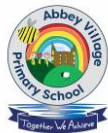




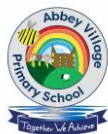
Music at Abbey Village – Progression of Skills

Music – Progression of Skills				
Music Strand	3 & 4 yr olds	Reception Age		ELG
Class One – Sunnyhurst EYFS	Ongoing throughout the year	<ul style="list-style-type: none"> • Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs, or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas. 	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <ul style="list-style-type: none"> • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Explore and engage in music making and dance, performing solo or in groups. • Begin to experiment with and change sounds (voice, body percussion, instruments and sound makers). • Experience using simple music technology (e.g. CD player). • Make and listen to recordings of own voice and other classroom sounds, musical instruments etc. and comment upon/respond when listened back. 	<p>Sing a range of well-known nursery rhymes and songs.</p> <ul style="list-style-type: none"> • Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with the music



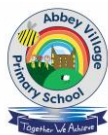
Music at Abbey Village – Progression of Skills

Year 1	Performing: controlling sounds through singing and playing	Composing & Improvising: creating and developing musical ideas	Notation	Appraising: reviewing and evaluating music	Knowledge: listening and applying knowledge and understanding
	<p>I can choose a song I have learnt and perform it. I can clap back and tap simple rhythmic patterns. I take notice of others when I am performing.</p> <p><i>Singing</i> I can sing simple songs, chants and rhymes from memory, singing collectively at the same pitch. I can respond to simple visual directions and counting in. I can start and stop when following a leader. I can distinguish between and use talking, whispering, and singing voices. I can warm up my voice and use it safely. Begin to explore singing songs expressively and creatively</p> <p><i>Playing</i> I can use body percussion and classroom percussion, playing repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments to maintain a steady beat. I can treat instruments carefully and with respect. I can listen to and follow musical instructions from a leader.</p>	<p>I can improvise simple vocal chants using question and answer phrases. I can help in a group to create a simple melody using one, two or three notes.</p> <p>I can create music as a response to a stimulus (e.g. a rocket launching, a rainstorm etc.) choosing and using appropriate instruments to create an idea.</p> <p>Begin to experience how music technology can be used to capture, change and combine sounds</p>	<p>I recognise how graphic notation can represent sounds.</p> <p>I can explore and invent my own symbols.</p> <p>I can respond to simple visual cues (e.g. stop, go, loud, quiet).</p> <p>I can follow pictures and symbols to support singing and playing</p>	<p>I can show how I feel about music by swaying in time with the music, dancing, marching, being animals etc.</p> <p>I can move rhythmically to the pulse of music.</p> <p>I can watch my own performance and say how I felt about it.</p>	<p>I can feel and show the pulse in different ways using my voice, body and percussion. Inter-related dimensions of music: <i>Pitch</i> I can follow change in pitch with my hands. I can describe simple changes in pitch using a simple story or image (e.g. climbing up the stairs). <i>Duration</i> I can aurally identify longer and shorter sounds. I can make and control long and short sounds using my voice and instruments. <i>Dynamics</i> I can recognise aurally simple changes in dynamics in a piece of music. <i>Tempo</i> I can recognise aurally changes in tempo. Timbre I can use percussion instruments and my voice in different ways and notice the effect it creates. <i>Texture</i> Begin to identify aurally obvious differences in texture (e.g. unison and 2-part). <i>Structure</i> Experience a range of structures through simple songs and musical activities.</p>



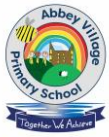
Music at Abbey Village – Progression of Skills

