

## Allendale Primary School Music Skills Progression

Key area	Year group	Skills	Greater Depth
P e r f o r m i n g	EYF S	<ul style="list-style-type: none"> <li>● Can they use their voice to speak/sing/chant?</li> <li>● Do they join in with singing?</li> <li>● Can they clap short rhythmic patterns?</li> <li>● Can they experiment with creating sounds with different instruments?</li> </ul>	<ul style="list-style-type: none"> <li>● Can they perform a rhythm?</li> </ul>
	Year 1	<ul style="list-style-type: none"> <li>● Can they use their voice to speak/sing/chant?</li> <li>● Do they join in with singing?</li> <li>● Can they clap short rhythmic patterns?</li> <li>● Can they use instruments to perform a simple piece?</li> <li>● Can they respond to musical indications about when to play or sing?</li> <li>● Can they respond musically with increasing accuracy to a call (high/low, loud/soft, fast/slow) and keep a steady pulse?</li> </ul>	<ul style="list-style-type: none"> <li>● Can they perform a rhythm to a steady pulse?</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>● Can they understand the importance of a warm up?</li> <li>● Can they follow the melody using their voice or an instrument?</li> <li>● Can they sing songs as an ensemble following the tune (melody) well?</li> <li>● Can they perform in an ensemble with instructions from the leader (e.g. hand signals to indicate pitch and duration of notes)?</li> <li>● Can they play simple rhythmic patterns on an instrument?</li> <li>● Can they sing/clap a pulse increasing or decreasing in tempo?</li> <li>● Do they have control when playing instruments?</li> <li>● Can they perform musical patterns keeping a steady pulse?</li> </ul>	<ul style="list-style-type: none"> <li>● Can they sing/play rhythmic patterns in contrasting dynamics; keeping to the pulse?</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>● Do they sing songs from memory with increasing expression, accuracy and fluency?</li> <li>● Do they maintain a simple part within an ensemble?</li> <li>● Do they modulate and control their voice when singing and pronounce the words clearly?</li> <li>● Can they play notes on tuned and un-tuned instruments with increasing clarity and accuracy?</li> <li>● Can they improvise (including call and response) within a group using the voice?</li> </ul>	<ul style="list-style-type: none"> <li>● Can they sing/play rhythmic patterns in contrasting tempo; keeping to the pulse?</li> </ul>

		<ul style="list-style-type: none"> <li>• Can they collaborate to create a piece of music?</li> </ul>	
	Year 4	<ul style="list-style-type: none"> <li>• Can they perform a simple part of an ensemble rhythmically?</li> <li>• Can they sing songs from memory with increasing expression, accuracy and fluency?</li> <li>• Can they improvise using repeated patterns with increasing accuracy and fluency?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they use selected pitches simultaneously to produce simple harmony?</li> </ul>
	Year 5	<ul style="list-style-type: none"> <li>• Can they sing and use their understanding of meaning to add expression?</li> <li>• Can they perform 'by ear' and from simple notations?</li> <li>• Can they improvise within a group using melodic and rhythmic phrases?</li> <li>• Can they recognise and use basic structural forms e.g. rounds, variations, rondo form?</li> <li>• Can they maintain their part whilst others are performing their part?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they use pitches simultaneously to produce harmony by building up simple chords?</li> <li>• Can they devise and play a repeated sequence of pitches on a tuned instrument to accompany a song?</li> </ul>
	Year 6	<ul style="list-style-type: none"> <li>• Can they sing a harmony part confidently and accurately?</li> <li>• Can they perform using notations?</li> <li>• Can they take the lead in a performance?</li> <li>• Can they take on a solo part?</li> <li>• Can they provide rhythmic support?</li> <li>• Can they perform parts from memory?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the parts will fit together?</li> </ul>
C o m p o s i n g	EYF S	<ul style="list-style-type: none"> <li>• Can they make a range of sounds with their voice?</li> <li>• Can they make a range of sounds with instruments?</li> <li>• Can they represent sounds pictorially?</li> <li>• Can they begin to sequence sounds to create a rhythm or beat?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they repeat (short rhythmic and melodic) patterns?</li> <li>• Can they begin to read pictorial representations of music? (e.g. colour-coded bells, music story maps)</li> </ul>
	Year 1	<ul style="list-style-type: none"> <li>• Can they make a range of sounds with their voice?</li> <li>• Can they make a range of sounds with instruments?</li> <li>• Can they identify changes in sounds?</li> <li>• Can they tell the difference between long and short sounds?</li> <li>• Can they repeat (short rhythmic and melodic) patterns?</li> <li>• Can they represent sounds pictorially?</li> <li>• Can they make a sequence of sounds for a purpose?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they give a reason for choosing an instrument?</li> </ul>

