

Music progression of skills



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Building Blocks (pulse, rhythm and melody (notation))	<ul style="list-style-type: none"> • I can keep a steady pulse in a group. • I can pick out two different tempos in music. • I can repeat back short basic rhythms. • I can perform rhythmic ostinatos. • I can sing back short melodies that use 2 pitched notes. • I can develop the concept of pattern work in music using rhythm grids. 	<ul style="list-style-type: none"> • I can keep a steady pulse in a group and solo with musical accompaniment. • I can demonstrate at least 2 different time signatures (3/4 and 4/4) • I can repeat back longer basic rhythms (at least 2 bars); performing notation (using crotchets, quavers and minims) • I can sing back short melodies that use around 3 pitched notes. • I can perform from rhythmic notation including crotchets and minims. 	<ul style="list-style-type: none"> • I can keep a steady pulse in a group and solo without musical accompaniment. • I can demonstrate 2/4, ¾ and 4/4 using at least 3 different tempos. • I can perform rhythms that are longer than 2 bars using crotchets, quavers, minims and their rests. • I can perform from and compose using at least 3 pitched notes and simple rhythms (crotchets, quavers, minims and rests) 	<ul style="list-style-type: none"> • On a tuned instrument, I can keep a steady pulse in: 2/4, 3/4 and 4/4 time signatures and using different tempos with other pupils playing another ostinato to accompany. • I can perform pieces with at least 2 rhythms happening together. • I can recognise and clap back rhythms using single quaver rests. • I can perform from and compose using 5 pitched notes (or 4 chords) 	<ul style="list-style-type: none"> • On a tuned instrument, regularly and accurately perform pieces using at least 3 contrasting tempos and time signatures. • Perform pieces which use off-beat and dotted rhythms and single quaver rests. • Perform from and compose using 5-8 pitched notes; capture the work in different formats so it can be recreated. 	<ul style="list-style-type: none"> • When performing solo and in an ensemble, follow direction to change tempo accurately within pieces of music. • Perform pieces which use offbeat and syncopated rhythms in: 3 different time signatures 3 different tempos. • Perform from and compose using 8 pitched notes; Capture the work in different formats including staff notation so it can be recreated.

Strands of learning

(Active Listening Composing & Improvising Performing Singing)

<ul style="list-style-type: none"> • I can Identify musical features in a range of high-quality live and recorded music. • I can replicate basic rhythms heard. • I can improvise simple rhythms based on given stimuli (e.g. rhythm grids) • I can play basic rhythms on untuned percussion instruments and using body percussion. • I can sing simple folk tunes in unison both with and without accompaniment or backing tracks. 	<ul style="list-style-type: none"> • I can Identify where elements change (e.g. music gets faster or louder) and replicate these changes in a simple performance. • I can repeat back longer basic rhythms from memory (at least 2 bars) and add imitations of the rhythms. • I can play longer phrases on untuned percussion instruments and body percussion. • I can sing simple songs and folk songs in rounds. 	<ul style="list-style-type: none"> • I can identify and describe musical features in pieces from different traditions. • I can sing or play back simple melodies that are heard. • I can create basic 3 note tunes and simple rhythms using crotchets, quavers, minims and their rests. • I can use tuned percussion/ melodic instruments as well as the voice to perform 3+ note melodies and simple rhythms. • I can sing songs and folk rounds whilst accompanied by ostinatos from the group. 	<ul style="list-style-type: none"> • I can compare pieces of music in different traditions; perform music heard aurally that contains 2+ different parts at the same time. • I can improvise and compose tunes using 5 notes. Create more developed rhythmic patterns (around 4 bars) • I can perform 5+ note melodies (or 4+ chords) and more complex rhythms on tuned instruments. • I can sing pieces in two parts that have contrasting melodies and counter-melodies. 	<ul style="list-style-type: none"> • Whilst listening, I can pick out and perform syncopated and offbeat rhythms and be able to explain why the music uses those types of rhythms. • I can create four bar melodies (in different tempos and time signatures that can be performed and include some off-beat rhythms. • I can perform 5-8 note melodies or developed chord progressions (e.g. 2+ chords per bar) and more complex rhythms. • I can sing pieces, including those from the western classical tradition, with a range of at least 8 notes and pieces with at least 2 different parts. 	<ul style="list-style-type: none"> • I can talk about the key features of music including: <ul style="list-style-type: none"> • Tempo • Metre • Instrumentation • Melody • I can Improvise and compose extended pieces of music using up to 8 notes and a variety of rhythms, tempos and time signatures. • I can perform confidently and accurately individually and as part of a group. • I can sing musically, responding to the performance directions of the piece e.g. phrasing; sing more extended harmony parts.
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The wider impact of music on the learner

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Engagement and experiences	<ul style="list-style-type: none"> • I can talk about a performance I enjoyed taking part in. 	<ul style="list-style-type: none"> • I can talk about a performance I enjoyed taking part in. • I can talk about how music can allow me to express my feelings. 	<ul style="list-style-type: none"> • I can talk about a time where I've worked with a musician, performer or venue to be creative. 	<ul style="list-style-type: none"> • I can talk about a time where I've worked with a musician, performer or venue to be creative and develop my skills. 	<ul style="list-style-type: none"> • I can talk about a range of opportunities I've had over time to work with musicians, performers or venues and how this led to an improvement in my development. 	<ul style="list-style-type: none"> • I can pinpoint specific improvements I've been able to make in my music through working with musicians, performers or venues. • I can recognise the benefits of working as a musician on my mental wellbeing and self-expression.

Careers and life skills	<ul style="list-style-type: none"> • I can name one job that music can lead to. 	<ul style="list-style-type: none"> • I can name some jobs that the subject of music can lead to. • I can see how being able to use my creativity in a subject other than music. 	<ul style="list-style-type: none"> • I can list at least 3 jobs that studying the subject of music can lead to. • I can see how being able to think creatively can impact positively on subjects other than music. 	<ul style="list-style-type: none"> • I can list several jobs that studying the subject of music can lead to. • I can work as part of a group to rehearse and perform music for my peers. 	<ul style="list-style-type: none"> • I can talk about careers in music and recall working with at least one professional over time. • I can work as part of a group to compose, rehearse and perform music for my peers. 	<ul style="list-style-type: none"> • I can talk about careers in music and recall working with at least one professional over time. • I can work as part of a group to compose, rehearse and perform music for my peers or a wider audience.
Connecting with parents/carers and community	<ul style="list-style-type: none"> • I can share my learning with someone from home, telling them songs I know and music experiences I have had. • I can take part in a key stage or whole school music event. 	<ul style="list-style-type: none"> • I can talk about a performance I have taken part in with someone from home. • I can take part in a key stage or whole school music event. 	<ul style="list-style-type: none"> • I can talk to people outside of my home about music experiences I have taken part in in school . • I can take part in a whole school music event and talk about how performing to an audience made me feel. 	<ul style="list-style-type: none"> • I can share my learning in music in an assembly or key stage performance. • I can take part in a whole school or community music event and talk about how performing to an audience made me feel. 	<ul style="list-style-type: none"> • I can share my learning in music in an assembly, key stage or whole school performance. • I can take part in a whole school or community music event and talk about how performing to an audience made me feel. 	<ul style="list-style-type: none"> • I can share my learning in music in a key stage, whole school or community performance. • I can take part in a whole school or community music event and talk about my proudest moments of performing.

