



Our motto: 'Let your light shine... as you grow'

Subject Leader Skills Progression

Subject: Music

Subject Leader: Caroline Potter

An Early Years Musician

Skill: Use voices expressively

- I can sing a range of well known nursery rhymes and songs.
- I can perform songs and rhymes and (when appropriate) try to move in time to the music.
- I can sing a variety of songs in a group or alone.
- I can use my voice in different ways (high/low, loud/quiet, fast/slow).
- I can sing to myself and make up a simple song.

Skill: Play tuned and untuned instruments

- I know the names of some musical instruments.
- I can use musical instruments to experiment and create ideas in response to a musical stimulus.

Skill: Create musical patterns

- I can identify different rhythms and clap along.

Skill: Explore and express ideas and feelings about music

- I can use my imagination to make comments, for example, "This music sounds like dinosaurs."
- I can use actions to accompany a song.
- I can listen attentively in a range of situations.

A Year 1 Musician

Skill: Use voices expressively

- I can use my voice in different ways by speaking, singing and chanting.

Skill: Play tuned and untuned instruments

- I can identify how sounds are made on instruments.
- I can create a simple rhythmic pattern.
- I can begin to show an awareness of pulse.

Skill: Create musical patterns

- I can create and choose sounds.

Skill: Explore, choose and organise sounds and musical ideas

- I can identify and organise loud and soft sounds. I can identify and organise high and low sounds.

Skill: Explore and express ideas and feelings about music

- I can talk about how music makes me feel and how it makes me want to move. Eg it makes me want to jump/sleep/shout etc

A Year 2 Musician

Skill: Use voices expressively

- I can sing with the sense of shape of the melody.

Skill: Play tuned and untuned instruments

- I can create and choose sounds for a specific effect.
- I can create and perform rhythmical patterns keeping a steady pulse.

Skill: Create musical patterns

- I can repeat short rhythmic and melodic patterns.

Skill: Explore, choose and organise sounds and musical ideas

- I can begin to explore and choose and order sounds using the inter-related dimensions of music.

Skill: Explore and express ideas and feelings about music

- I can respond to different moods in music and explain thinking about changes in sound.



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<p>Skill: 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</p> <ul style="list-style-type: none"> I can begin to understand that musical elements can be used to create different moods and effects. <p>Skill: To understand that sounds can be made in different ways and described using given and invented signs and symbols.</p> <ul style="list-style-type: none"> I can begin to represent sounds with shapes and marks. <p>Skill: To know how music is used for particular purposes.</p> <p>I can listen to pieces of music and talk about when or why I may hear it. (Eg a lullaby or Wedding march.</p>	<p>Skill: 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</p> <ul style="list-style-type: none"> I can understand how musical elements can create different moods and effects. <p>Skill: To understand that sounds can be made in different ways and described using given and invented signs and symbols.</p> <ul style="list-style-type: none"> I can represent sounds with a range of symbols, shapes or marks. <p>Skill: To know how music is used for particular purposes.</p> <p>I can listen to pieces of music and discuss where and when they may be heard using simple musical vocabulary. E.g. It's quiet and smooth so it would be good for a lullaby.</p>
<p>A Year 3 Musician</p>	<p>A Year 4 Musician</p>
<p>Skill: Sing Songs in unison and two parts</p> <ul style="list-style-type: none"> I can sing in unison. I am becoming aware of pitch. <p>Skill: To play tuned and untuned instruments with control and accuracy.</p> <ul style="list-style-type: none"> I can perform simple rhythmic and musical parts. I can begin to vary the pitch with a small range of notes. <p>Skill: Improvise, developing rhythmic and melodic material when performing</p> <ul style="list-style-type: none"> I can create simple rhythmical patterns that use a small range of notes. <p>Skill: Explore, choose, combine and organise musical ideas with musical structures</p> <ul style="list-style-type: none"> I can begin to join simple layers of sound, e.g. a background rhythm and a solo melody. <p>Skill: Explore and explain ideas and feelings about music</p> <ul style="list-style-type: none"> I can explore and comment on the ways sounds can be used expressively. <p>Skill: 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.</p> <ul style="list-style-type: none"> I can begin to understand how different musical elements are combined and used to create an effect. <p>Skill: To know that music is produced in different ways and described through relevant established and invented notations.</p>	<p>Skill: Sing Songs in unison and two parts</p> <ul style="list-style-type: none"> I can sing in unison maintaining the correct pitch and using increasing expression. <p>Skill: To play tuned and untuned instruments with control and accuracy.</p> <ul style="list-style-type: none"> I can play and perform parts with an increasing number of notes. I can begin to show musical expression by changing dynamics. <p>Skill: Improvise, developing rhythmic and melodic material when performing</p> <ul style="list-style-type: none"> I can create simple rhythmical patterns using an increased number of notes. <p>Skill: Explore, choose, combine and organise musical ideas with musical structures</p> <ul style="list-style-type: none"> I can join layers of sound, thinking about musical dynamics of each layer and understanding the effect. <p>Skill: Explore and explain ideas and feelings about music</p> <ul style="list-style-type: none"> I can recognise and explore the ways sounds can be combined and used expressively and comment on this effect. <p>Skill: 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.</p> <ul style="list-style-type: none"> I can understand how different musical elements are combined and used expressively.



