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| **Music Skills Progression at Hanslope Primary School** |
| **EYFS****Being Imaginative and Expressive** * I can listen attentively, move to and talk about music, expressing my feelings and responses.
* I can watch and talk about dance and performance art, expressing my feelings and responses.
* I can sing in a group or on my own, increasingly matching the pitch and following the melody.
* I can develop storylines in my pretend play.
* I can explore and engage in music making and dance, performing solo or in groups.

***Early Learning Goals:**** *I can invent, adapt and recount narratives and stories with peers and my teacher.*
* *I can sing a range of well-known nursery rhymes and songs.*
* *I can perform songs, rhymes, poems and stories with* others *and (when appropriate) try to move in time with music.*
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| KS1 Skills | **Year 1** | **Year 2** | **KS2 Skills** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Controlling sounds through singing and playing (Play and Perform)** |
| Use voices expressively | I can use my voice in different ways such as speaking, singing and chanting.  | I can use my voices expressively and creatively. I can sing with control making long and short sounds.  | **Sing songs in unison and two parts** | I can sing songs from memory in unison, becoming aware of pitch.  | I can sing in unison maintaining the correct pitch and using increasing expression. | I can sing in unison with clear diction, controlled pitch and sense of phrase. | I can sing in solo, unison and in parts with clear diction, controlled pitch and with a sense of phrase. |
| **Play tuned and un-tuned instruments** | I can create and choose sounds. I can perform simple rhythmical patterns, beginning to show an awareness of pulse.  | I can create and choose sounds for a specific effect. I can perform rhythmical patterns and accompaniments, keeping a steady pulse. | **To play tuned and un-tuned instruments with control and accuracy** | I can perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes.  | I can play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics. | I can play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression. | I can play and perform with accuracy, fluency, control and expression. |
| **Rehearse and perform with other** | I can perform with others, taking instructions from the leader. | I can think about others while performing. | **To practise, rehearse and present performances with an awareness of the audience** | I can think about others while performing. | I can think about others while performing. | I can maintain my own part and be aware how the different parts fit together. | I can think about the audience when performing and how to create a specific effect. |
| **Creating and developing musical ideas (Create and Compose)** |
| Create musical patterns | I am learning to know about and experiment with sounds. (Including use of ICT)I can create short musical patterns.I can create a sequence of long and short sounds. | I can repeat short rhythmic and melodic patterns. | **Improvise, developing rhythmic and melodic material when performing** | I can create simple rhythmical patterns that use a small range of notes.  | I can create rhythmical and simple melodic patterns using an increased number of notes.  | I can create increasingly complicated rhythmic and melodic phrases within given structures.  | I can create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range given musical structures. (Including use of ICT) |
| **Explore, choose and organise sounds and musical ideas** | I can recognise and explore how sounds can be organised. To identify and organise sounds using simple criteria e.g. loud, soft, high, low. | I can begin to explore and choose and order sounds using the inter-related dimensions of music. \* | **Explore, choose, combine and organise musical ideas with musical structures**  | I am beginning to join simple layers of sound, e.g. a background rhythm and a solo melody. (Including use of ICT) | I can join layers of sound, thinking about musical dynamics of each layer and understanding the effect. |
| Responding and reviewing appraising skills |
| **Explore and express ideas and feelings about music using movement, dance and expressive and musical language.** | I can talk about how music makes you feel or want to move. E.g. it makes me want to jump/sleep. Shout etc. | I can respond to different moods in music and explain my thinking about changes in sound. | **Analyse and compare sounds****Explore and explain ideas and feelings about music using movement, dance and expressive musical language.** | I can explore and comment on the ways sounds can be used expressively using words such as duration, timbre, pitch, beat, tempo and texture, | I can recognise and explore the ways sounds can be combined and used expressively and comment on this effect. | I can describe, compare and evaluate different types of music beginning to use musical words. | I can describe, compare and evaluate different types of music using a range of musical vocabulary including the inter-related dimensions of music\* |
| **To make improvements to my own work** | To think about and make simple suggestions about what could make their own work better e.g. play faster or louder. | To identify what improvements could be made to own work and make these changes, including altering use of voice, playing of and choice of instruments. | **To reflect on and improve own and others work in relation to its intended effect.** | I can use these words to comment on the effectiveness of my own work, identifying and making improvements. | I can comment on the effectiveness of own work, identifying and making improvements based on its intended outcome. | I can comment on the success of my own and others work, suggesting improvements based on intended outcomes. | I can evaluate the success of own and others work, suggesting specific improvements based on intended outcomes and comment on how this could be achieved. |
| Listening and applying knowledge and understanding |
| **To listen with concentration and recall sounds within increasing aural memory.** | I can being to identify simple repeated patterns and follow basic musical instructions. | I can identify and recognise repeated patterns and follow a wider range of musical instructions | **To listen with attention to detail and to internalise and recall sounds.** | I can listen with attention and begin to recall sounds. | I can listen to and recall patterns of sounds with increasing accuracy. | I can listen to and recall a range of sounds and patterns of sounds confidently. | I can listen to, internalise and recall sounds and patterns of sounds with accuracy and confidence.  |
| **To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures.** | I am beginning to understand that musical elements can be used to create different moods and effects. | I am beginning to understand how musical elements create different moods and effects. | **To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures and used to communicate different moods and effects.** | I am beginning to understand how different musical elements are combined and used to create an effect. | I am beginning to understand how different musical elements are combined and used expressively. | I am beginning to identify the relationship between sounds and how music can reflect different meanings. | I can identify and explore the relationship between sounds and how music can reflect different meanings. |
| **To understand that sounds can be made in different ways and described using given and invented sigsn and symbols.** | I am beginning to represent sounds with simple sounds including shapes and marks | I can represent sounds with a range of symbols, shapes or marks. | **To know that music is produced in different ways and described through relevant established and invented notations.** | I am beginning to recognise simple notations to represent music, including pitch and volume. | I understand and am beginning to use established and invented musical notations to represent music. | I can recognise and use a range of musical notations including staff notation. | I can use and apply a range of musical notations including staff notation to plan, revise and refine musical material |
| **To know how music is used for particular purposes.** | I can listen to short, simple pieces of music and talk about when and why I may hear it e.g. a lullaby or Wedding march | I can listen to pieces of music and discuss where and when they may be heard, explaining why using simple musical vocabulary e.g. it is quiet and smooth so it would be good for a lullaby. | **To understand how time and place can influence the way music is created.** | I can listen to and begin to respond to music drawn from different traditions and great composers and musicians | I can listen to and understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians. | I can listen to a range of high quality, live and recorded music from different traditions, composers and musicians and begin to discuss their differences and how music may have changed over time. | I am developing an understanding of the history of music from different cultures, traditions, composers and musicians evaluating how venue, occasion and purpose effects the way that music is created and performed.  |

\*Inter-related dimensions of music (dynamics):

* **PULSE:** The steady beat if a piece of music
* **PITCH:** The melody and the way the notes change from low to high and vice versa.
* **RHYTHM:** Or duration is the pattern of long and short sounds in a piece of music.
* **DYNAMICS:** Loud and soft.
* **TEMPO:** Fast and slow.
* **TIMBRE:** The type of sound – whisper/hu/sing/talk (Examples with the voice) or twinkly/hard/soft (examples with instruments)
* **TEXTURE:** Layers of sound (number of instruments or voices playing together)
* **STRUCTURE:** The way the music is laid out – e.g. Verse, chorus, verse