate their own pieces of work.</p>	<p>They can identify a range of instruments in a piece of music and say why they have been used.</p> <p>They can start to identify different instruments by sight and what they have listened to.</p> <p>They can hear the pulse in the music. They can internalise this instead of clapping along.</p> <p>They can start to identify repeating patterns in music.</p> <p>They can start to compare different pieces of music.</p> <p>They can start to recognise music from different times and cultures.</p> <p>They can use musical words (pitch, duration, dynamics, tempo) to describe and give their opinion on a piece of music.</p> <p>They can start to evaluate their own pieces of work using a success criterion?</p>	<p>They can identify a range of instruments in a piece of music and say why they have been used.</p> <p>They can identify different instruments by sight and what they have listened to.</p> <p>They can start to recognise music from different times and cultures and explain their differences.</p> <p>They can start to compare different pieces of music.</p> <p>They can identify repeating patterns in music.</p> <p>They can describe music using appropriate vocabulary.</p> <p>They can start to understand the relationship between lyrics and melody.</p> <p>They can use more musical dimension vocabulary to describe music</p>	<p>They can identify a range of instruments in a piece of music and say why they have been used. They can say how they sound.</p> <p>They can name instruments by sight and identify them in a piece of music.</p> <p>They can describe music using appropriate vocabulary.</p> <p>They can start to compare different pieces of music.</p> <p>They can describe properties of music from different times and cultures and explain their differences.</p> <p>They can confidently use a range of words to describe music (eg. duration, timbre, pitch, dynamics, tempo, texture, structure, beat, rhythm, metre, silence, riff, ostinato, melody, harmony, chord, flat, sharp, dotted rhythm, staccato, legato, crescendo.</p>	<p>They can identify a range of instruments in a piece of music and say why they have been used and what sound they have created.</p> <p>They can name instruments by sight and identify them in a piece of music.</p> <p>They can use a range of words to describe music (eg. duration, timbre, pitch, dynamics, tempo, texture, structure, beat, rhythm, metre, silence, riff, ostinato, melody, harmony, chord, flat, sharp, dotted rhythm, staccato, legato, crescendo.</p> <p>They can describe music using appropriate vocabulary.</p> <p>They can start to compare different pieces of music.</p> <p>They can describe properties of music from different times and cultures and explain their differences.</p>

				<p>They can start to describe music using appropriate vocabulary.</p>	<p>(duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony)</p> <p>They can evaluate their own pieces of work using a success criterion.</p>	<p>They can create music with an understanding of how lyrics, melody, rhythms and accompaniments work together effectively (pitch/texture/structure).</p> <p>They can evaluate their own pieces of work using a success criterion.</p>	<p>They can use knowledge of how lyrics reflect cultural context and have social meaning.</p> <p>They can create music with an understanding of how lyrics, melody, rhythms and accompaniments work together effectively (pitch/texture/structure).</p> <p>They can evaluate their own pieces of work using a success criterion.</p>
<p><u>Composition</u></p>	<p>They can make short rhythmic patterns.</p> <p>They can use their voices or bodies to make sounds.</p> <p>They can make a range of sounds using untuned percussion.</p>	<p>They can begin to understand why musical instruments may be chosen for different musical pieces.</p> <p>They can begin to look at notation when creating a piece of music.</p> <p>They can begin to choose sounds to make music.</p> <p>They can begin to make musical patterns by selecting a range of long and short sounds.</p>	<p>They can begin to understand why musical instruments may be chosen for different musical pieces and choose these to create an effect.</p> <p>They can begin to choose sounds to make a piece of music that has a clear beginning, middle and end.</p> <p>They can use two or three notes to create a simple melody.</p> <p>They can create musical patterns by selecting a range of long and short sounds.</p>	<p>They can begin to choose musical instruments different musical pieces in order to create an effect.</p> <p>They can create accompaniments for tunes (using riffs).</p> <p>They can create extended musical patterns by selecting a range of long and short sounds.</p> <p>They can begin to use notation correctly to show their piece of music.</p> <p>They can use three or four notes to create a simple melody.</p>	<p>They can start to choose musical instruments for different musical pieces in order to create an effect.</p> <p>They can start to use a variety of different musical devices including melody and rhythm.</p> <p>They can create and repeat extended rhythmical patterns, using a range of percussion and tuned instruments.</p> <p>They can start to use notation correctly to show their piece of music and track its' pitch.</p>	<p>They can choose musical instruments for different musical pieces in order to create an effect.</p> <p>They can say why they have chosen these.</p> <p>They can start to use a variety of different musical devices including melody and rhythm.</p> <p>They can start to use technology to compose a piece of music.</p> <p>They can choose a correct tempo for a piece of music.</p>	<p>They can choose musical instruments for different musical pieces in order to create an effect.</p> <p>They can say why they have chosen these.</p> <p>They can start to use technology to compose a piece of music.</p> <p>They can start to use standard notation correctly to show their piece of music.</p> <p>They can improvise using 5 or more notes to compose and perform melodies.</p>