	Year 2	<ul style="list-style-type: none"> <li>• Can they order sounds to create a beginning, middle and end?</li> <li>• Can they represent sounds pictorially with increasing relevance?</li> <li>• Can they choose sounds to achieve an effect ?</li> <li>• Can they begin to compose short melodic patterns using two or three notes (tuned instruments/voice)?</li> <li>• Can they create short, rhythmic patterns – sequences of long and short sounds?</li> <li>• Are they selective in the control used on an instrument in order to create an intended effect?</li> <li>• Can they create their own symbols to represent sounds?</li> <li>• Can they choose sounds to create an effect on the listener?</li> </ul>	<ul style="list-style-type: none"> <li>• an they use simple structures (e.g. repetition and order) in a piece of music?</li> <li>• Do they know that phrases are where we breathe in a song?</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>• Can they create repeated patterns using a range instruments?</li> <li>• Can they create accompaniments for melodies?</li> <li>• Can they combine different sounds to create a specific mood or feeling?</li> <li>• Do they understand how the use of tempo can provide contrast within a piece of music?</li> <li>• Can they effectively choose, order, combine and control sounds to create different textures?</li> <li>• Can they use silent beats for effect (rests)?</li> <li>• Can they combine different musical elements (e.g. fast/slow, high/low, loud/soft) in their composition?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they compose a simple piece of music that they can recall to use again?</li> <li>• Do they understand metre in 4 beats; then 3 beats?</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>• Can they begin to read and write musical notation?</li> <li>• Can they use notations to record and interpret sequences of pitches?</li> <li>• Can they use standard notation?</li> <li>• Can they use notations to record compositions in a small group or on their own?</li> <li>• Can the recognise the signs for crotchet and crotchet rest?</li> <li>• Do they know that higher on the staff means a higher pitch?</li> <li>• Can they use notation in a performance?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they explore and use sets of pitches, e.g. 4 or 5 note scales?</li> <li>• Can they show how they can use dynamics to provide contrast?</li> </ul>
	Year 5	<ul style="list-style-type: none"> <li>• Can they use technology to create a piece of music?</li> <li>• Can they use their notations to record groups of pitches (chords)?</li> <li>• Can they use a music diary to record aspects of the composition process?</li> <li>• Can they choose the most appropriate tempo for a piece of music?</li> </ul>	<ul style="list-style-type: none"> <li>• Do they understand the relation between pulse and syncopated patterns?</li> </ul>

