

Wilkinson Primary School - Musical Skills Progression

To use voices creatively through speaking, chanting and singing

EYFS

- Explore their voices and enjoy making sounds.
- Join in with songs and rhymes, making some sounds.
- Make rhythmical and repetitive sounds
- Sing the pitch of a tone sung by another person – pitch match
- Sing the melodic shape i.e. up and down of familiar songs.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.

Year 1

- To use voices in different ways such as speaking chants and rhymes and singing using simple call and response.

Year 2

- To use voices creatively when singing and to sing with a sense of musical shaping i.e. following the shape of a melody.

Year 3

- To be able to sing with an increasing sense of pitch and use their understanding to sing in unison.

Year 4

- To be able to maintain a sense of pitch whilst singing in unison and begin to sing more expressively.

Year 5

- To be able to sing expressively with clear diction and a controlled sense of pitch and musical phrasing whilst singing in unison.

Year 6

- To be able to sing expressively with clear diction and a controlled sense of pitch and musical phrasing whilst singing in unison as well singing as soloists.

<p>Play tuned and untuned musical instruments individually and as a group.</p>	<p>Listen to and understand music through aural and theoretical practices.</p>
<p><u>EYFS</u></p> <ul style="list-style-type: none"> - Explore a range of sound-makers and instruments and play them in different ways. - Play instruments with increasing control to express their feelings and ideas. - Explore and engage in music making and dance, performing solo or in groups. <p><u>Year 1</u></p> <ul style="list-style-type: none"> - To create and experiment with sounds. - To perform simple rhythmical patterns. - Begin to show an awareness of pulse whilst performing. - To represent simple rhythms with shapes and marks. <p><u>Year 2</u></p> <ul style="list-style-type: none"> - To create and choose sounds for a specific effect. - To perform simple rhythmical patterns keeping a steady pulse. - To confidently represent simple rhythms with a range of symbols, shapes or marks. - To begin to recognise simple musical notation to represent pitch rhythm and volume. - To begin to think about others when performing. <p><u>Year 3</u></p> <ul style="list-style-type: none"> - To perform simple musical parts whilst beginning to vary the pitch using a small range of notes. - To confidently recognise simple musical notation to represent pitch, rhythm and volume. 	<p><u>EYFS</u></p> <ul style="list-style-type: none"> - Show attention to sounds and music. - Respond emotionally and physically to music when it changes. - Move and dance to music. - Anticipate phrases and actions in rhymes and songs. - Listen with increased attention to sounds. - Respond to what they have heard, expressing their thoughts and feelings. - Listen attentively, move to and talk about music, expressing their feelings and responses. <p><u>Year 1</u></p> <ul style="list-style-type: none"> - To talk about how music makes them feel. - To begin to identify simple musical patterns. - To begin to understand how different musical elements (e.g. dynamics and tempo) are used to create different moods. - To listen to short, simple pieces of music and talk about when they may hear that piece of music. <p><u>Year 2</u></p> <ul style="list-style-type: none"> - To respond to different moods in a piece of music and begin to explain how sounds change to create different moods. - To identify and recognise repeated musical patterns in a piece of music. - To understand how musical elements such as dynamics, tempo and pitch create different moods and effects. - To listen to pieces of music and discuss where they may be heard and use simple musical vocabulary such as quiet and smooth to explain why.

Music Skills Progression

- To think about others when performing in a group.

Year 4

- To play and perform musical parts with an increasing number of notes.
- Begin to show musical expression by using dynamics.
- To understand and begin to use established musical notation to represent the interrelated dimensions of music.
- To continue to think about others when performing in a group.

Year 5

- To play and perform parts as a soloist and in ensembles with increasing accuracy and expression.
- To maintain own part and be aware of how different parts fit together.
- To use a range of musical notation, including staff notation, to represent the interrelated dimensions of music.

Year 6

- To play and perform with accuracy, fluency and expression.
- To think about the audience when performing.
- To consistently use and apply a range of notation, including staff notation, to represent the interrelated dimensions of music.

Year 3

- To explore and comment on how sounds are used expressively.
- To listen with attention and begin to recall sounds.
- To begin to understand how different musical elements (pitch, dynamics, tempo and duration) are combined to create an effect.
- To listen to and begin to respond to music from different traditions and genres.

Year 4

- To recognise the ways sounds can be combined and used expressively and comment on the effects of this.
- To listen to and recall musical patterns with increasing accuracy.
- To understand how different musical elements (pitch, dynamics, tempo, duration and texture) are combined to create an effect.
- To listen to and understand a wide range of high quality live and recorded music from different traditions and genres.

Year 5

- To describe and compare different types of music by beginning to use correct musical vocabulary.
- To listen to and recall a range of musical patterns confidently.
- To begin to use all the musical elements (pitch, dynamics, tempo, duration, texture and structure) to say how music can reflect different meanings.
- To listen to and understand a wide range of high quality live and recorded music from different traditions and genres and be able to discuss the differences and how music may have changed over time.

Year 6

- To describe, compare and evaluate different types of music by using a range of correct musical vocabulary including the interrelated

Music Skills Progression

	<p>dimensions of music (pulse, pitch, rhythm, dynamics, texture, structure).</p> <ul style="list-style-type: none"> - To listen to, internalise and recall musical patterns with accuracy and confidence. - To identify and explore all the musical elements (pitch, dynamics, tempo, duration, texture and structure) to say how music can reflect different meanings. - To develop an understanding of the history of music from different traditions and genres and evaluate how venues, occasions and purpose affects the way that music is created and performed.
<p>Create and develop musical ideas through the means of composition.</p>	<p>Review and analyse their own compositions.</p>
<p><u>EYFS</u></p> <ul style="list-style-type: none"> - Create their own songs, or improvise a song around one they know. <p><u>Year 1</u></p> <ul style="list-style-type: none"> - To know about and experiment with different sounds. - To explore how sounds can be organised using simple criteria e.g. loud, soft, high and low. <p><u>Year 2</u></p> <ul style="list-style-type: none"> - Repeat short and melodic patterns. - To begin to explore and order sounds using the inter-related dimensions of music (pulse, rhythm and dynamics). <p><u>Year 3</u></p> <ul style="list-style-type: none"> - To create simple rhythmical patterns using a small range of notes. - To begin to join simple layers of music e.g. a background rhythm with a melody. 	<p><u>Year 1</u></p> <ul style="list-style-type: none"> - To think about and make simple suggestions about how they could make their work better e.g. play faster or softer etc. <p><u>Year 2</u></p> <ul style="list-style-type: none"> - To identify where improvements could be made to their own work and have a go at making these changes e.g. altering voices or choice of instrument. <p><u>Year 3</u></p> <ul style="list-style-type: none"> - To comment on the effectiveness of their work and identify where they could make improvements. <p><u>Year 4</u></p> <ul style="list-style-type: none"> - To comment on the effectiveness of their work and identify where they could make improvements based on their intended outcome. <p><u>Year 5</u></p>

Music Skills Progression

Year 4

- To create more complex rhythmical patterns.
- To use simple melodic patterns using a wider range of notes.
- To join layers of music whilst thinking about different musical elements e.g. dynamics to create an effect.

Year 5

- To create increasingly complex rhythmic and melodic phrases within a given structure.

Year 6

- To improvise melodic and rhythmic phrases as part of a group and compose by developing ideas within a range of musical structures.

- To comment on the effectiveness and success of their work and identify where they could make improvements based on their intended outcome.

Year 6

- To evaluate the success of the work of themselves and others and suggest specific improvements based on their intended outcome.