Year 2	Performing: controlling sounds through singing and playing	Composing & Improvising: creating and developing musical ideas	Notation	Appraising: reviewing and evaluating music	Knowledge: listening and applying knowledge and understanding
	<p>I can add my own ideas to a performance.</p> <p><i>Singing</i> I can use my voice expressively and creatively by singing songs and speaking chants and rhymes from memory. I can use notes of different pitches with some awareness of how each feels different and pitch match with increasing accuracy. I can maintain a melodic line in simple part work.</p> <p><i>Playing</i> I can play tuned and un-tuned instruments musically. I can play a musical part in time with the steady pulse. I can play percussion instruments with improved control.</p>	<p>I can experiment with, create, select and combine sounds using the known inter-related dimensions of music. I can use improvisation tracks to create my own improvisations. I can clap a simple rhythmic pattern for others to copy I can write down notes of the composition using real or invented symbols and change them if necessary. Experience use of music technology to capture, change and combine sounds.</p>	<p>I can use a simple graphic score for performing or as a stimulus for composition. Begin to recognise and musically demonstrate awareness of a link between shape and pitch using graphic notation. I can apply word chants to rhythms, understanding how to link each syllable to one musical note</p>	<p>I can show understanding of different musical styles. I can respond to different moods in music.</p>	<p>I can maintain a pulse whilst someone else produces a rhythm and vice versa. I can aurally identify rests in the rhythm of familiar songs. Inter-related dimensions of music: <i>Pitch</i> I can recognise differences in pitch (big/little jump) and pitch direction with growing accuracy. <i>Duration</i> I can recognise aurally and speak rhythmic syllables for 1 and ½ beat notes. <i>Dynamics</i> I can recognise crescendo, diminuendo, forte and piano when listening to music. <i>Tempo</i> I can set and maintain and new tempo in a piece of music by controlling the speed of the pulse. <i>Timbre</i> I can recognise and name different classroom percussion instruments. Begin to recognise and name different orchestral instrument families – brass, wind, strings and percussion. Begin to identify how a sound has been produced (e.g. tapping, plucking etc.) <i>Structure</i> I can identify simple structures like verse and chorus.</p>



Music at Abbey Village – Progression of Skills

Year 3	Performing: controlling sounds through singing and playing	Composing & Improvising: creating and developing musical ideas	Notation	Appraising: reviewing and evaluating music	Knowledge: listening and applying knowledge and understanding
	<p>I can rehearse and perform my part confidently.</p> <p>I can choose what to perform and create a simple programme.</p> <p>I can talk about the best place to be when performing and how to stand or sit.</p> <p><i>Singing</i></p> <p>I can sing a widening range of unison songs of varying styles and structures with a widening pitch range (do-so), tunefully and with expression.</p> <p>Begin to sing with awareness of being 'in tune'.</p> <p>I can use my voice in different ways with increasing control.</p> <p>I begin to develop an understanding of singing with good posture, breath control, phrasing and clear diction.</p> <p><i>Playing</i></p> <p>I can play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency and control.</p> <p>I can play a simple melody on a tuned instrument from memory or following staff notation using a small range (e.g. Middle C-E/do-mi).</p> <p>I can play a medium part of a melody on a tuned instrument from memory or using notation.</p>	<p>I can create my own simple rhythm patterns.</p> <p>I can structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end in response to a stimulus.</p> <p>I can lead the class improvising simple rhythms.</p> <p>I can plan and create a section of music that can be performed within the context of the Unit of study.</p> <p>I can talk about how I create music.</p> <p>I can record my composition in any way that recognises the connection between sound and symbol.</p> <p>I can compose, rehearse and perform with others and begin to improve my own work.</p> <p>Begin to reflect on developing compositions and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</p> <p>Explore and develop use of music technology to capture, change and combine sounds.</p>	<p>Begin to understand the stave, lines and spaces and clef.</p> <p>I can use dot notation to show higher or lower pitch.</p> <p>I understand the difference between crotchets and paired quavers</p>	<p>I can listen with increasing concentration and begin to talk about musical dimensions working together within familiar songs.</p> <p>I can watch my own performance and say what I was pleased with, what I would change and why.</p> <p>I can take it in turns to discuss how a song makes me feel.</p> <p>I can listen carefully and respectfully to other people's thoughts about music.</p>	<p>I can confidently identify and move to the pulse.</p> <p>Begin to show a developing sense of metre.</p> <p>Begin to feel and mark strong beats in different ways (e.g. tapping, clapping, using percussion).</p> <p>Inter-related dimensions of music: <i>Pitch</i></p> <p>Begin to recognise the relationship between pitch and SOLFA pitch names (Do, Re, Mi, Fa, So, La, Ti, Do).</p> <p><i>Duration</i></p> <p>I can recognise aurally and speak rhythmic syllables for 2, 1 and ½ beat notes and 1 and 2 beat rests. <i>Dynamics</i></p> <p>I can recognise how and why a range of dynamic effects have been used in a piece of music.</p> <p><i>Tempo</i></p> <p>I can recognise how tempo has been used in a piece of music and its effect.</p> <p><i>Timbre</i></p> <p>I can select appropriate sounds to use in simple compositions to create a desired effect.</p> <p>I can recognise different instrumental families when listening to a piece of live or recorded music.</p> <p><i>Texture</i></p> <p>I can sing in unison and simple harmony. I can combine sounds in simple compositions.</p> <p><i>Structure</i></p> <p>Begin to analyse the melodic or rhythmic structure of a simple song, noting use of repetition and changes.</p>