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<ul style="list-style-type: none"> I can begin to recognise simple notations to represent music including pitch and volume. <p>Skill: To understand how time and place can influence the way music is created.</p> <p>I can listen to and begin to respond to music drawn from different traditions, great composers and musicians.</p>	<p>Skill: To know that music is produced in different ways and described through relevant established and invented notations.</p> <ul style="list-style-type: none"> I can understand and begin to use established and invented musical notations to represent music. <p>Skill: To understand how time and place can influence the way music is created.</p> <p>I can listen to and understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians.</p>
<p>A Year 5 Musician</p> <p>Skill: Sing Songs in unison and two parts</p> <ul style="list-style-type: none"> I can sing in unison with clear diction, controlled pitch and sense of phrase. <p>Skill: To play tuned and untuned instruments with control and accuracy.</p> <ul style="list-style-type: none"> I can play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression. <p>Skill: Improvise, developing rhythmic and melodic material when performing</p> <ul style="list-style-type: none"> I can create increasingly complicated rhythmic and melodic phrases within given structures. <p>Skill: Explore, choose, combine and organise musical ideas with musical structures</p> <ul style="list-style-type: none"> (see above) <p>Skill: Explore and explain ideas and feelings about music</p> <ul style="list-style-type: none"> I can describe, compare and evaluate different types of music beginning to use musical words. <p>Skill: 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.</p> <ul style="list-style-type: none"> I can begin to identify the relationship between sounds and how music can reflect different meanings. <p>Skill: To know that music is produced in different ways and described through relevant established and invented notations.</p> <ul style="list-style-type: none"> I can recognise and use a range of musical notations including staff notation. 	<p>A Year 6 Musician</p> <p>Skill: Sing Songs in unison and two parts</p> <ul style="list-style-type: none"> I can sing in solo, unison and in parts with clear diction, controlled pitch and with sense of phrase. <p>Skill: To play tuned and untuned instruments with control and accuracy.</p> <ul style="list-style-type: none"> I can play and perform with accuracy, fluency, control and expression. <p>Skill: Improvise, developing rhythmic and melodic material when performing</p> <ul style="list-style-type: none"> I can create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures. <p>Skill: Explore, choose, combine and organise musical ideas with musical structures</p> <ul style="list-style-type: none"> (see above) <p>Skill: Explore and explain ideas and feelings about music</p> <ul style="list-style-type: none"> I can describe, compare and evaluate different types of music using a range of musical vocabulary including the interrelated dimensions of music. <p>Skill: 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.</p> <ul style="list-style-type: none"> I can identify and explore the relationship between sounds and how music can reflect different meanings. <p>Skill: To know that music is produced in different ways and described through relevant established and invented notations.</p>



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Skill: To understand how time and place can influence the way music is created.

- I can listen to a range of high quality, live and recorded music from different traditions, composers and musicians and begin to discuss their difference and how music may have changed over time.

- I can use and apply a range of musical notations including staff notation, to plan, revise and refine musical material.

Skill: To understand how time and place can influence the way music is created.

- 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 music is created and performed.