

Skills progression

Singing and performing					Appraising			Composing			
<i>Recep</i>	I can join in with some of the words and actions of songs	I sing familiar songs with a sense of pitch	I try to play and sing with an awareness of others	I use my voice in a variety of ways such as speaking, singing and chanting	I can show or explain how a music makes me feel	I can sort instruments into categories	I notice simple changes in sounds and dynamics	I listen and respond through movement to a variety of music	I can control loud and quiet sounds on a small instrument		
<i>Year 1</i>	I recognise and explore how sounds can be changed	I repeat short rhythmic and melodic patterns	I use my voice in a variety of ways such as speaking, singing and chanting	I perform with an awareness of others	I respond to different moods in music	I notice changes in sounds	I notice repeated patterns	I create and choose sounds in response to given starting points	I try out my own ideas and change as I go along	When performing, I take account of musical instructions	I am beginning to choose and order sounds with some attention to the affect on the listener
<i>Year 2</i>	I sing with a sense of the shape of a melody	I perform simple patterns and accompaniments keeping a steady pulse	I notice how music can be used to create different moods and effects	I can identify some ways in which music can communicate ideas			I choose and order sounds carefully	My compositions have a beginning, middle and end	I improvise in making sounds and with my voice	I improve my work	I represent sounds with symbols
<i>Year 3</i>	I am starting to explore the ways sounds can be combined and used expressively	I am beginning to sing in tune with expression	I am beginning to perform simple melodic and rhythmic parts	I can give an opinion about music I have listened to	I am starting to be aware of different types and styles of music		In some compositions, I combine several layers of sound with some awareness of the effect	I am starting to use ICT software to compose	I improvise repeated patterns	I discuss my work and that of others, sometimes using appropriate vocabulary	I can record my work in different ways

<i>Year 4</i>	I notice and explore the ways sounds can be combined and used expressively	I sing in tune with expression	I perform simple melodic and rhythmic parts	I am beginning to recall simple sounds	I am aware that music is written in different times and places		I combine several layers of sound with an awareness of the combined effect	I use ICT software to compose	I make improvements to my own work, commenting on the intended effect	I discuss my work and that of others using appropriate vocabulary	I am beginning to record my work using simple notation
<i>Year 5</i>	I am beginning to notice and explore the relationship between sound	I can sometimes explain how different parts fit together and provide a simple comment on overall effect	When performing I am beginning to maintain my own part	I am beginning to notice and evaluate how music reflects different intentions	I compare different kinds and time periods of music using some appropriate vocabulary	I am able to listen with concentration		I compose by developing ideas, including the use of ICT	I improvise melodic and rhythmic phrases individually	I suggest improvements to my own work, commenting on how intentions have been achieved	I record my work using simple scoring techniques, including staff notation
<i>Year 6</i>	I notice and explore the relationship between sounds	I have an awareness of how different parts fit together and the overall effect	While performing by ear and from notations, I maintain my own part	I notice and evaluate how music reflects different intentions	I compare and evaluate different kinds and time periods of music using an appropriate vocabulary	I can recall sounds with some aural accuracy	I listen with concentration with some attention to detail	I compose by developing ideas within musical structures, including the use of ICT	I improvise melodic and rhythmic phrases as part of a group performance	I suggest improvements to my own and others' work, commenting on how intentions have been achieved	I record my work using simple scoring techniques, including staff notation