

Music skills progression at Woodseaves C.E. Primary Academy

	EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Use of voice expressively and creatively	<p>Sing echo songs and perform movements to a steady beat.</p> <p>Explore singing at different speeds and pitch to create moods and feelings.</p> <p>Discover how to use the voice to create loud and soft sounds.</p>	<p>Explore the use of the voice in different ways such as speaking, singing and chanting.</p> <p>Discover how the voice can produce rhythm and pulse, high and low (pitch) to create different effects.</p> <p>Find out how to sing with expression, confidence and creativity to an audience.</p>	<p>Children are able to play an adventure game and use a simple simulation, making choices and observing the results.</p> <p>Their conversation shows they understand that computers are good at replicating real life events and allowing them to explore contexts that are otherwise not possible.</p> <p>Perform songs using creativity and expression and create dramatic effect.</p>	<p>Sing in tune.</p> <p>Perform simple melodic and rhythmic parts.</p> <p>Improvise repeated patterns.</p> <p>Beginning to understand the importance of pronouncing the words in a song well.</p> <p>Start to show control in voice.</p> <p>Perform with confidence.</p>	<p>Sing in tune with awareness of others.</p> <p>Sing songs from memory with accurate pitch.</p> <p>Understand the importance of pronouncing the words in a song well.</p> <p>Show control in voice.</p> <p>Perform with control and awareness of what others in the group are singing or playing.</p>	<p>Whilst performing by ear and from notations, maintain own parts with awareness of how the different parts fit together and the need to achieve an overall effect.</p> <p>Breathe well and pronounce words, change pitch and show control in singing.</p> <p>Perform songs with an awareness of the meaning of the words.</p> <p>Hold a part in a round.</p> <p>Perform songs in a way that reflects their meaning and the occasion.</p>	<p>Perform significant parts from memory and from notations with awareness of own contribution.</p> <p>Refine and improve my own work.</p> <p>Sing or play from memory with confidence, expressively and in tune.</p> <p>Perform alone and in a group, displaying a variety of techniques.</p> <p>Take turns to lead a group.</p> <p>Sing a harmony part confidently and accurately.</p>
Play tuned and untuned instruments	<p>Play instruments to a steady beat.</p> <p>Understand how to hold and play an instrument with care.</p> <p>Explore the different sounds instruments make.</p> <p>Choose an instrument to create a specific sound.</p>	<p>Play instruments showing an awareness of others.</p> <p>Repeat and investigate simple beats and rhythms.</p> <p>Learn to play sounds linking with symbols.</p> <p>Understand how to play an instrument with care and attention.</p>	<p>Perform simple patterns and accompaniments keeping to a steady pulse.</p> <p>Recognise and explore how sounds can be organised.</p> <p>Respond to starting points that have been given</p> <p>Understand how to control playing a musical instrument so that they sound, as they should.</p>	<p>Play notes on instruments with care so they sound clear. Improvise repeated patterns growing in sophistication. Perform simple melodic and rhythmic parts with awareness of others. Maintain a simple part within a group. Begin to read music.</p>	<p>Play notes on instruments with care so they sound clear. Improvise repeated patterns growing in sophistication. Perform simple melodic and rhythmic parts with awareness of others. Maintain a simple part within a group. Begin to read music.</p> <p>Use Staff and musical notation when composing work.</p> <p>Know how many beats in a minim, crotchet and semibreve and recognise their symbols.</p> <p>Know the symbol for a rest in music, and use silence for effect in music</p>	<p>Sustain a drone or melodic ostinato to accompany singing.</p> <p>Play an accompaniment on an instrument (e.g. glockenspiel, bass drum or cymbal).</p> <p>Know and use standard musical notation of crotchet, minim and semibreve. To indicate how many beats to play.</p> <p>Read the musical staff and can work out the notes, EGBDF and FACE.</p> <p>Draw a treble clef at the correct position on the staff.</p>	<p>Use of a variety of notation when performing and composing.</p> <p>Compose music for different occasions appropriate musical devises.</p> <p>Quickly read notes and know how many beats they represent.</p> <p>Use a range of words to help describe music. (e.g. pitch, duration, dynamics, tempo, timbre, texture, and silence.</p> <p>Describe music using musical vocabulary and use this to identify strengths and weaknesses in music.</p>
Listen with concentration and understanding	<p>Express feelings in music by responding to different moods in a musical score.</p> <p>Listen to music and respond by using hand and whole body movements.</p> <p>Listen to different sounds (animal noise, water etc.) and respond with voice and movement.</p>	<p>Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.).</p> <p>Reflect on music and say how it makes people feel, act and move.</p> <p>Respond to different composers and discuss different genres of music</p>	<p>Notice how music can be used to create different moods and effects and to communicate ideas.</p> <p>Listen and understand how to improve own composition.</p> <p>Sort composers in to different genres and instruments in to different types.</p>	<p>Notice and explore the way sounds can be combined and used expressively.</p> <p>Listen to different types of composers and musicians.</p>	<p>Notice, analyse and explore the way sounds can be combined and used expressively.</p> <p>Comment on musicians use of technique to create effect</p>	<p>Notice and explore the relationship between sounds.</p> <p>Notice and explore how music reflects different intentions.</p>	<p>Notice, comment on and compare the use of musical devices.</p> <p>Notice, comment on and compare the relationship between sounds.</p> <p>Notice, comment on, compare and explore how music reflects different intentions.</p>
Improvise and compose music	<p>Choose different instruments, including the voice, to create sound effects in play.</p> <p>Investigate a variety of ways to create sound with different materials.</p> <p>Experiment performing songs and music together with body movements to a steady beat.</p>	<p>Create a sequence of long and short sounds with help, including clapping longer rhythms.</p> <p>Investigate making sounds that are very different (loud and quiet, high and low etc.).</p> <p>Explore own ideas and change as desired.</p>	<p>Choose carefully and order sounds in a beginning, middle and end.</p> <p>Use sounds to achieve an effect. (including use of ICT)</p> <p>Create short musical patterns.</p> <p>Investigate long and short sounds</p> <p>Explore changes in pitch to communicate an idea.</p>	<p>Compose music that combines musical elements.</p> <p>Carefully choose sounds to achieve an effect.</p> <p>Order sounds to help create an effect.</p> <p>Create short musical patterns with long and short sequences and rhythmic phrases.</p>	<p>Compose music that combines several layers of sound.</p> <p>Awareness of the effect of several layers of sound.</p> <p>Compose and perform melodies and songs (Including using ICT).</p> <p>Use sound to create abstract effects.</p> <p>Recognise and create repeated patterns with a range of instruments.</p> <p>Create accompaniments for tunes.</p> <p>Carefully choose order, combine and control sounds with awareness of their combined effect.</p>	<p>Create songs with an understanding of the relationship between lyrics and melody.</p> <p>Use the venue and sense of occasion to create performances that are well appreciated by the audience.</p> <p>Compose by developing ideas within musical structures.</p> <p>Improvise melodic and rhythmic phases as part of a group performance.</p> <p>Improvise within a group.</p>	<p>Improvise melodic and rhythmic material within given structures.</p> <p>Show thoughtfulness in selecting sounds and structures to convey an idea.</p> <p>Create own musical patterns.</p> <p>Use a variety of different musical devices including melody, rhythms, and chords.</p>