



# St William of York Catholic Primary School

## Progress in Skills: Music



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Performing</b>	<ul style="list-style-type: none"> <li>-Move and dance to music.</li> <li>-Explore their voices and enjoy making sounds.</li> <li>-Join in with songs and rhymes, making some sounds.</li> <li>-Explore a range of sound-makers and instruments and play them in different ways.</li> <li>-Enjoy and take part in action songs such as 'Twinkle Twinkle Little star.'</li> <li>-Remember and sing entire songs.</li> <li>-Sing the melodic shape(moving melody, such as up and down,</li> </ul>	<ul style="list-style-type: none"> <li>-Explore the use of the voice in different ways such as speaking, singing and chanting.</li> <li>-Discover how the voice can produce rhythm and pulse, high and low (pitch) to create different effects.</li> <li>-Find out how to sing with expression, confidence and creativity to an audience.</li> <li>-Understand how to play an instrument with care and attention.</li> <li>-Repeat and investigate simple beats and rhythms.</li> </ul>	<ul style="list-style-type: none"> <li>-Follow a melody accurately when singing.</li> <li>-To improvise in making different sounds with an instrument or their voice.</li> <li>-Perform songs using creativity and expression and create dramatic effect</li> <li>-To represent sounds with symbols/pictures.</li> <li>-Perform simple patterns and accompaniments keeping to a steady pulse.</li> <li>-Understand how to control playing a musical instrument so</li> </ul>	<ul style="list-style-type: none"> <li>-Sing in tune and with expression.</li> <li>-Perform simple melodic and rhythmic parts.</li> <li>-Improvise repeated patterns.</li> <li>-Play clear notes on an instrument/sing clearly (diction)</li> <li>-Perform with confidence.</li> <li>-Carefully choose and order sounds to achieve an effect.</li> <li>- Create short musical patterns with long and short sequences and rhythmic phrases.</li> </ul>	<ul style="list-style-type: none"> <li>-Sing in tune / perform simple melodic and rhythmic parts with awareness of others.</li> <li>-Improvise repeated patterns growing in sophistication.</li> <li>-Sing songs from memory with accurate pitch.</li> <li>-Maintain a simple part within a group. - Rhythmically perform a simple part, including rests.</li> <li>-Play notes on instruments with care so they sound clear.</li> </ul>	<ul style="list-style-type: none"> <li>-Whilst performing by ear and from notations, use an awareness of how the different parts fit together and the need to achieve an overall effect.</li> <li>-Breathe well and pronounce words, change pitch and show control in singing.</li> <li>-Perform songs with an awareness of the meaning of the words and in a way that reflects their meaning and the occasion.</li> <li>-Hold a part in a round.</li> </ul>	<ul style="list-style-type: none"> <li>-Perform significant parts from memory and from notations with awareness of own contribution.</li> <li>-Refine and improve work.</li> <li>-Sing or play from memory with confidence, expressively and in tune.</li> <li>-Perform alone and in a group, displaying a variety of techniques.</li> <li>-Take turns to lead a group.</li> <li>-Sing a harmony part confidently and accurately.</li> <li>-Perform from a variety of notations.</li> </ul>

	<p>down and up) of familiar songs.          -Play instruments with increasing control to express their feelings and ideas.          -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.</p>		<p>that they sound, as they should.</p>				
<p><b>Composing</b></p>	<p>-Make rhythmical and repetitive sounds.          - Create their own songs, or improvise a song around one they know.</p>	<p>-Create a sequence of long and short sounds with help, including clapping longer rhythms.          - Use their voices to create different sounds.</p>	<p>-Choose carefully and order sounds in a beginning, middle and end.          -Create short musical patterns.          -Investigate long and short sounds.</p>	<p>-Use sounds to achieve an effect.          -To compose music that combines musical elements.          -Create short musical patterns with long and</p>	<p>-Awareness of the effect of several layers of sound.          -Compose and perform melodies and songs.          -Recognise and create repeated patterns with a</p>	<p>-Compose by developing ideas within musical structures.          -Improvise melodic and rhythmic phases as part of a group performance.</p>	<p>-Show thoughtfulness in selecting sounds and structures to convey an idea.          -Create own musical patterns, combining</p>

		<ul style="list-style-type: none"> <li>-Investigate making sounds that are very different using their voices or a musical instrument (loud and quiet, high and low etc.).</li> <li>-Explore own ideas and change as desired.</li> </ul>	<ul style="list-style-type: none"> <li>-Explore changes in pitch to communicate an idea.</li> <li>- Make connections between notation and musical sounds.</li> <li>- Use symbols to represent sound.</li> </ul>	<ul style="list-style-type: none"> <li>short sequences and rhythmic phrases.</li> <li>- Create accompaniments to a melody.</li> <li>- Use staff and musical notation when composing work e.g. how many beats in a crotchet and the symbol for a rest.</li> </ul>	<ul style="list-style-type: none"> <li>range of instruments.</li> <li>-Create accompaniments for tunes.</li> <li>- Use staff and musical notation when composing work e.g. how many beats in a crotchet and quaver and the symbol for a rest and the use of silence to create an effect.</li> </ul>	<ul style="list-style-type: none"> <li>- Use staff and musical notation when composing work e.g. how many beats in a crotchet, semibreve and quaver and the symbol for a rest and the use of silence to create an effect.</li> </ul>	<ul style="list-style-type: none"> <li>different musical instruments.</li> <li>-Use a variety of different musical devices e.g. melody, rhythms, and chords.</li> <li>- Use staff and musical notation when composing work e.g. how many beats in a crotchet, semibreve, minim and quaver and the symbol for a rest and St Benedict's Catholic Primary School Progress in Skills: Music the use of silence to create an effect.</li> </ul>
<p><b>Listening and Appraising</b></p>	<ul style="list-style-type: none"> <li>-Show attention to sounds and music.</li> <li>-Respond emotionally</li> </ul>	<ul style="list-style-type: none"> <li>-Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.).</li> </ul>	<ul style="list-style-type: none"> <li>-Notice how music can be used to create different moods and effects and to communicate ideas.</li> </ul>	<ul style="list-style-type: none"> <li>To notice and explore the way sounds can be combined and used expressively.</li> <li>- Listen to</li> </ul>	<ul style="list-style-type: none"> <li>-To notice, analyse and explore the way sounds can be combined and used expressively.</li> </ul>	<ul style="list-style-type: none"> <li>-Notice and explore the relationship between sounds.</li> <li>-Notice and explore how</li> </ul>	<ul style="list-style-type: none"> <li>-Notice, comment on and compare the relationship between sounds.</li> </ul>

	<p>and physically to music when it changes.</p> <ul style="list-style-type: none"> <li>-Sing the pitch of a tone sung by another person ('Pitch match')</li> <li>- Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>-Watch and talk about dance and performance art, expressing their feelings and responses.</li> </ul>	<ul style="list-style-type: none"> <li>-Reflect on music and say how it makes people feel, act and move.</li> <li>-Respond to different composers and discuss different genres of music.</li> <li>- Listen to a range of live and recorded music.</li> </ul>	<ul style="list-style-type: none"> <li>-Listen and understand how to improve own composition.</li> <li>- Listen to a range of live and recorded music.</li> </ul>	<p>different types of composers and musicians. - Recognise and identify the instruments being played.</p>	<ul style="list-style-type: none"> <li>-To comment on musicians use of technique to create effect.</li> <li>- Develop and understanding of the history of music.</li> </ul>	<p>music reflects different intentions.</p>	<ul style="list-style-type: none"> <li>-Notice, comment on, compare and explore how music reflects different intentions.</li> </ul>
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