**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
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| **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
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| **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.
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| **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
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| **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)
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| **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.
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| **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
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| **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
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| **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
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