

Music - KS1/KS2 Progression Document

Year 1 Year 2	Year 3 Year 4	Year 5 Year 6
Singing		
<ul style="list-style-type: none"> I can sing in tune using a limited range of pitches. 	<ul style="list-style-type: none"> I can sing with accurate tuning, control of breathing and with clear diction. 	<ul style="list-style-type: none"> I can maintain an independent part in a group when singing. I can put expression and meaning into my singing.
Playing		
<ul style="list-style-type: none"> I can perform with a developing sense of pulse and rhythm on tuned and un-tuned instruments. I can demonstrate understanding of the differences between pulse and rhythm. 	<ul style="list-style-type: none"> I can play instruments confidently and fluently keeping an appropriate pulse and playing rhythms in time. 	<ul style="list-style-type: none"> I can maintain an independent part in a group when playing instruments. I show good control, accuracy and expression when playing instruments.
Composing		
<ul style="list-style-type: none"> I can change and combine sounds when creating music. (Making use of pattern and using the different dimensions of music to create contrast.) 	<ul style="list-style-type: none"> I can create simple rhythmic patterns, short melodies and accompaniments. I make use of the interrelated dimensions of music when composing (tempo, dynamics, pitch, duration) I use pattern and contrast in my composition. 	<ul style="list-style-type: none"> I can create music with a structure and make use of musical devices (sequence, imitation, ostinato, inversion, drone), timbres, textures and techniques. I can improvise musical phrases in real time. I use pattern and contrast very well in my compositions.
Notation		
<ul style="list-style-type: none"> I can use graphic notations to show pitch and dynamics. 	<ul style="list-style-type: none"> I can follow basic musical symbols when working as a musician. 	<ul style="list-style-type: none"> I can follow musical notation when working as a musician. I understand staff and other musical notations.

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Listening		
<ul style="list-style-type: none"> • I can listen with increased concentration, responding appropriately to live and recorded music. • I can begin to recognise rhythmic patterns found in speech - counting syllables. 	<ul style="list-style-type: none"> • Appreciate and understand a wide range of high quality live and recorded music from different traditions and from great composers and musicians. • Listen with attention to detail and recalling sounds with growing aural memory. • I can offer comments about own and other's work - ways to improve/accept feedback • I can critique own and others' work, offering specific comments and justifying these. 	<ul style="list-style-type: none"> • Appreciate and understand a wide range of high quality live and recorded music from different traditions and from great composers and musicians. • Listen with attention to detail and recall sounds with increasing aural memory. • I can listen and evaluate a range of live and recorded music. • I can share opinions about own and others' work, offering specific comments and justifying these.
Performance		
<ul style="list-style-type: none"> • I can follow and lead simple performance directions (Musical Cues) • I can join in and stop as appropriate. • I can musically demonstrate increased understanding and use of basic musical features - elements of music. • I can use my voice creatively by singing songs and speaking chants and rhymes. 	<ul style="list-style-type: none"> • I can suggest, follow and lead simple performance directions. • I can demonstrate musical quality - clear starts, endings, technical accuracy. • I can communicate ideas, thoughts and feelings through simple musical demonstration. • I can use voice, sounds, technology and instruments in creative ways. 	<ul style="list-style-type: none"> • I can demonstrate increasing confidence, expression and skill through taking different roles in performance and rehearsal. • I can be perceptive to music and communicate personal thoughts and feelings. • I can experiment with voice, sounds, technology and instruments in creative ways and explore new techniques.
History of Music		
N/A	<ul style="list-style-type: none"> • Begin to develop an understanding of the history of music 	<ul style="list-style-type: none"> • Develop an understanding of the history of music.