

| Music  Holy Cross Catholic Primary School  Progression of Skills |
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| Performing | | | | | |
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| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| * Speak and chant and sing together in time * Sing songs showing increasing control of singing voice * Convey different moods when singing (happy, sad, angry etc) * Sing solo with increasing confidence * Co-ordinate actions to go with a song * Perform an action or a sound on the steady beat whilst singing * Play in time to a steady beat. Play loudly, quietly, fast, slow * Imitate a rhythm pattern on an instrument * Play a simple repeated rhythmic pattern to accompany a song * Play a single pitched note to accompany a song (**drone**) * Follow simple hand signals indicating: loud/quiet and start/stop * Introduce crotchets, quavers and crotchet rests in isolation | * Sing with more accuracy of pitch in a limited range * Sing clearly and breathe at the end of phrases * Convey the mood or meaning of the song * Sing with a sense of of **dynamics** (volume) and **tempo** (speed) * Echo sing a short melodic phrases * Follow a leader- starting and stopping together * *Play with control: a) maintaining steady beat, b) getting faster or slower, c) getting louder or quieter* * *Perform a repeated two note melodic ostinato to accompany a song* * *Perform a rhythm accompaniment to a song using crotchets, quavers and quaver rests from notation* * *Perform a sequence of sounds using a graphic score* * *Work and perform in smaller groups* * *Play simple rhythms* | * Sing more complex songs using a wider vocal range * Show increasing accuracy of pitch and awareness of the shape of a melody. * Understand that posture, breathing and diction are important. * Demonstrate an awareness of character or style in performance. * Begin to chant or sing a 2 part round * Keep a steady beat or individually * Maintain an ostinato with a different ostinato and/or steady beat * Use tuned percussion with more refined technique * Play using symbols or simple traditional notation - introducing minims * *Perform with an awareness of others* | * Sing a variety of styles with an increasing awareness of tone and the shape of the melody * Sing songs showing musical expression- eg crescendo, diminuendo * Sing rounds or part songs with more confidence and awareness of other parts * Sing confidently as part of a small group or solo * Maintain two ostinato patterns in a small instrumental group against a steady beat * Use tuned percussion instruments to accompany songs and improvise patterns * Play by ear – find known phrases or short melodies using tuned instruments * Perform to an audience with increasing confidence. * Play a variety of note values from notation including simple staff notation | * Sing confidently in tune with expression, good posture and diction * Communicate the meaning and mood of the song * Maintain either the melody or harmony part with increasing accuracy * Play by ear or from notation on pitched instruments, * Lead/conduct a group of instrumental performers * Maintain a rhythmic or melodic accompaniment to a song * Maintain own part in a small ensemble * Play simple chords on tuned instrument | * Sing in 2 or 3 part harmony * Communicate the meaning and mood of the song to an audience * Perform songs with closer attention to phrasing, dynamics and accuracyof pitch tempi, * Read and play with confidence from staf or graphic notation using a variety of note values * Play by ear on pitched instruments, extending the length of phrases, melodies played. * Maintain a rhythmic or melodic accompaniment to a song * Play syncopated rhythms fluently * Move between different rhythms/sections seamlessly * Lead rehearsals and know how to improve a performance   · |
| Composing | | | | | |
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| **Explore**   * Different sounds made by the voice and hands (**timbre)** * High and low sounds **(pitch)** * Long and short sounds **(duration**) * Loud and quiet sounds (**dynamics)** * Fast and slow sounds (**tempo)** * Pitch shapes (moving up and down) and rhythmic patterns | **Explore:**   * Ways in which sounds are made (*tapped, blown*, *scraped, shaken*), and can be changed * Long and short sounds (**rhythm – duration)** * The rhythm patterns of words and sentences * Changes in **pitch** (higher and lower) * Sequences of sound (**structure**) * Sounds in response to a stimulus (**visual or aural**) * How sounds can be changed to convey different effects and moods | **Explore:**  Longer – shorter / faster - slower / higher - lower / louder - quieter sounds on tuned and untuned percussion and voices.   * Pitch notes moving by step (notes adjacent to each other) and by leap (notes with gaps between them) * Symbols to represent sound (graphic scores / traditional notation) * The sounds of different instruments - TIMBRE and how they can represent pictures/ stories/ moods * The different sounds (timbres) that one instrument can make | **Explore:**   * Sounds to create particular effects (**timbre)** * Rhythm patterns in music from different times and places **(duration)** * Pitched notes that move by steps and/ or leaps to make short phrases * Music that describes feelings or moods using ‘tense’ or ‘calm’ sounds using **dynamics,** different **tempi,** different **timbres** etc * Combining and controlling sounds to achieve a desired effect * Music that incorporates effective silences (rests) | **Explore:**   * Dissonance/harmony   Texture created by layering rhythms and/or motifs   * Develop ideas, using devices such as repetition, question and answer, ostinato | **Explore:** Characteristics of various styles,eg, Blues, Rap, Gospel , Folk, African   * Use syncopation in improvising * Use blues scale |
