



Owston Park Primary Academy Music Skills Progression



	Performing	Composing	Appraising	Listening & Recording
	<ul style="list-style-type: none"> Use voices to sing songs, chants and rhymes. Play tuned and untuned instruments. Rehearse and perform with others. 	<ul style="list-style-type: none"> Create musical patterns Explore, choose and organise sounds and musical ideas (pitch, rhythm, dynamics, timbre, melody) 	<ul style="list-style-type: none"> Explore ideas and feelings about music using movement, dance and musical language. Make improvements to my own work. 	<ul style="list-style-type: none"> Internalise and recall sounds. Know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used. Know that sounds can be made in different ways and described using given and invented signs and symbols The purposes and genres of music (traditional, classical, popular).
EYFS	<ul style="list-style-type: none"> I can use my voice to speak/sing/chant. I can join in with singing. I can clap short rhythmic patterns. 	<ul style="list-style-type: none"> I can make a range of sounds with my voice. I can make a range of sounds with some percussion instruments. 	<ul style="list-style-type: none"> I can express a preference for a piece of music, e.g. having a favourite song. 	<ul style="list-style-type: none"> I can identify and distinguish environmental sounds. I can begin to describe sounds using some key vocabulary.
1	<ul style="list-style-type: none"> I can use my voice to speak/sing/chant. I can join in with singing I can respond to musical indications about when to play or sing. I can respond musically with increasing accuracy to an instruction e.g. faster/slower. 	<ul style="list-style-type: none"> I can make a range of sounds with my voice. I can make a range of sounds with instruments. I can identify differences between sounds (e.g. longer/shorter, quieter/louder) I can represent sounds pictorially. 	<ul style="list-style-type: none"> I can recognise repeated patterns. I can tell the difference between a fast and slow tempo, loud and quiet, and high and low sounds. I can hear the pulse in a piece of music. 	<ul style="list-style-type: none"> I can identify how a piece of music makes me feel.

2	<ul style="list-style-type: none"> • I can follow a melody using my voice or an instrument. • I can sing songs as an ensemble following the tune well. • I can perform in an ensemble, following instructions from the leader (e.g. hand signals to indicate pitch and duration of notes). • I can play simple rhythmic patterns on an instrument. • I can sing or clap a pulse, increasing or decreasing in tempo. • I can play instruments with some level of control. • I can keep a steady pulse whilst performing musical patterns. 	<ul style="list-style-type: none"> • I can order sounds to create a beginning, middle and end. • I can choose sounds to achieve an effect, using technology to do so. • I can begin to compose short melodic patterns using two or three notes. • I can create short, rhythmic patterns. 	<ul style="list-style-type: none"> • I can associate sounds I hear with instruments. • I can independently identify the pulse in a piece of music and follow it. • I can listen carefully to recall short rhythmic patterns. • I can begin to recognise changes in timbre, dynamics and pitch. • I can recognise and name different instruments by sight. • I can evaluate and improve my own work. 	<ul style="list-style-type: none"> • I can identify the beginning, middle and end of pieces of music. • I can represent sounds pictorially with increasing relevance, and can create my own symbols to represent sounds. • I can justify my choices, thinking about the effect it will have on the listener. • I can briefly summarise a piece of music using some key vocabulary.
3	<ul style="list-style-type: none"> • I can sing songs from memory with increasing expression, accuracy and fluency. • I can modulate and control my voice when singing, pronouncing the words clearly. • I can play notes on tuned and un-tuned instruments. 	<ul style="list-style-type: none"> • I can repeat a pattern on a range of instruments. • I can combine different sounds in a piece of music. • I can use silent beats (rests) for effect. • I can include inter-related dimensions of music (fast/slow, high/low, loud/soft) in a composition. 	<ul style="list-style-type: none"> • I can use musical words (pitch, duration, dynamics, tempo) to describe and give my opinion on a piece of music. • I can evaluate and improve my work, explaining how it's improved using a success criteria. 	<ul style="list-style-type: none"> • I can collaborate to create a piece of music. • I can describe music using appropriate vocabulary. • I can begin to discuss the differences between different pieces of music. • I can recognise differences between music of different times and cultures. • I can begin to read and write musical notation.

4	<ul style="list-style-type: none"> • I can sing songs from memory with increasing expression, accuracy and fluency. • I can improvise using repeated patterns with increasing accuracy and fluency. 	<ul style="list-style-type: none"> • I can compose music with silence for effect. • I can use notations to record compositions in a small group or on my own. 	<ul style="list-style-type: none"> • I can explain why silence is used in a piece of music and say what effect it has. • I can describe and identify the different purposes of music. • I can use musical words to accurately describe a piece of music and composition. 	<ul style="list-style-type: none"> • I can understand the cultural and social meaning of song lyrics. • I can appreciate harmonies, drone and ostinato. • I can understand the relationship between lyrics and melody. • I can describe what I hear using a wider range of musical vocabulary. • I can use notations to record and interpret sequences of pitches. • I can use notations to record compositions in a small group or on my own.
5	<ul style="list-style-type: none"> • I can sing using understanding of meaning to add expression. • I can perform 'by ear' and from simple notations. • I can improvise within a group, using melodic and rhythmic phrases. • I can recognise and use basic structural forms e.g. rounds and variations. • I can maintain my part whilst others are performing my part. 	<ul style="list-style-type: none"> • I can begin to use standard notation. • I can use notations to record groups of pitches (chords) • I can choose the most appropriate tempo for a piece of music. • I can use technology to compose music which meets specific criteria. 	<ul style="list-style-type: none"> • I can describe, compare and evaluate music using musical vocabulary. • I can suggest improvements to my own and my peers work. • I can identify and begin to evaluate the features within different pieces of music. • I can contrast the work of established composers and explain my preferences. 	<ul style="list-style-type: none"> • I can describe, compare and evaluate different kinds of music using an appropriate and broad musical vocabulary. • I can analyse and compare features from a wide range of music. • I can identify cyclical patterns in music, e.g. verses and chorus.
6	<ul style="list-style-type: none"> • I can sing a harmony part. • I can take the lead in a performance. • I can take on a solo part. • I can perform parts from memory. 	<ul style="list-style-type: none"> • I can recognise that different forms of notation serve different purposes. • I can combine groups of beats. • I can use a variety of musical devices in my compositions e.g. melody, rhythms and chords. 	<ul style="list-style-type: none"> • I can refine and improve my work. • I can evaluate how the venue, occasion and purpose affects the way a piece of music is created. 	<ul style="list-style-type: none"> • I can identify interludes. • I can analyse features within different pieces of music.

