



St Bartholomew's C of E (VA) Primary School

Progression of skills for Music

Follow Jesus in all we do

	Listening and Appraising	Musical Activities - Games	Musical Activities - Singing	Musical activities improvising and composing	Performing
Y1	<p>Appraisal Can explain why they do or don't like a piece of music. Begin to identify which styles of music do and don't appeal to them</p> <p>History Begin to understand that music making is different depending on the historical period.</p> <p>Vocabulary Attempt to use some suitable musical vocabulary.</p> <p>Timbre Begin to understand the character of a sound e.g strings, brass, the sound qualities of different percussion instruments.</p> <p>Texture Begin to understand how thick or thin music is eg. The layers of voices and/or instruments.</p> <p>Structure Begin to recognise how the sections of a song or piece of music are ordered.</p>	<p>Pulse (duration) Keep a steady beat when listening to music with an example to follow. Rhythm (duration) Begin to identify long and short sounds played over a steady beat. Rhythm Can identify rhythmic notation and know that these have different names.</p> <p>Tempo Identify when music goes faster and slower.</p>	<p>Pitch Able to identify high and low sounds.</p> <p>Pitch Able to pitch high and low sounds with increasing accuracy.</p> <p>Singing Enjoy singing songs as part of group</p>	<p>Improvising Can copy back a vocal pattern with increasing accuracy. Can attempt to improvise a vocal answer to a question.</p> <p>Improvising Can copy back an instrumental pattern with increasing accuracy. Can attempt to improvise an instrumental answer to a question.</p> <p>Composing Can attempt a simple composition from given pre-set pitches using IT or tuned percussion.</p>	<p>Performing Can rehearse as part of a class or group for a performance. Can suggest ways to improve the performance. Can perform for an audience and evaluate what they have learnt from the experience.</p> <p>Glockenspiel/Instrumental Can play a one or two note instrumental part following a picture lead.</p>
Y2	<p>Appraisal Can explain why they do or don't like a piece of music. Begin to identify which styles of music do and don't appeal to them</p> <p>History Begin to understand that music making is different depending on the historical period.</p> <p>Vocabulary Use some appropriate vocabulary when discussing music.</p>	<p>Pulse (duration) Keep a steady beat when listening to music. Rhythm (duration) identify long and short sounds played over a steady beat.</p> <p>Rhythm Can identify rhythmic notation and know that these have different names.</p>	<p>Pitch Able to identify high and low sounds.</p> <p>Pitch Able to pitch high and low sounds with increasing accuracy.</p> <p>Singing Sing songs with understanding and developing musicality.</p>	<p>Improvising Can copy back a vocal pattern. Can improvise a vocal answer to a question.</p> <p>Improvising Can copy back an instrumental pattern. Can improvise an instrumental answer to a question.</p> <p>Composing Can compose using given pre-set pitches using IT or tuned percussion.</p>	<p>Performing Can rehearse as part of a class or group for a performance. Can suggest ways to improve the performance. Can perform for an audience and evaluate what they have learnt from the experience.</p> <p>Glockenspiel/Instrumental Follow a simple instrumental</p>



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	<p>Timbre Able to understand the character of a sound e.g strings, brass, the sound qualities of different percussion instruments.</p> <p>Texture Able to understand how thick or thin music is eg. The layers of voices and/or instruments.</p> <p>Structure understand how the sections of a song or piece of music are ordered</p>	<p>Tempo Identify when music goes faster and slower</p>			<p>part with increasing confidence, possibly using a notated score.</p>
<p>Y3</p>	<p>Appraisal Can explain why they do or don't like a piece of music and be more specific when expressing preferences.</p> <p>Appraisal Developing an awareness of how to listen with understanding and direction. History Increased understanding that music making is different depending on the historical period and have some understanding of historical periods and the instruments used.</p> <p>Vocabulary Use familiar musical vocabulary with increasing confidence</p> <p>Timbre Increase their understanding of the character of a sound e.g. strings, brass, the sound qualities of different percussion instruments.</p> <p>Texture Increase their understanding how thick or thin music is e.g. The layers of voices and/or instruments.</p> <p>Structure Develop further understanding of how the sections of a song or piece of music are</p>	<p>Pulse (duration) Keep a steady beat when listening to music sometimes without a visual or adult lead.</p> <p>Rhythm (duration) Identify and play long and short sounds played over a steady beat. Rhythm Can identify rhythmic notation and name some rhythmic values.</p> <p>Tempo Identify when music goes faster and slower.</p>	<p>Pitch Able to identify high and low sounds with a smaller interval between pitches.</p> <p>Pitch Able to pitch high and low sounds with increasing accuracy.</p> <p>Singing Enjoy singing songs as part of a group. Begin to explore two part singing e.g. through rounds and canons.</p>	<p>Improvising Can copy back a vocal pattern with a good degree of accuracy. Can improvise a musically plausible vocal answer to a question with some creativity and understanding. Improvising Can copy back an instrumental pattern with a good level of accuracy. Can improvise a musically plausible instrumental answer to a question with some creativity and understanding.</p> <p>Composing Can compose a simple rhythmic or melodic pieces with some understanding of musical structures.</p>	<p>Performing Can rehearse as part of a class or group for a performance. Can suggest ways to improve the performance. Can perform for an audience and evaluate what they have learnt from the experience.</p> <p>Glockenspiel/Instrumental Can play an instrumental part using more than two notes following a picture lead or reading notation with increasing confidence.</p>



