

Music Progression Skills



All Saints' C of E
First School

SKILLS	Pre Y1	Y1	Y2	Y3	Y4	Y5
Singing	<p>Take part in singing.</p> <p>Show an awareness of instructions when singing</p> <p>Begin to make different sounds, using voice</p> <p>Notice changes in pitch</p>	<p>Take part in singing, following a tune</p> <p>Begin to follow instructions on how and when to sing</p> <p>Make long and short sounds using voice</p> <p>Begin to imitate changes in pitch.</p>	<p>Starting to sing from memory</p> <p>Can follow signals for how and when to sing</p> <p>Starting to perform a simple part</p> <p>Imitate changes in pitch</p>	<p>Sing from memory, beginning to sing in tune</p> <p>Begin to follow signals for how and when to sing their part.</p> <p>Perform a simple part</p> <p>Begin to explain how voices change when changing pitch</p>	<p>Sing from memory following the tune</p> <p>Follow signals for how and when to sing their part.</p> <p>Maintain a simple part within a group</p> <p>Explain how voices change when changing pitch</p>	<p>Sing from memory with accurate pitch</p> <p>Maintain a simple part within a smaller group</p> <p>Change pitch of voice using control</p>
Composing	<p>Create long and short sounds</p>	<p>Begin to create a sequence for a tune using contrasts long and short sounds, high and low sounds, loud and quiet sounds.</p> <p>Create short musical patterns with a tune</p>	<p>Create a sequence for a tune using contrasts long and short sounds, high and low sounds, loud and quiet sounds.</p> <p>Create short musical patterns with a tune with increasing accuracy</p>	<p>Create a sequence for a tune and choose order and control sounds to effect.</p> <p>Begin to devise own notation to play musical patterns</p>	<p>Create a sequence for a tune and choose, order, combine and control sounds to create an effect.</p> <p>Devise own notation to play musical patterns that can be followed by others.</p>	<p>Create a sequence for a tune and choose, order, combine and control sounds to create an effect.</p>

SKILLS	Pre Y1	Y1	Y2	Y3	Y4	Y5
		Create short rhythmic phrases with a beat	Create short rhythmic phrases with a beat with increasing accuracy.	Begin to devise own notation to play rhythmic phrases.	Devise own notation to play rhythmic phrases that can be followed by others.	Begin to follow standard notation (notes on a staff)
Listening and Response	Recognise loud and quiet, high and low sounds. Explain what I like in music I have listened to.	Recognise some changes in dynamics, tempo and pitch Say if you like or dislike a piece of music.	Recognise some changes in timbre, dynamics, tempo and pitch Give reasons why you like or dislike a piece of music.	Use the terms pitch, beat, tempo and use of silence to describe music. Begin to evaluate music using musical vocabulary to identify areas of likes and dislikes. Begin to identify specific sounds I can hear.	Use the terms duration, pitch, beat, tempo and use of silence to describe music. Evaluate music using musical vocabulary to identify areas of likes and dislikes. Identify different sounds beginning to suggest what instrument has made them.	Use the terms duration, pitch, beat, tempo and use of silence to describe music and begin to suggest why the composer has used them (effect on the listener) Evaluate music using musical vocabulary to identify areas of likes and dislikes and explain why I feel like that. Identify different sounds suggesting what instrument has made them.
Standard Notation			Recognise the symbols for a crotchet and say how many beats it represents.	Recognise the symbols for a crotchet and a quaver and say how many beats they represent.	Recognise the symbols for a crotchet, quaver and minim and say how many beats they represent.	Recognise the symbols for a crotchet, quaver, minim and semibreve and say how many beats they represent.