| **Compose:**   * Add sound effects to a story or to match a picture * Use graphics/symbols to portray the sounds they have made * Sequence symbols to make a simple **score** * Compose own sequence of sounds without help and perform | **Compose:**   * Short melodic phrases * Rhythm patterns from words * A piece of music that has a beginning, middle and end (**structure**) * Music that has long and short sounds, and/or changes in tempo, timbre and dynamics, in small groups * Music that conveys different moods | **Compose:**   * Words and actions to go with songs * A simple accompaniment to go with a song, using ostinato patterns * Music that has a recognisable structure; Beginning, Middle and End or verse/chorus * Music that tells a story, paints a picture or creates a mood * Music that uses call and response | **Compose:**   * A simple rhythmic accompaniment to a song using **ostinato** patterns and **drones** * A simple melody from a selected group of notes * A piece of music that reflects images/ and atmosphere, that has aplan, making adjustments to achieve the intended effect | **Compose / Arrange:**   * Include more musical dimensions in a composition * Arrange a song for class performance using pitched and unpitched accompaniment * Refine owncompositions/arrangements after discussion * Use a range of symbols to record compositions. | **Compose / Arrange:**   * Use a variety of musical devices in composition * Compose music that reflects given intentions eg blues with syncopation and clear use of blues scale * Arrange a song for performance with more parts and more direction * Refine own compositions * Use a range of symbols to record compositions. |
| **Listening** | | | | | |
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| * Listen to a piece of music and move in time to its steady beat. * Recognise and respond through movement /dance to the different musical characteristics and moods of music * Recognise the sounds of the percussion instruments used in the classroom and identify them * Begin to use musical terms (louder/quieter, faster/slower, higher/lower) * Begin to know how changes in speed, pitch and dynamics affect the mood | * Listen with increased concentration * Recognise the sounds of the percussion instruments, their names, and which ones can make high and low sounds * Recognise how sounds are made – tapping, rattling, scraping, blowing etc * Identify different qualities of sound such as smooth, scratchy, clicking, ringing (**timbre)** * Recognise and respond to different changes of speed (**tempo**)/volume (**dynamics)** and **pitch** * Respond through movement to different musical characteristics and moods (angrily, sadly, cheerfully, daintily etc) * Begin to use music terminology when describing how the mood is created (i.e. the mood is sad because the music is played very slowly and quietly | * Listen with concentration to longer extracts of music and identify a steady beat / no steady beat - a specific rhythm pattern or change in the music eg the speed (TEMPO) of the music or the volume (DYNAMICS) or the melody * Recognise some familiar instrumental sounds (piano, violin, guitar drums etc) * Identify repetition in music ie a song with a chorus * Identify whether a song has a call and response structure * Listen to their own compositions and use musical language to describe what happens in them | * Recognise the range of percussion (tuned and untuned) used in school and more orchestral instruments * Recognise some contrasting styles of music in broad terms, using appropriate musical language * Recognise music from different times and countries * Identify repeated rhythmic or melodic phrases in music heard * Use correct musical language when describing changes eg dynamic levels- f/p etc, crescendo | * Identify and discuss ‘what happens when’ within simple musical structures * Compare two pieces of music from different countries/ times and discuss the similarities and differences * Use musical vocabulary and knowledge to help identify areas for development or refinement when composing | * Evaluate how the venue, occasion and purpose affects the way a piece of music is created. * Analyse features within different pieces of music * Use musical vocabulary and knowledge to talk about and discuss music from a variety of sources, traditions and cultures, including performances of their own and others’ composition |