

Half Acres Primary Academy
Music Skills Progression

Early Years

Vocabulary Fast/slow High/low Loud/quiet Beat	<p>30-50 Enjoys joining in with dancing and ring games. Sings a few familiar songs. Taps out simple repeated rhythms. Explores and learns how sounds can be changed.</p> <p>40-60 Begins to build a repertoire of songs and dances. Explores the different sounds of instruments.</p> <p>ELG Children make music Children sing songs</p>				
---	--	--	--	--	--

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
--------	--------	--------	--------	--------	--------

Vocabulary

Appraise, backing, band, pitch, pulse, rhythm, tempo, dynamics		Structure, genre/style, balance, bridge	Texture, timbre, arrangement	Rhythmic patterns	Interrelated dimensions of music
--	--	---	------------------------------	-------------------	----------------------------------

Controlling Sounds through singing and playing (Play and Perform)

<ul style="list-style-type: none"> • Use voices in different ways such as speaking, singing and chanting 	<ul style="list-style-type: none"> • Use voices expressively and creatively. • To sing with the sense of shape of the melody 	<ul style="list-style-type: none"> • To sing in unison, becoming aware of pitch. 	<ul style="list-style-type: none"> • To sing in unison maintaining the correct pitch and 	<ul style="list-style-type: none"> • To sing in unison with clear diction, controlled pitch and sense of phrase. 	<ul style="list-style-type: none"> • To sing in solo, unison and in parts with clear diction, controlled
---	--	---	---	---	---

<ul style="list-style-type: none"> • To create and choose sounds • To perform simple rhythmical patterns, beginning to show an awareness of pulse. • To think about others when performing. 	<ul style="list-style-type: none"> • To create and choose sounds for a specific effect. • To perform rhythmical patterns and accompaniments, keeping a steady pulse. • To think about others while performing 	<ul style="list-style-type: none"> • To perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes. • To think about others while performing. 	<ul style="list-style-type: none"> • using increasing expression. • To play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics. • To think about others while performing. 	<ul style="list-style-type: none"> • To play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression. • To maintain my own part and be aware how the different parts fit together. 	<ul style="list-style-type: none"> • pitch and with sense of phrase • To play and perform with accuracy, fluency, control and expression • To think about the audience when performing and how to create a specific effect.
--	--	---	---	---	--

Creating and developing musical ideas (Create and Compose)

<ul style="list-style-type: none"> • To know about and experiment with sounds • To recognise and explore how sounds can be organised, • To identify and organise sounds using simple criteria e.g. loud, soft, high low. 	<ul style="list-style-type: none"> • To create simple rhythmical patterns that use a small range of notes. • To begin to join simple layers of sound, e.g. a background rhythm and a solo melody 	<ul style="list-style-type: none"> • To create simple rhythmical patterns that use a small range of notes. • To begin to join simple layers of sound, e.g. a background 	<ul style="list-style-type: none"> • To create rhythmical and simple melodic patterns using an increased number of notes. • To join layers of sound, thinking about musical dynamics of each 	<ul style="list-style-type: none"> • To create increasingly complicated rhythmic and melodic phrases within given structures. 	<ul style="list-style-type: none"> • To create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures
---	--	---	--	--	--

		rhythm and a solo melody	layer and understanding the effect.		
Responding and reviewing appraising skills					
<ul style="list-style-type: none"> • To talk about how music makes you feel or want to move. E.g. it makes me want to jump/sleep/shout etc. • To think about and make simple suggestions about what could make their own work better. E.g: play faster or louder. 	<ul style="list-style-type: none"> • To respond to different moods in music and explain thinking about changes in sound. • To identify what improvements could be made to own work and make these changes, including altering use of voice, playing of and choice of instruments. 	<ul style="list-style-type: none"> • To explore and comment on the ways sounds can be used expressively. • To comment on the effectiveness of own work, identifying and making improvements. 	<ul style="list-style-type: none"> • To recognise and explore the ways sounds can be combined and used expressively and comment on this effect. • To comment on the effectiveness of own work, identifying and making improvements based on its intended outcome. 	<ul style="list-style-type: none"> • To describe, compare and evaluate different types of music beginning to use musical words. • To comment on the success of own and others work, suggesting improvements based on intended outcomes. 	<ul style="list-style-type: none"> • To describe, compare and evaluate different types of music using a range of musical vocabulary including the inter-related dimensions of music. • To evaluate the success of own and others work, suggesting specific improvements based on intended outcomes and comment on how this could be achieved.
Listening and applying knowledge and understanding					

<ul style="list-style-type: none"> • To begin to identify simple repeated patterns and follow basic musical instructions. • To begin to understand that musical elements can be used to create different moods and effects. • To begin to represent sounds with simple sounds including shapes and marks. • To listen to short, simple pieces of music and talk about when and why they may hear it. E.g: a lullaby or Wedding march. 	<ul style="list-style-type: none"> • To identify and recognise repeated patterns and follow a wider range of musical instructions • To understand how musical elements create different moods and effects. • To confidently represent sounds with a range of symbols, shapes or marks. • To listen to pieces of music and discuss where and when they may be heard explaining why using simple musical vocabulary. E.g. It's quiet and smooth so it would be good for a lullaby. 	<ul style="list-style-type: none"> • To listen with attention and begin to recall sounds. • To begin to understand how different musical elements are combined and used to create an effect. • To begin to recognise simple notations to represent music, including pitch and volume. • To listen to and begin to respond to music drawn from different traditions and great composers and musicians. 	<ul style="list-style-type: none"> • To understand how different musical elements are combined and used expressively • To understand and begin to use established and invented musical notations to represent music. • To listen to, understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians. 	<ul style="list-style-type: none"> • To begin to identify the relationship between sounds and how music can reflect different meanings. • To recognise and use a range of musical notations including staff notation. • To listen to a range of high quality, live and recorded music from different traditions, composers and musicians and begin to discuss their differences and how music may have changed over time. 	<ul style="list-style-type: none"> • To identify and explore the relationship between sounds and how music can reflect different meanings. • To use and apply a range of musical notations including staff notation, to plan, revise and refine musical material. • To develop an understanding of the history of music from different, cultures, traditions, composers and musicians evaluating how venue, occasion and purpose effects the way that music is created and performed.
---	--	---	---	--	--

