**East Whitby Academy Music Progression of skills**

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|  | Year 1 Year 2 All KS1 (in both class &  *whole school* sessions) | Year 3 Year 4 All LKS2 (in both class &  *whole school* sessions) | Year 5 Year 6 All UKS2 (in both class &  *whole school* sessions) |
| **Singing songs with control and using the voice expressively** | * *Find singing voice and use voices confidently* * *Sing melody accurately* * Sing with a sense of awareness of pulse and rhythm * *Recognise phrase lengths and know when to breathe* * Sing songs with expression * Begin to control pitch * Sing with awareness of other performers. | * *Sing with confidence using a wider vocal range* * *Sing in tune* * *Sing with awareness of pulse control and rhythm* * Recognise simple structures * *Sing expressively with awareness and control of timbre tempo and dynamics* * *Sing songs and create different vocal effect* * *Understand how mouth shape can affect voice sounds* * *Internalise sounds by singing parts of songs in their heads* | * *Sing songs with increasing control of breathing posture and sound projection* * *sing songs in tune and with awareness of other parts* * *identify phrases through breathing in appropriate places* * *sing with expression and rehearse with others* * *sing a round in two parts and identify the melodic phrases and how they fit together* * sing confidently as a class in small groups and alone and begin to have an awareness of improvisation with the voice |
| **Listening memory and movement** | * *Recall and remember songs and sequences of sounds* * Respond physically when performing composing and enjoying music * Identify sound sources * Identify well defined musical features | * Identify melodic phrases and play them by ear * Create sequences of movements in response to sounds * Explore and chose different movement to describe animals (????) * Demonstrate the ability to recognise structure and expressive elements through dance * Identify phrases that could be used as an introduction or ending | * Internalise short melodies and play these on pitched percussion * Create dances that reflect musical features * Identify different moods and textures * Identify how a mood is created by music and lyrics * Listen to longer pieces of music and identify features |
| **Controlling rhythm and pulse** | * Identify pulses in music * Identify pulse and join in getting faster and slower together * Identify long and short sounds * Perform a rhythm to a given pulse * Being to internalise and create rhythmic patterns * Accompany a chant or song by clapping pulse or rhythm | * Recognise rhythm patterns * Perform a repeated pattern to a steady pulse * Identify and recall rhythm and melodic patterns * Identify repeated patterns used in a variety of music (ostinato) | * Identify different speeds of pulse (tempo) by clapping and moving * Improvise rhythm patterns * Perform an independent part, keeping to a steady beat * *Identify the meter of different songs through recognising the pattern of strong and weak beats* * Subdivide the pulse while keeping a steady beat. |
| **Exploring sounds melody and accompaniment** | * Explore different sound sources * Make sounds and recognise how they can give a message * Identify and name instruments * Create and change sounds in response to stimuli * Identify how sounds can be changed * Change sounds to reflect different stimuli. | * Identify ways sounds are used to accompany a song * Analyse and comment on how sounds and songs can change or reflect a mood * Explore and perform different accompaniments * Explore and select different melodic patterns * Recognise and explore different combinations of pitch sounds. | * Skills development for this element are within control of instruments and composition |
| **Control of instruments** | * Play instruments in different ways and create sound effects * Handle and play instruments with control * Identify different groups of instruments | * Identify different melodic phrases and play them by ear * Select instruments to describe visual images * Choose instruments on the basis of internalised sounds | * Identify and control different ways percussion instruments make sounds * Play accompaniments with control and accuracy * Create different effects using combinations of pitched sounds * Used ICT to change and manipulate sounds (Garageband) |
| **Composition** | * Contribute to the creation of a class composition | * Create textures by combining sounds in different ways * Create music that describes contrasting moods and emotions * Improvise simple tunes based on the pentatonic scale * Compose music in pair and make improvements to their own work * Create an accompaniment to a known song * Create descriptive music in pairs | * Identify different starting points for composing music * Explore select combine and explore a range of different sounds to compose a soundscape * Write lyrics to a known song * Compose a short song to own lyrics based on everyday phrases * Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition. |
| **Reading and writing notation** | * Perform long and short sounds in response to symbols * Create long and short sounds on instruments * Play and sing a phrase from dot notation * Record own ideas * Make symbols as part of a class score. | | * Perform using notation as a support * Sing songs with staff notation as support |
| **Performance skills** | * Perform together and follow instructions that combine musical elements | * Perform in different ways, exploring the way the performers are a musical resource * Perform with an awareness of different parts | * Present performances effectively with awareness of audience, venue and occasion |
| **Evaluating and appraising** | * Choose sounds and instruments carefully and make improvements to their own and other’s work. | * Recognise how music can reflect different intentions | * Improve their work through the analysis evaluation and comparison |