		<ul style="list-style-type: none"> <li>• Can they use technology to compose music which meets a specific criterion?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they identify (and use) how patterns of repetitions, contrasts and variations can be organised to give structure to a melody, rhythm, dynamic and timbre?</li> </ul>
	Year 6	<ul style="list-style-type: none"> <li>• Do they recognise that different forms of notation serve different purposes?</li> <li>• Can they use technology to support their notation?</li> <li>• Can they combine groups of beats?</li> <li>• Can they use a variety of different musical devices in their composition? (e.g. melody, rhythms and chords)</li> </ul>	<ul style="list-style-type: none"> <li>• Can they show how a small change of tempo can make a piece of music more effective?</li> <li>• Do they use the full range of chromatic pitches to build up chords, melodic lines and bass lines?</li> </ul>
A p p r a i s i n g	EYF S	<ul style="list-style-type: none"> <li>• Can they say if they like or dislike a piece of music?</li> <li>• Can they identify and distinguish environmental sounds?</li> <li>• Can they begin to describe the sounds? (e.g. loud, soft, high, low, fast, slow)</li> <li>• Can they begin to express how music makes them feel?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they identify reasons why they like some music more than others?</li> </ul>
	Year 1	<ul style="list-style-type: none"> <li>• Can they form an opinion to express how they feel about a piece of music?</li> <li>• Can they identify what different sounds could represent and give a reason why?</li> <li>• Can they recognise repeated patterns?</li> <li>• Can they tell the difference between a fast and slow tempo, loud and quiet, and high and low sounds?</li> <li>• Can they hear the pulse in a piece music?</li> <li>• Can they tell the difference between loud and quiet sounds?</li> <li>• Can they describe how sounds are made and changed?</li> <li>• Can they respond to different moods in music and say how a piece of music makes them feel?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they identify texture - listening for whether there is more than one sound at the same time?</li> <li>• Can they identify musical structure in a piece of music (verse, chorus etc)?</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>• Can they identify particular features when listening to music?</li> <li>• Can they begin to associate sounds they hear with instruments?</li> <li>• Can they independently identify the pulse in a piece of music and tap along?</li> <li>• Can they listen carefully to recall short rhythmic patterns?</li> <li>• Can they begin to recognise changes in timbre, dynamics and pitch?</li> <li>• Are they able to recognise and name different instruments by sight?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they tell whether a change (e.g. pitch, tempo, dynamic, texture and timbre) is gradual or sudden and describe its effect?</li> </ul>

	<ul style="list-style-type: none"> <li>• Can they evaluate and improve their own work and give reasons?</li> </ul>	
Year 3	<ul style="list-style-type: none"> <li>• Can they use musical words (pitch, duration, dynamics, tempo) to describe and give their opinion on a piece of music?</li> <li>• Can they evaluate and improve their work, explaining how it has improved using a success criterion?</li> <li>• Do they know that music can be played or listened to for a variety of purposes (including different cultures and periods in history)?</li> <li>• Are they able to recognise a range of instruments by ear?</li> <li>• Can they internalise the pulse in a piece of music?</li> <li>• Can they identify the features within a piece of music?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they recognise changes in sounds that move incrementally and more dramatically?</li> <li>• Can they compare repetition, contrast and variation within a piece of music?</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>• Can they explain why silence is used in a piece of music and say what effect it has?</li> <li>• Can they start to identify the character of a piece of music?</li> <li>• Can they describe and identify the different purposes of music?</li> <li>• Can they recognise the work of at least one famous composer?</li> <li>• Can they begin to identify with the style of work of established composers (e.g. Beethoven, Mozart, Elgar etc.)?</li> <li>• Can they use musical words (pitch, duration, timbre, dynamics, tempo) to describe a piece of music and composition?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they identify how a change in timbre can change the effect of a piece of music?</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>• Can they describe, compare and evaluate music using musical vocabulary?</li> <li>• Can they suggest improvements to their own or others' work?</li> <li>• Can they choose the most appropriate tempo for a piece of music?</li> <li>• Can they identify and begin to evaluate the features within different pieces of music?</li> <li>• Can they contrast the work of established composers and show preferences?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they explain how tempo changes the character of music?</li> <li>• Can they identify where a gradual change in dynamics has helped to shape a phrase of music?</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>• Can they refine and improve their work?</li> <li>• Can they evaluate how the venue, occasion and purpose affects the way a piece of music is created?</li> <li>• Can they compare and contrast the impact that different composers from different times will have had on the people of the time?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they appraise the introductions, interludes and endings for songs and compositions they have created?</li> </ul>

	<ul style="list-style-type: none"><li>• Can they analyse features within different pieces of music?</li></ul>	
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