Music at Abbey Village – Progression of Skills

Year 4	Performing: controlling sounds through singing and playing	Composing & Improvising: creating and developing musical ideas	Notation	Appraising: reviewing and evaluating music	Knowledge: listening and applying knowledge and understanding
	<p>I can present a musical performance designed to capture the audience. I perform with control and awareness of what others in the group are singing and playing.</p> <p>Singing</p> <p>I can sing a broad range of unison songs with the range of an octave (do-do), pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo). I can maintain a strong sense of pulse to recognise when I am going out of time and re-join a song if I get lost. I can use and control one breath per melodic phrase, showing control in my voice. Begin to explore different parts of the voice (head and chest) with growing control and awareness.</p> <p>Playing</p> <p>I can learn to play over a sustained learning period. I can play simple accompaniments to songs using devices like ostinato, keeping to the pulse. I can maintain an independent part when playing in two parts.</p>	<p>I can improvise on a limited range of pitches making use of some musical features. I can arrange known note values to create sequences of beat phrases arranged into bars. I can reflect on developing compositions and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Begin to explore knowledge of musical components by composing music to create a specific mood, for example, creating music to accompany a short film clip. I can make improvements to my own compositions giving reasons for the changes Be able to use a simple device to record a performance or composition</p>	<p>I can read and perform pitch notation within a defined range (e.g. C-G/do-so). I understand how pitch is represented on a stave. I understand the difference between minims, crotchets, paired quavers and rests. I can capture and record creative ideas using graphic symbols, rhythm notation and time signatures and staff notation.</p>	<p>I can listen with increasing concentration and talk about musical dimensions working together within familiar songs. Begin to appreciate and understand a growing range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>	<p>I can feel and mark strong beats in songs that I know</p> <p>Begin to identify aurally how the pulse has been grouped (e.g. in 2s, 3s or 4s).</p> <p>Inter-related dimensions of music:</p> <p><i>Pitch</i></p> <p>I can distinguish between small steps and leaps in pitch, both aurally and on a stave.</p> <p><i>Duration</i></p> <p>I can recognise aurally and speak rhythmic syllables for 2, 1, ½ and ¼ beat notes and 1 and 2 beat rests.</p> <p><i>Dynamics</i></p> <p>Begin to use the Italian symbols for dynamics in compositions.</p> <p><i>Timbre</i></p> <p>Begin to recognise individual instruments within a family.</p>



