

Progression in Music

* challenge	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Performing	<p>Use their voice to speak /sing/ chant</p> <p>Join in with singing</p> <p>Use instruments to perform</p> <p>Look at their audience when they are performing</p> <p>Clap short rhythmic patterns</p> <p>Copy sounds</p> <p>*Make loud and quiet sounds</p> <p>*Know that the chorus keeps being repeated</p>	<p>Sing and follow the melody</p> <p>Sing accurately at a given pitch</p> <p>Perform simple patterns and accompaniments keeping a steady pulse</p> <p>Perform with others</p> <p>Play simple rhythmic patterns on an instrument</p> <p>Sing/clap a pulse increasing or decreasing in tempo</p> <p>*Sing/play rhythmic patterns in contrasting tempo; keeping to the pulse</p>	<p>Sing in tune with expression</p> <p>Control voices when singing</p> <p>Play clear notes on an instrument</p> <p>*Create a piece of music using more than one instrument</p>	<p>Perform a simple part rhythmically</p> <p>Sing from memory with accurate pitch</p> <p>Improvise using repeated patterns</p> <p>*Use selected pitches to perform a simple harmony</p>	<p>Control breathing when singing</p> <p>Sing with expression</p> <p>Maintain their own part within a group</p> <p>Perform by ear and from simple notations</p> <p>Improvise melodic and rhythmic phrases within a group</p> <p>Recognise simple structural forms – rounds, rondo etc</p> <p>*Use pitch to perform harmony or chords</p> <p>*Play repeated sequence of pitched to accompany a song</p>	<p>Sing a harmony part accurately</p> <p>Perform parts from memory</p> <p>Perform using notations</p> <p>Take the lead in a performance</p> <p>Perform a solo part</p> <p>Provide rhythmic support to a performance</p> <p>*Perform a piece of music with more than one melodic or rhythmic part</p>
Composing	<p>Make different sounds with their voice</p> <p>Make different sounds with instruments</p> <p>Identify changes in sounds</p> <p>Change the sound</p> <p>Use repeated (short rhythmic and melodic) patterns</p>	<p>Order sounds to create a beginning, middle and end</p> <p>Create music in response to different starting points</p> <p>Choose sounds which create an effect</p> <p>Use symbols to represent sounds</p>	<p>Use different music elements in composition</p> <p>Create repeated patterns using different instruments</p> <p>Compose melodies and songs</p> <p>Create accompaniments for tunes</p>	<p>Use notations to record and interpret sequences of pitches</p> <p>Use standard notation</p> <p>Use notation to record compositions</p> <p>Use notation in a performance</p> <p>*Explore and use sets of pitches eg pentatonic scale</p>	<p>Change sounds or organise them differently to change the effect</p> <p>Compose music which meets specific criteria</p> <p>Use notations to record groups of pitches (chords)</p>	<p>Use a variety of different musical devices in composition – melody, rhythm and chords</p> <p>Recognise that different forms of notation serve different purposes</p> <p>Use different forms of notation</p> <p>Combine groups of beats</p>

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	<p>Make a sequence of sounds</p> <p>Show sounds by using pictures</p> <p>*Describe the difference between long and short sounds</p> <p>*Describe the difference between high and low sounds</p> <p>*Give a reason for choosing an instrument</p>	<p>Make connections between notations and musical sounds</p> <p>*Use simple structures in a piece of music?</p> <p>*Know that phrases are where we breathe in a song</p>	<p>Combine different sounds to create a specific mood or feeling</p> <p>* Understand metre in 2 and 3 beats, moving on to 4 and 5 beats</p> <p>*Understand how the use of Tempo can provide contrast within a piece of music</p>	<p>*Use dynamics to provide contrast</p>	<p>Use a music diary to record aspects of the composition process</p> <p>Choose the most appropriate Tempo for a piece of music</p> <p>*Understand the relation between pulse and syncopated patterns</p> <p>*Identify how repetitions, contrasts and variations can be organised to give structure to melody, rhythm, dynamics and timbre</p>	<p>*Show how a small change of tempo can make a piece of music more effective</p> <p>*Use the full range of chromatic pitches to build up chords, melodic lines and bass lines</p>
Appraising	<p>Respond to different moods in music</p> <p>Say how a piece of music makes them feel</p> <p>Say whether they like or dislike a piece of music</p> <p>Choose sounds to represent different things</p> <p>Recognise repeated patterns</p> <p>Follow instructions about when to play or sing</p> <p>*Tell the difference between a fast and slow tempo</p> <p>*Tell the difference between loud and quiet sounds</p> <p>*Identify two types of sound happening at the same time</p>	<p>Improve their own work</p> <p>Listen out for particular things when listening to music</p> <p>*Recognise sounds that move by steps and by leaps</p>	<p>Improve work explaining how it has been improved</p> <p>Use musical words to describe a piece of music</p> <p>Use musical words to describe what they liked and disliked</p> <p>Recognise the work of at least one famous composer</p> <p>*Tell whether a change is gradual or sudden</p> <p>*Identify repetition, contrasts and variations</p>	<p>Explain the place of silence and say what effect it has</p> <p>Start to identify the character of a piece of music</p> <p>Describe and identify the different purposes of music</p> <p>Identify with the style of work of Beethoven, Mozart and Elgar</p> <p>*Identify how a change of timbre can change the effect of a piece of music</p>	<p>Describe, compare and evaluate music using music vocabulary</p> <p>Explain why they think their music is successful or unsuccessful</p> <p>Suggest improvements to their own and others work</p> <p>Choose the most appropriate tempo for a piece of music</p> <p>Describe the work of famous composers and show preferences</p> <p>*Explain how Tempo changes the character of music</p> <p>*Identify where a gradual change in dynamics has helped to shape a phrase of music</p>	<p>Refine and improve work</p> <p>Evaluate how the venue, occasion and purpose affects the way a piece of music is created</p> <p>Analyse features within different pieces of music</p> <p>Compare and contrast the impact that different composers will have had on the people of the time</p> <p>*Appraise the introductions, interludes and endings for songs</p>