			They can begin to use notation or pictorial representations to show their piece of music.	They can combine different inter-related dimensions of music (e.g. fast/slow, high/low, loud/soft) in their composition.	They can use four or five notes to create a simple melody. They can combine different inter-related dimensions of music (e.g. fast/slow, high/low, loud/soft) in their composition.	They can compose a melody using five or more notes. They can start to use standard notation correctly to show their piece of music. They can combine all musical dimensions in their composition. They can create simple rhythmic patterns with an awareness of timbre (quality of sound) and duration (length of notes and intervals).	They can choose a correct tempo for a piece of music. They can create simple rhythmic patterns with an awareness of timbre (quality of sound) and duration (length of notes and intervals). They can compose a melody using five or more notes. They can use a variety of different musical devices in their composition? (e.g. melody, rhythms and chords). They can combine all musical dimensions in their composition.
<u>4</u> <u>Performance</u>	They can clap short rhythmic patterns. They can experiment with creating sounds with different instruments. They can use their voice to speak/sing/chant or make different noises. They can follow instructions to know when to join in.	They can use instruments to perform a simple piece of music. They can make long and short sounds using their voices and instruments. They can confidently use their voices in different ways such as speaking, singing and chanting. They can sing/play with a beginning awareness of pulse and rhythm.	They can use instruments to perform a simple piece of music and follow the direction of a leader. They can choose instruments that fit with the mood of the music. They can follow along to a piece of music using their voices or an instrument.	They can choose instruments that fit with the mood of the music and explain why they have chosen these. They can use instruments to perform a simple piece of music within in a group? They can keep control when playing an instrument or singing. They can perform a song/ a piece of	They can choose instruments that fit with the mood of the music and explain why they have chosen these. They can use instruments to perform a piece of music within in a group. They can perform a song/ a piece of music from memory with the correct pitch, tempo and dynamics.	They can choose instruments that fit with the mood of the music and explain why they have chosen these. They can perform a song/ a piece of music from memory with the correct pitch, tempo and dynamics. They can perform with control and expression to their voice.	They can identify how sounds can be combined and used expressively, layering sounds and singing in tune with other performances. They can perform a song/ a piece of music from memory with the correct pitch, tempo and dynamics. They can perform with control and expression to their voice.

			<p>They can sing/play a pulse that changes in tempo.</p> <p>They can keep control when playing an instrument or singing.</p>	<p>music from memory with the correct pitch, tempo and dynamics.</p> <p>They can improvise using their voices as part of a group.</p>	<p>They can perform with control and awareness of what others are singing/playing.</p> <p>They can improvise using their voices as part of a group using 2 notes.</p> <p>They can sing songs from memory with increasing expression, accuracy and fluency.</p>	<p>They can improvise within a group using melodic and rhythmic phrases.</p> <p>They can perform in solo and ensemble contexts using a variety of techniques, confidently and expression.</p> <p>They can maintain their own part and be aware how the different parts fit together.</p>	<p>They can start to sing/play a harmony part.</p> <p>They can perform in solo and ensemble contexts using a variety of techniques, confidently and expression.</p> <p>They can maintain their own part and be aware how the different parts fit together.</p> <p>They can take the lead in a group performance.</p>
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