

Progression in Music skills



	Year 3	Year 4	Year 5	Year 6
Play and Perform				
Use voices expressively	I can sing in unison. I show some awareness of pitch.	I can sing in unison. I can maintain correct pitch and increasing expression.	I can sing in unison with clear dictation, controlled pitch and a sense of phrase.	I can sing solo. I can sing in unison and in parts with clear dictation, controlled pitch and a sense of phrase.
Play tuned and un-tuned instruments	I can perform simple rhythmic and musical parts. I am beginning to vary the pitch with a small range of notes.	I can play and perform parts with an increasing number of notes. I am beginning to show musical expression by changing dynamics.	I can play and perform parts in a range of solo and group contexts with increasing accuracy and expression.	I can play and perform with accuracy, fluency, control and expression.
Rehearse and perform with others	I can think about others while performing.	I can think about others while performing.	I can maintain my own part and be aware of how different parts fit together.	I can think about the audience when performing and how to create a specific effect.
Create and Compose				
Create musical patterns	I can create simple rhythmical patterns that use a small range of notes.	I can create rhythmical and simple melodic patterns that use an increased number of notes.	I can create increasingly complicated rhythmic and melodic phrases with a given structure.	I can create and improve melodic and rhythmic phrases as part of a group performance. I can compose by developing my ideas in a range of musical structures.
Explore chose and organise sounds and musical ideas	I can begin to join simple layers of sound e.g. a background rhythm and solo melody	I can join layers of sound thinking about musical dynamics and understanding the effect.		
Responding and appraising				
Explore and express ideas and feelings about music	I can comment on ways sound can be used expressively.	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 and begin to use musical words.	I can describe, compare and evaluate different types of music using a range of musical vocabulary
To make improvements to my own work	I can comment on the effectiveness of my own work by identifying and making improvements.	I can comment on the effectiveness of my own work by identifying and making improvements based on its intended outcome.	I can comment on the success of my own and others work. I can suggest improvements based on intended outcomes.	I can evaluate the success of my own and others work. I can suggest specific improvements based on the intended outcomes and can suggest how this could be achieved.
Listening and applying knowledge and understanding				
To listen with concentration and recall sounds with increasing aural memory	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 can begin to understand how different musical elements are combined and used to create an effect.	I understand how different musical elements are combined and used expressively.	I can begin 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 signs, symbols and notation.	I can begin to recognise simple notations to represent music including pitch and volume	I can understand and begin 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 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	I can develop an understanding of the history of music from different, cultures, traditions, composers and musicians. I can evaluate how venue, occasion and purpose effects the way that



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			time.	music is created and performed.
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- **PULSE:** the steady beat of a piece of a piece of music
- **PITCH:** the melody and the way the notes change from low to high and viceversa.
- **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/hum/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.