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<p>Y4</p>	<p>Appraisal Can explain why they do or don't like a piece of music and be more specific when expressing preferences.</p> <p>Appraisal Developing an awareness of how to listen with understanding and direction. History Increased understanding that music making is different depending on the historical period and have some understanding of historical periods and the instruments used.</p> <p>Vocabulary Use familiar musical vocabulary with increasing confidence</p> <p>Timbre Increase their understanding of the character of a sound e.g. strings, brass, the sound qualities of different percussion instruments.</p> <p>Texture Increase their understanding how thick or thin music is e.g. The layers of voices and/or instruments.</p> <p>Structure Develop further understanding of how the sections of a song or piece of music are ordered.</p>	<p>Pulse (duration) Keep a steady beat when listening to music sometimes without a visual or adult lead.</p> <p>Rhythm (duration) Identify and play long and short sounds played over a steady beat.</p> <p>Rhythm Can identify rhythmic notation and name some rhythmic values.</p> <p>Tempo Identify when music goes faster and slower</p>	<p>Pitch Able to identify high and low sounds with a smaller interval between pitches.</p> <p>Pitch Able to pitch high and low sounds with increasing accuracy.</p> <p>Singing Enjoy singing songs as part of a group. Begin to explore two part singing e.g. through rounds and canons.</p>	<p>Improvising Can copy back a vocal pattern with a good degree of accuracy. Can improvise a musically plausible vocal answer to a question with some creativity and understanding.</p> <p>Improvising Can copy back an instrumental pattern with a good level of accuracy. Can improvise a musically plausible instrumental answer to a question with some creativity and understanding.</p> <p>Composing Can compose a simple rhythmic or melodic pieces with some understanding of musical structures</p>	<p>Performing Can rehearse as part of a class or group for a performance. Can suggest ways to improve the performance. Can perform for an audience and evaluate what they have learnt from the experience.</p> <p>Glockenspiel/Instrumental Can play an instrumental part using more than two notes following a picture lead or reading notation with increasing confidence.</p>
<p>Y5</p>	<p>Appraisal Can explain why they do or don't like a piece of music, expressing preferences and explaining with musical understanding.</p> <p>Appraisal Able to listen with focused concentration, understanding and direction.</p> <p>History Be able to identify some music from its historical context and be aware</p>	<p>Pulse (duration) Keep a steady beat when listening to music without a visual or adult lead.</p> <p>Rhythm (duration) Identify and play accurately for extended periods long and short sounds played over a steady beat.</p>	<p>Pitch Able to identify high and low sounds with a smaller interval between pitches, including when notes are next to each other.</p> <p>Pitch Able to pitch sounds with accuracy.</p> <p>Singing Enjoy singing songs as part of a group. Maintain</p>	<p>Improvising Can copy back a vocal pattern accurately. Can improvise a vocal answer to a question with creativity and understanding.</p> <p>Improvising Can copy back an instrumental pattern accurately. Can improvise an instrumental answer to a</p>	<p>Performing Can rehearse as part of a class or group for a performance. Can suggest ways to improve the performance. Can perform for an audience and evaluate what they have learnt from the experience.</p> <p>Glockenspiel/Instrumental</p>



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	<p>of specific instrumentation and styles. Vocabulary Use a wider range of musical vocabulary understanding when it is appropriate to do so. Timbre Describe with confidence the character of a sound e.g strings, brass, the sound qualities of different percussion instruments. Texture Be able to explain with accuracy how thick or thin music is eg. The layers of voices and/or instruments. Structure Understand and explain how the sections of a song or piece of music are ordered</p>	<p>Rhythm Can identify rhythmic notation and name rhythmic values including some rests. Tempo Identify when music goes faster and slower.</p>	<p>a vocal line in two part singing e.g. through rounds and canon.</p>	<p>question with creativity and understanding. Composing Can compose a simple rhythmic or melodic pieces with some understanding of musical structures.</p>	<p>Can play more musically demanding instrumental parts with increasing confidence and progression relying more on musical notation than picture notation</p>
<p>Y6</p>	<p>Appraisal Can explain why they do or don't like a piece of music, expressing preferences and explaining with musical understanding. Appraisal Able to listen with focused concentration, understanding and direction. History Be able to identify some music from its historical context and be aware of specific instrumentation and styles. Vocabulary Use a wider range of musical vocabulary understanding when it is appropriate to do so. Timbre Describe with confidence the character of a sound e.g strings, brass, the sound qualities of different percussion instruments.</p>	<p>Pulse (duration) Keep a steady beat when listening to music without a visual or adult lead. Rhythm (duration) Identify and play accurately for extended periods long and short sounds played over a steady beat. Rhythm Can identify rhythmic notation and name rhythmic values including some rests. Tempo Identify when music goes faster and slower.</p>	<p>Pitch Able to identify high and low sounds with a smaller interval between pitches, including when notes are next to each other. Pitch Able to pitch sounds with accuracy. Singing Enjoy singing songs as part of a group. Maintain a vocal line in two part singing e.g. through rounds and canon.</p>	<p>Improvising Can copy back a vocal pattern accurately. Can improvise a vocal answer to a question with creativity and understanding. Improvising Can copy back an instrumental pattern accurately. Can improvise an instrumental answer to a question with creativity and understanding. Composing Can compose a simple rhythmic or melodic pieces with some understanding of musical structures.</p>	<p>Performing Can rehearse as part of a class or group for a performance. Can suggest ways to improve the performance. Can perform for an audience and evaluate what they have learnt from the experience. Glockenspiel/Instrumental Can play more musically demanding instrumental parts with increasing confidence and progression relying more on musical notation than picture notation</p>



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<p>Texture Be able to explain with accuracy how thick or thin music is eg. The layers of voices and/or instruments.</p> <p>Structure Understand and explain how the sections of a song or piece of music are ordered.</p>				
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