Music at Abbey Village – Progression of Skills

Year 5	Performing: controlling sounds through singing and playing	Composing & Improvising: creating and developing musical ideas	Notation	Appraising: reviewing and evaluating music	Knowledge: listening and applying knowledge and understanding
	<p>I can lead a rehearsal session.</p> <p>I can communicate the meaning of words and clearly articulate them. I can talk about performance venues and how to use them to their best effect.</p> <p><i>Singing</i></p> <p>I can sing a broad range of songs from an extended repertoire with a sense of ensemble, observing phrasing, accurate pitching, fluency and an awareness of style.</p> <p>I can sing in tune, in time, show control, breathe well and use clear diction.</p> <p>Begin to perform songs in a way that reflects their meaning.</p> <p>I can sing songs which use major, minor and pentatonic scales.</p> <p><i>Playing</i></p> <p>I can play and perform in solo and ensemble contexts, playing tuned musical instruments with accuracy, fluency and control.</p> <p>I can play a melody on a tuned instrument from memory or following staff notation written on one stave and using notes within the Middle C-C (do-do) range.</p> <p>I can play simple accompaniments to songs using devices like simple chords and arpeggio patterns.</p> <p>Begin to develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies.</p>	<p>I can improvise freely over a drone or simple groove, experimenting with a wider range of dynamics.</p> <p>I can use familiar riffs in my own improvisations.</p> <p>I can copy back using instruments using two notes.</p> <p>I can copy back rhythms that include syncopation.</p> <p>I can lead the class by inventing rhythms for others to copy back. I can question and answer using two different notes.</p> <p>I can question and answer using three different notes</p> <p>I can create simple melodies using up to five different notes and simple rhythms that work musically within the style of the Unit of Study.</p> <p>I can explain the keynote and the structure of the melody.</p> <p>I can reflect on developing compositions and make musical decisions about how the melody connects with the song.</p> <p>I can use musical components to evoke a specific atmosphere.</p> <p>I can make improvements to my own compositions, giving reasons using appropriate musical vocabulary.</p> <p>Be able to combine layers of sound using music technology software (e.g. Garageband).</p>	<p>I can read and perform pitch notation within an octave.</p> <p>I can follow a notated melody line as an aid to a performance.</p> <p>I understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.</p> <p>I understand the difference between 2/4-, 3/4- and 4/4-time signatures.</p> <p>I can capture and record creative ideas using graphic symbols, rhythm notation and time signatures, staff notation and technology</p>	<p>I can listen with concentration and confidently talk about musical dimensions working together within familiar songs. I can think about the message of songs.</p> <p>I can show an understanding of how lyrics can reflect cultural and social meaning.</p> <p>Begin to discuss how music has been changed over time.</p> <p>I can compare two songs in the same style, talking about what stands out musically in each of them, their similarities and their differences.</p> <p>I can compare performances to each other and talk musically about them</p>	<p>I can identify aurally how the pulse has been grouped</p> <p>I can identify aurally well-known musical styles (e.g. lullaby, waltz, march) Inter-related dimensions of music:</p> <p>Pitch Begin to recognise aurally the use of scales – major, minor and pentatonic – and note their effect.</p> <p>Duration I can recognise aurally and speak rhythmic syllables for 4, 3, 2, 1, ½ and ¼ beat notes.</p> <p>Dynamics I can confidently and appropriately make use of dynamics when composing and performing</p> <p>Texture Begin to show an understanding of how chords are constructed.</p>



Music at Abbey Village – Progression of Skills

Year 6	Performing: controlling sounds through singing and playing	Composing & Improvising: creating and developing musical ideas	Notation	Appraising: reviewing and evaluating music	Knowledge: listening and applying knowledge and understanding
	<p>I can play and perform in solo and ensemble contexts. I can conform to the etiquette of a performance situation as a musician and an audience member.</p> <p><i>Singing</i></p> <p>I can sing a broad range of songs, including those that involve syncopated rhythms, observing rhythm, phrasing, accurate pitching and communicating an appropriate style.</p> <p>I can sing parts of songs confidently from memory with a strong internal pulse.</p> <p>I can maintain a melodic line with confidence and control in 2 and 3 part harmonies.</p> <p>I can use the meaning of lyrics to enhance my performance.</p> <p><i>Playing</i></p> <p>I can play musical instruments with increasing accuracy, fluency and control.</p> <p>I can play a melody following staff notation written on one staff and using notes within an octave (do-do) range, making decisions about the dynamic range.</p>	<p>I can improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>I can use some of the riffs and licks learnt in the Unit Challenges in my own improvisations.</p> <p>I can copy back two-note riffs by ear and with notation.</p> <p>I can copy back three-note riffs by ear and with notation.</p> <p>I can question and answer using instruments, with three different notes starting on a G</p> <p>I can improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A & B.</p> <p>I can compose and play a melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety.</p> <p>I can create music with multiple sections that include repetition and contrast.</p> <p>I can suggest specific improvements to my own and others' work using appropriate musical vocabulary based on intended outcomes.</p> <p>Be able to edit and manipulate sounds using music technology software</p>	<p>I can read and perform pitch notation within an octave.</p> <p>I can read and play from notation a four-bar phrase, confidently identifying note names and durations.</p>	<p>I can appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great composers and musicians.</p> <p>I can show a developing understanding of the history of music.</p> <p>I can relate music across time to other factors such as world events.</p>	<p>I can listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Begin to identify aurally examples of Compound Time (6/8) Inter-related dimensions of music:</p> <p><i>Texture</i></p> <p>I can identify where chords change within a piece of music</p>