

## Music Skills Progression

	Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening	L1	I can recognise and understand the difference between pulse and rhythm.					
	L2	I can understand that different types of sounds are called timbres.	I can recognise timbre changes in music I listen to	I can describe the timbre, dynamic, and textural details of a piece of music.	I can recognise the use and development of motifs in music.		
	L3		I can begin to use musical vocabulary to describe music.	I can recognise and confidently discuss the stylistic features of different genre.	I can recognise and discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary	I can recognise the stylistic features of different genres, styles and traditions of music using musical vocabulary.	I can recognise and confidently discuss the stylistic features of music relating it to other aspects of the Arts
	L3	I can recognise basic tempo, dynamic and pitch changes.	I can recognise structural features in music I listen to		I can identify gradual dynamic and tempo changes within a piece of music	I can represent the features of a piece of music using graphic notation, and colours, justifying my choices using musical vocabulary	I can represent changes in pitch, dynamics and texture using graphic notation using musical vocabulary.
	L4	I can describe the character, mood, or 'story' of music I listen to, both verbally and through movement.	I can identify melodies that move in steps		I can use musical vocabulary to discuss the purpose of a piece of music.		I can identify the way that features of a song can complement one another.
	L5	I can describe the differences between two pieces of music.	I can listen to and recognise instrumentation.	I can recognise and explain the changes within a piece of music using musical vocabulary	I can recognise, name and explain the effect of the interrelated dimensions of music.	I can compare discuss and evaluate music using detailed musical vocabulary.	I can use musical vocabulary correctly when describing and evaluating the features of a piece of music
	L6	I can express a basic opinion about music.			I can identify scaled dynamics within a piece of music. (crescendo/decrescendo)		I can evaluate how the venue, occasion and purpose affects the way a piece of music sounds.

	L7			I can understand that music from different parts of the world has different features.	I can recognise and discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary	I can recognise the stylistic features of different genres, styles and traditions of music using musical vocabulary	I can discuss musical eras in context and the impact of different composers on the development of musical styles.
	L8	I can listen to and repeating short, simple rhythmic patterns.	I can listen to and repeating a short, simple melody by ear.	I can begin to show an awareness of metre	I can use musical vocabulary to discuss the purpose of a piece of music.		
	L9	I can listen and respond to other performers by playing as part of a group.	I can suggest improvements to my own and others' work.	I can begin to use musical vocabulary when discussing my own and others' work	I can use musical vocabulary when discussing my own and others' work.	I can develop confidence in using musical vocabulary to discuss and evaluate my own and others' work.	I can confidently use detailed musical vocabulary to discuss and evaluate my own and others work.
	<b>Skill</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Composing</b>	<b>C1</b>	I can select and create short sequences of sound with voices or instruments.	I can select and create longer sequences of sounds with voices or instruments.				
	<b>C2</b>	I can combine instrumental and vocal sounds	I can combine and layer several instrumental and vocal patterns.				

	<b>C3</b>		I can select and create longer sequences of sounds with voices or instruments.	I can compose a piece of music in a given style with voices and instruments.	I can compose a coherent piece of music in each style with voices, bodies and instruments.	I can compose a detailed piece of music from a given stimulus with voices, bodies and instruments.	I can compose a multi-layered piece of music from a given stimulus with voices, bodies and instruments.
	<b>C4</b>				I can begin to improvise musically within a given style.	I can improvise coherently within a given style.	I can improvise coherently and creatively within a given style, incorporating given features.
	<b>C5</b>	I can create simple melodies using a few notes.	I can create simple melodies from five or more notes.		I can create a piece of music with at least four different layers and a clear structure.	I can combine rhythmic patterns (ostinato) into a multi-layered composition.	I can compose an original song, incorporating lyric writing, melody writing and the composition of accompanying features.
	<b>C6</b>	I can choose dynamics, tempo and timbre for a piece of music.	I can choose appropriate dynamics, tempo and timbre for a piece of music.	I can combine melodies and rhythms to compose a multi-layered composition.	I can develop melodies using rhythmic variation, transposition, inversion, and looping.	I can select, discuss, and refine musical choices both alone and with others, using musical vocabulary with confidence.	I can develop melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.
	<b>C7</b>		I can use letter name and graphic notation to represent the details of my composition.	I can use letter name and rhythmic notation and key musical vocabulary to label and record my compositions.	I can use letter name, graphic and rhythmic notation and key musical vocabulary to label and record my compositions	I can use staff notation to record rhythms and melodies.	I can record my own composition using appropriate forms of notation and/or technology.
	<b>C8</b>		I can begin to suggest improvements to my own work.	I can suggest and implement improvements to my own work, using musical vocabulary.	I can suggest improvements to others' work, using musical vocabulary.	I can suggest and demonstrate improvements to my own and others' work.	I can constructively critique my own and others' work, using musical vocabulary.

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Performing	P1	I can sing short songs from memory and keep in time.	I can sing short songs from memory, with melodic and rhythmic accuracy.				
	P2	I can use my voice expressively to speak and chant.	I can use my voice expressively when singing, including the use of basic dynamics (loud and quiet).	I can sing songs in a variety of musical styles with accuracy and control, demonstrating a developing vocal technique.	I can sing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a develop a sense of expression.	I can sing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.	I can sing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.
	P3	I can maintain the pulse (play on the beat) using hands and tuned and untuned instruments.	I can sing back short melodic patterns by ear and playing short melodic patterns from letter notation.	I can sing and play in time with my peers, with some degree of accuracy and awareness of my part in the group performance.	I can sing and play in time with my peers with accuracy and awareness of my part in the group performance.	I can work as a group to perform a piece of music, keep in time with others and communicate with my group.	I can work as a group to perform a piece of music, keep in time with others and communicate with the group.
	P4	I can respond to simple musical instructions such as tempo and dynamic changes as part of a class performance.	I can perform expressively using dynamics and timbre to alter sounds as appropriate.	I can perform from basic staff notation, incorporating rhythm and pitch.	I can play the melody on tuned instruments with accuracy and control.	I can perform with accuracy and fluency from graphic and simple staff notation.	I can perform with accuracy and fluency from graphic and staff notation and from my own notation.
	P5	I can copy back short rhythmic and melodic phrases on percussion instruments.	I can copy longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse.		I can play syncopated rhythms with accuracy, control and fluency.	I can play a simple chord progression with accuracy and fluency.	I can perform by following the conductor's cues and directions.
	P6						I can perform solo or take a leadership role within a performance.