



Hale CE Primary School 2023-2024

Music Skills Progression Statements – End of year expectations

Please take a look at our progression statements in relation to our Christian Values. Here, you can see where we strive to incorporate our Christian Values into specific subjects.

This is a brief overview, however, where possible, staff will make further links to our Christian Values.

We also enhance our Christian Values through our subjects during assemblies such as Picture News, these are often linked to current affairs.

Friendship

Hope

Peace

Truthfulness

Thankfulness

Courage

	Performing	Composing	Appraising	Listening
Year 1	<ul style="list-style-type: none"> • Can they use their voice to speak/sing/chant? • Do they join in with singing? • Can they clap short rhythmic patterns? • Can they use instruments to perform a simple piece? • Can they respond to musical indications about when to play or sing? • Can they respond musically with increasing accuracy to a call (high/low, loud/soft, fast/slow) and keep a steady pulse? 	<ul style="list-style-type: none"> • Can they make a range of sounds with their voice? • Can they make a range of sounds with instruments? • Can they identify changes in sounds? • Can they tell the difference between long and short sounds? • Can they represent sounds pictorially? • Can they make a sequence of sounds for a purpose? 	<ul style="list-style-type: none"> • Can they form an opinion to express how they feel about a piece of music? • Can they recognise repeated patterns? • Can they tell the difference between a fast and slow tempo, loud and quiet, and high and low sounds? • Can they hear the pulse in a piece music? • Can they tell the difference between loud and quiet sounds? • Can they describe how sounds are made and changed? • Can they respond to different moods in music and say how a piece of music makes them feel? 	<ul style="list-style-type: none"> • Respond to different moods of music, in different ways
Year 2	<ul style="list-style-type: none"> • Can they follow the melody using their voice or an instrument? • Can they sing songs as an ensemble following the tune (melody) well? • Can they perform in an ensemble with instructions from the leader (e.g. hand signals to indicate pitch and duration of notes)? • Can they play simple rhythmic patterns on an instrument? • Can they sing/clap a pulse increasing or decreasing in tempo? • Do they have control when playing instruments? • Can they perform musical patterns keeping a steady pulse? 	<ul style="list-style-type: none"> • Can they order sounds to create a beginning, middle and end? • Can they represent sounds pictorially with increasing relevance? • Can they choose sounds to achieve an effect (including use of technology)? • Can they begin to compose short melodic patterns using two or three notes (tuned instruments/voice)? • Can they create short, rhythmic patterns – sequences of long and short sounds? • Are they selective in the control used on an instrument in order to create an intended effect? • Can they create their own symbols to represent sounds? • Can they choose sounds to create an effect on the listener? 	<ul style="list-style-type: none"> • Can they identify particular features when listening to music? • Can they begin to associate sounds they hear with instruments? • Can they independently identify the pulse in a piece of music and tap along? • Can they listen carefully to recall short rhythmic patterns? • Can they begin to recognise changes in timbre, dynamics and pitch? • Are they able to recognise and name different instruments by sight? • Can they evaluate and improve their own work and give reasons? 	<ul style="list-style-type: none"> • Listen to simple inter-related dimensions of music • Verbally recall what they have heard with simple vocabulary – loud, soft, high, low • Begin to say what they like and dislike

	Performing	Composing	Appraising	Listening
Year 3	<ul style="list-style-type: none"> Do they sing songs from memory with increasing expression, accuracy and fluency? Do they maintain a simple part within an ensemble? Do they modulate and control their voice when singing and pronounce the words clearly? Can they play notes on tuned and un-tuned instruments with increasing clarity and accuracy? Can they improvise (including call and response) within a group using the voice? Can they collaborate to create a piece of music? 	<ul style="list-style-type: none"> Can they create repeated patterns using a range of instruments? Can they combine different sounds to create a specific mood or feeling? Do they understand how the use of tempo can provide contrast within a piece of music? Can they begin to read and write musical notation? Can they effectively choose, order, combine and control sounds to create different textures? Can they use silent beats for effect (rests)? Can they combine different inter-related dimensions of music (e.g. fast/slow, high/low, loud/soft) in their composition? 	<ul style="list-style-type: none"> Can they use musical words (pitch, duration, dynamics, tempo) to describe and give their opinion on a piece of music? Can they evaluate and improve their work, explaining how it has improved using a success criterion? Do they know that music can be played or listened to for a variety of purposes (including different cultures and periods in history)? Are they able to recognise a range of instruments by ear? Can they internalise the pulse in a piece of music? Can they identify the features within a piece of music? 	<ul style="list-style-type: none"> Describe music using appropriate vocabulary Begin to compare different kinds of music Recognise differences between music of different times and cultures
Year 4	<ul style="list-style-type: none"> Can they perform a simple part of an ensemble rhythmically? Can they sing songs from memory with increasing expression, accuracy and fluency? Can they improvise using repeated patterns with increasing accuracy and fluency? 	<ul style="list-style-type: none"> Can they use notations to record and interpret sequences of pitches? Can they use notations to record compositions in a small group or on their own? Can they use notation in a performance? 	<ul style="list-style-type: none"> Can they explain why silence is used in a piece of music and say what effect it has? Can they start to identify the character of a piece of music? Can they describe and identify the different purposes of music? Can they use musical words (pitch, duration, timbre, dynamics, tempo) to describe a piece of music and composition? 	<ul style="list-style-type: none"> Describe what they hear using a wider range of musical vocabulary Recognise how the inter-related dimensions of music are used by composers to create different moods and effects Understand the cultural and social meaning of lyrics Appreciate harmonies, drone and ostinato Explore ways the way in which sounds are combined towards certain effects Understand the relationship between lyrics and melody
Year 5	<ul style="list-style-type: none"> Can they sing and use their understanding of meaning to add expression? Can they perform 'by ear' and from simple notations? Can they improvise within a group using melodic and rhythmic phrases? Can they recognise and use basic structural forms e.g. rounds, variations, rondo form? Can they maintain their part whilst others are performing their part? 	<ul style="list-style-type: none"> Can they begin to use standard notation? Can they use their notations to record groups of pitches (chords)? Can they choose the most appropriate tempo for a piece of music? Can they use technology to compose music which meets a specific criterion? 	<ul style="list-style-type: none"> Can they describe, compare and evaluate music using musical vocabulary? Can they suggest improvements to their own or others' work? Can they choose the most appropriate tempo for a piece of music? Can they identify and begin to evaluate the features within different pieces of music? Can they contrast the work of established composers and show preferences? 	<ul style="list-style-type: none"> Describe, compare and evaluate different kinds of music using an appropriate and broad musical vocabulary Analyse and compare features from a wide range of music Discern and distinguish layers of sound and understand their combined effect

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Year 6	<ul style="list-style-type: none"> • Can they begin to sing a harmony part? • Can they begin to perform using notations? • Can they take the lead in a performance? • Can they take on a solo part? • Can they provide rhythmic support? • Can they perform parts from memory? 	<ul style="list-style-type: none"> • Do they recognise that different forms of notation serve different purposes? • Can they combine groups of beats? • Can they use a variety of different musical devices in their composition? (e.g. melody, rhythms and chords) 	<ul style="list-style-type: none"> • Can they refine and improve their work? • Can they evaluate how the venue, occasion and purpose affects the way a piece of music is created? • Can they compare and contrast the impact that different composers from different times will have had on the people of the time? • Can they analyse features within different pieces of music? 	<ul style="list-style-type: none"> • Evaluate differences in live and recorded performances • Consider how one piece of music may be interpreted in different ways by different performers, sometimes according to venue and occasion