

## Key Stage 1 Music Progression: Being a Musician/Voice Tuition Coverage

Year 1	Year 2
<b><u>Singing:</u> Use their voices expressively and creatively by singing songs and speaking chants and rhymes</b>	
<ul style="list-style-type: none"> <li>I can use my voice to speak, sing and chant.</li> <li>I can make different sounds with my voice</li> <li>I can repeat short melodic patterns.</li> <li>I enjoy singing</li> <li>I can imitate changes in pitch</li> </ul>	<ul style="list-style-type: none"> <li>I can sing and follow a melody.</li> <li>I can sing or clap increasing and decreasing tempo.</li> <li>I enjoy singing from memory, following the tune well</li> <li>I sing and play a range of singing games</li> <li>I can hold a simple part with an ensemble</li> </ul>
<b><u>Performing:</u> Play tuned and un-tuned instruments musically</b>	
<ul style="list-style-type: none"> <li>I can use instruments to perform.</li> <li>I can perform short rhythmic patterns with a group.</li> <li>I can make different sounds with instruments.</li> <li>I can follow instructions about when to play and sing.</li> <li>I can repeat short rhythmic and melodic patterns.</li> <li>I can control long and short sounds with my voice and instruments</li> </ul>	<ul style="list-style-type: none"> <li>I can perform simple patterns and accompaniments keeping a steady pulse.</li> <li>I can play simple rhythmic patterns on an instrument.</li> <li>I can make connections between notations and musical sounds.</li> <li>I can perform with others.</li> <li>I can make and control long and short sounds with my voice and instruments.</li> <li>I can perform with an awareness of what others are playing.</li> </ul>
<b><u>Composing:</u> Experiment with, create, select and combine sounds using the inter-related dimensions of music.</b>	
<ul style="list-style-type: none"> <li>I can choose sounds to represent different things.</li> <li>I can make a sequence of sounds.</li> <li>I can make sounds with a small difference</li> <li>I can make loud and quiet, high and low sounds.</li> <li>I can create short melodic patterns</li> <li>I can create a sequence of long and short sounds to create a repeating rhythm.</li> </ul>	<ul style="list-style-type: none"> <li>I can order sounds to create a beginning, middle and an end.</li> <li>I can create music in response to different starting points.</li> <li>I can use symbols to represent sounds.</li> <li>I can repeat and create short rhythmic phrases.</li> <li>I use changes in pitch to express an idea.</li> <li>I carefully chose and order sounds to get an effect or image.</li> <li>I show physical control with instruments.</li> <li>I can improve my own work.</li> </ul>
<b><u>Appreciating:</u> Listen with concentration and understanding to a range of high-quality live and recorded music</b>	
<ul style="list-style-type: none"> <li>I can respond to different moods in music.</li> <li>I can say whether I like or dislike a piece of music.</li> <li>I can listen for different types of sound</li> <li>I recognise changes in tempo</li> </ul>	<ul style="list-style-type: none"> <li>I can listen out for particular things when listening to music.</li> <li>I recognise and use changes in timbre, pitch and dynamics</li> <li>I can identify pulse in music</li> <li>I know how sounds can be made and changed</li> </ul>

## Key Stage 2 Music Progression: Being a Musician/ Voice Tuition Coverage

Year 3	Year 4	Year 5	Year 6
<b>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression use and understand staff and other musical notations</b>			
<p>I can maintain a steady beat using a variety of instruments.</p> <p>I can accurately perform rhythm and melodic patterns from rhythm notations.</p> <p>I can sing songs with expression.</p> <p>I can explore and create a variety of sounds (instrument and voice).</p> <p>I can sing a variety of songs including drones, rounds, and material from other cultures.</p>	<p>I can perform and control loud/quiet sounds with and without notation.</p> <p>I can perform a variety of songs.</p> <p>I can perform simple accompaniment patterns, including drones and chants.</p> <p>I can combine rhythm and pitch.</p> <p>I can perform a steady beat; varying tempo.</p>	<p>I can perform rhythm patterns from symbols.</p> <p>I can perform short, melodic patterns.</p> <p>I can control and vary dynamics when singing and performing rhythms.</p> <p>I can sing independently.</p> <p>I can perform chords on tuned percussion instruments.</p>	<p>I can perform simple pitch patterns from notation.</p> <p>I can perform chords as an accompaniment to a song.</p> <p>I can perform on the 'off' beat.</p> <p>I can find a melody of a known song using a pitched instrument.</p>
<b>Improvise and compose music for a range of purposes using the inter-related dimensions of music</b>			
<p>I can create and notate a 4-beat rhythm pattern.</p> <p>I can create loud/quiet sound sequences for percussion.</p> <p>I can create notations for sounds.</p> <p>I can create rhythm patterns to fit words.</p> <p>I can create layers of timbre and texture.</p>	<p>I can create sound pieces and melodies from a given set of notes to include steps, leaps and repeats.</p> <p>I can create sounds to evoke mood and atmosphere.</p> <p>I can create sound using a variety of stimuli.</p>	<p>I can create music with ABA structure.</p> <p>I can create sound piece that contains pitched and un-pitched sounds.</p> <p>I can create music to communicate an effect.</p> <p>I can create a graphic score of my own music.</p>	<p>I can create simple pitch sequences.</p> <p>I can create symbols that represent different pitches.</p> <p>I can explore sounds in the environment and use them to create music.</p>
<b>Listen with attention to detail and recall sounds with increasing aural memory</b>			
<p>I show recognition of a steady beat.</p> <p>I recognise loud/quiet when listening to music.</p> <p>I can respond to a quickening, steady beat.</p> <p>I can identify specific instruments in music, including vocal.</p>	<p>I can recognise steps/leaps/repeats.</p> <p>I can recognise high/low.</p> <p>I can compare orchestral sounds.</p> <p>I have listened to a variety of music genres.</p> <p>I can identify different styles in music.</p>	<p>I can recognise the ways beats are grouped.</p> <p>I can recognise ostinato patterns.</p> <p>I can recognise a drone.</p> <p>I can differentiate between pitched/un-pitched.</p> <p>I can recognise ABA structure.</p> <p>I can recognise and name different instruments.</p>	<p>I can identify loud/quiet on percussion.</p> <p>I can identify and record graphically louder/quieter sounds.</p> <p>I can recognise and respond to high/low sounds.</p> <p>I can identify music with/without melody.</p>
<b>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music.</b>			
<p>I can talk about and express opinion of a variety of music.</p> <p>I can discuss sounds and effects created.</p> <p>I am aware of music/musicians from different times and cultures.</p>	<p>I can discuss why instruments have been used to create effect.</p> <p>I can express ideas and opinions when appraising music.</p> <p>I can explain the differences between music from different countries.</p> <p>I have compared music and musicians from other times and cultures.</p>	<p>I can discuss different styles of musical extracts.</p> <p>I can talk about combinations of sounds and effects.</p> <p>I can discuss the effect of textures (layers) of sounds.</p> <p>My knowledge of music and musicians from other times and cultures acts as a starting point for my own compositions.</p>	<p>I can recognise difference in timbre of singing voices.</p> <p>I can discuss musical features that have been created.</p> <p>I can compare differences in music by different composers.</p> <p>I can recognise, understand and apply the features of music from different times and cultures.</p>