

Skills Progression in Music

	Performing	Singing	Listening	Composing
Nursery	<p>I can</p> <ul style="list-style-type: none"> • Use large- muscle movements to wave flags and streamers, paint and make marks. • Use untuned percussion instruments. • Clap a given rhythm 	<p>I can</p> <ul style="list-style-type: none"> • Sing the pitch of a tone sung by another person. 	<p>I can</p> <ul style="list-style-type: none"> • Listen with increased attention to sound. 	<p>I can</p> <ul style="list-style-type: none"> • Create my own songs. • Improvise a song around one I know.
Reception	<p>I can</p> <ul style="list-style-type: none"> • Combine different movements with ease and fluency trying to move in time with the music. • Explore and engage in music making through stories, songs, poems, rhymes and dance, performing on my own or in a group. • Use untuned percussion instruments. • Clap/play a given rhythm. 	<p>I can</p> <ul style="list-style-type: none"> • Sing in a group or on my own, increasingly matching the pitch, tempo, dynamics, timbre and following the melody. 	<p>I can</p> <ul style="list-style-type: none"> • Listen carefully to rhymes and songs, paying attention to how they sound. 	<p>I can</p> <ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express my feelings and ideas.
Year 1	<p>I can</p> <ul style="list-style-type: none"> • Use instruments to perform. • Follow instructions about when to play • Copy a given rhythm. • Play the beat of a song. 	<p>I can</p> <ul style="list-style-type: none"> • Use my voice to speak, sing and chant. • Make different sounds with my voice. • Follow instructions when about to sing. • Tap the pulse whilst singing. • Clap the rhythm of a song whilst singing. 	<p>I can</p> <ul style="list-style-type: none"> • Identify the beat of a tune. • Respond to different moods in music. • Identify ascending and descending sounds in a song. 	<p>I can</p> <ul style="list-style-type: none"> • Make a sequence of sounds. • Repeat short rhythmic and melodic patterns. • Take turns with my partner.

<p>Year 2</p>	<p>I can</p> <ul style="list-style-type: none"> • Perform simple patterns and accompaniments, keeping a simple pulse. • Play simple rhythmic patterns on an instrument. • Copy a given rhythm • Play the pulse/ rhythm of a song. 	<p>I can</p> <ul style="list-style-type: none"> • Sing and follow a melody. • Sing/clap increasing and decreasing tempo. • Tap the pulse whilst singing • Clap the rhythm of words of a song whilst singing. 	<p>I can</p> <ul style="list-style-type: none"> • Identify the pulse and beat of a song. • Listen out for changes when listening to music, timbre, dynamics, pitch 	<p>I can</p> <ul style="list-style-type: none"> • Create music in response to different starting points.
<p>Year 3</p>	<p>I can</p> <ul style="list-style-type: none"> • Play clear notes on instruments. • Copy a rhythmic phrase. • Play two ostinato rhythms simultaneously. 	<p>I can</p> <ul style="list-style-type: none"> • Begin to sing in parts. • Sing a tune with expression. 	<p>I can</p> <ul style="list-style-type: none"> • Listen to a range of types of music from different traditions. 	<p>I can</p> <ul style="list-style-type: none"> • Create a simple melodic phrase. • Create accompaniments for simple tunes.
<p>Year 4</p>	<p>I can</p> <ul style="list-style-type: none"> • Perform a simple part rhythmically. • Clap the rhythm whilst others tap the metre. • Tap the metre of songs. • Play simple tunes by ear • Play an ostinato accompaniment to a song. 	<p>I can</p> <ul style="list-style-type: none"> • I can sing songs from memory with accurate pitch. 	<p>I can</p> <ul style="list-style-type: none"> • Listen to a range of types of music from different traditions. • Listen and respond to live, recorded music, talk about how it makes you feel. 	<p>I can</p> <ul style="list-style-type: none"> • I can improvise using repeated patterns. • Create a melodic phrase. • Improvise rhythmic phrases of equal length in pairs.

<p>Year 5</p>	<p>I can</p> <ul style="list-style-type: none"> • Copy and improvise rhythmic phrases • Clap a beat whilst others clap the rhythm • Play simple tunes and add a drone accompaniment. 	<p>I can</p> <ul style="list-style-type: none"> • Sing an ostinato accompaniment. • Sing in two part harmonies. • Breathe in the correct place when singing. 	<p>I can</p> <ul style="list-style-type: none"> • Listen to an individual part in three and four part music. • Analyse basic song structures. • Talk about how live/recorded music makes you feel. 	<p>I can</p> <ul style="list-style-type: none"> • Create an up and down tune • Choose the most appropriate tempo for a piece of music.
<p>Year 6</p>	<p>I can</p> <ul style="list-style-type: none"> • Combine ostinato phrases. • Play simple tunes and add an ostinato accompaniment. 	<p>I can</p> <ul style="list-style-type: none"> • Choose appropriate tempo and dynamics whilst singing. • Combine ostinato phrases. 	<p>I can</p> <ul style="list-style-type: none"> • Listen to an individual rhythm in a five part structure. 	<p>I can</p> <ul style="list-style-type: none"> • Create a tune using two or three phrases. • Combine melody and ostinato accompaniment. • Compose music to evoke contrasting moods suggested by a stimulus.