



Music Progression

Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Perform	<p>Understand that thinking about pulse, rhythm and pitch can improve my performance.</p> <p>Understand that we have to work as a team when we perform.</p> <p>Confidently perform in front of my friends.</p> <p>Understand that the audience needs to hear our performance.</p> <p>Pay attention when my friends are performing and show respect.</p>	<p>Understand that thinking about pulse, pitch, rhythm and dynamics can improve my performance.</p> <p>Discuss what went well in my own performance and can suggest improvements for next time.</p> <p>Discuss what went well in a friend's performance and can suggest improvements for next time.</p>	<p>Understand that thinking about pulse, pitch, rhythm, dynamics and tempo can improve my performance.</p> <p>Understand that when we perform as a group, we must listen to each other carefully and follow our leader.</p> <p>Feel confident and can confidently perform to an audience.</p> <p>Assess my own performance and discuss what we can do better.</p> <p>Assess a friend's performance and discuss what they could do better.</p> <p>Understand why we warm up our voices.</p>	<p>Understand that everyone has a responsibility when performing to an audience.</p> <p>Take on a number of roles when performing a song (sing and play an instrument).</p> <p>Show the feeling and meaning of a song to the audience.</p> <p>Give feedback about performances using technical language.</p> <p>Understand how to breathe properly whilst singing.</p>	<p>Explain why we work together in an ensemble and what it means to do so. Be confident in my role within a performance and I feel secure in my class ensemble.</p> <p>Feedback to a peer's performance using technical language.</p> <p>Sing in tune pronouncing words correctly.</p>	<p>Use the interrelated dimensions of music to make my performance better.</p> <p>Explain why it is important to think about the audience when we are performing.</p> <p>Self-assess a recording of my own performance to make it better for next time.</p>
Compose	<p>Make up simple rhythms.</p> <p>Feel confident in playing my improvisations to the class.</p>	<p>Enjoy creating and exploring sounds that my instrument makes.</p> <p>Make up simple improvisations on my own.</p>	<p>Create simple improvisations with my voice and instrument.</p> <p>Understand that when I improvise, I make up my own tune and rhythm with notes that are given to me.</p>	<p>Understand that if we write down our improvisations, they become composition.</p> <p>Improvise confidently.</p>	<p>Feel confident creating improvised melodies with my voice and instrument.</p> <p>Feel confident improvising on my own and in a group.</p>	<p>Explain clearly what improvisation is.</p> <p>Use a wide range of notes to improvise with, choosing ones that will sound right.</p>

		<p>Make up a rhythm with my group and then add notes to it.</p> <p>Feel confident using up to 3 notes when improvising.</p>	<p>Make up simple rhythmic patterns.</p>	<p>Make up more complex rhythms thinking about the pulse.</p>	<p>Use a range of 5 notes to improvise with.</p>	<p>Feel confident using harder rhythms which lead to harder melodies.</p>
Transcribe	<p>Write my own rhythms and tunes.</p> <p>Write down my composition by drawing pictures or shapes.</p>	<p>Compose tunes in a group.</p> <p>Use 3 or more notes to compose a piece of music.</p> <p>Write my music down using notation, pictures or diagrams.</p>	<p>Compose my own simple tunes as part of the song we are learning.</p> <p>Use dynamics to make my composition more interesting to listen to.</p> <p>Draw pictures to represent my composition.</p>	<p>Explain how pulse, rhythm and pitch fit together to make a song.</p> <p>Compose using more than 3 notes.</p> <p>Write down my composition in a variety of ways.</p>	<p>Be confident creating my own tunes within the song we are learning as part of a group and on my own.</p> <p>Record my music in different ways (notation, graphic/pictorial notation, ICT).</p>	<p>Be confident in using a wide range of notes when I am composing.</p> <p>Record my music in different ways (notation, graphic/pictorial notation, ICT).</p> <p>Experiment with ways of making my composition sound more interesting (interrelated dimensions of music).</p>
Describe Music	<p>Enjoy listening to music from other parts of the world.</p> <p>Start to use musical words when talking about music.</p> <p>Understand what pulse, rhythm and pitch mean.</p> <p>Find the pulse of a song.</p> <p>Pay attention when my friends talk about the music we have listened to and show respect.</p>	<p>Discuss the music I listen to by using the words: pulse, pitch, rhythm and dynamics.</p> <p>Sometimes recognise where in the world music comes from.</p> <p>Sometimes identify the style of music.</p> <p>Discuss what musical instruments I can hear in a piece of music.</p>	<p>Discuss the music I listen to by using the words: pulse, pitch, rhythm, dynamics and tempo.</p> <p>Enjoy listening to a variety of music from all over the world, different times and traditions.</p> <p>Understand that every piece of music has a pulse, but it can be different.</p> <p>Pay attention and show respect when my friends talk about the music we have listened to.</p>	<p>Discuss the music I listen to by using the words: pulse, pitch, rhythm, dynamics, tempo and timbre.</p> <p>Sometimes place songs in their historical context.</p> <p>Recognise a wider variety of musical instruments.</p> <p>Discuss how a piece of music makes me feel.</p>	<p>Discuss the music I listen to by using the words: pulse, pitch, rhythm, dynamics, tempo, timbre and structure.</p> <p>Enjoy listening to a variety of music from all over the world, different times and traditions.</p> <p>Easily find the pulse on my own when I am listening to a piece of music.</p>	<p>Discuss the music I listen to by using the words: pulse, pitch, rhythm, dynamics, tempo, timbre, structure and texture. (interrelated dimensions of music)</p> <p>Place pieces of music in their historical context.</p> <p>Confidently recognise/identify different style indicators and different instruments.</p>