



## St Marie's Progression of skills for Music- Key Stage 1 & 2

Reception Musical Skills	Year 1 Musical Skills	Year 2 Musical Skills
<b>Singing</b>	<b>Singing</b>	<b>Singing</b>
I can sing to self and makes up simple songs. 30-50mths	I can explore sounds with my voice and experiment with ways of changing them.	I can join in with warm up activities which explore posture, breathing, diction and expression.
	I can use my voice in different ways. (whispering, chanting, singing)	I can stand up straight in a good singing position to help breathe well and sing clearly with expression when I perform to my class and teacher.
	I can sing simple 2 and 3 note melodies mostly in tune.	
<b>Listening</b>	<b>Listening</b>	<b>Listening</b>
I can create movement in response to music. 30-50mths	I can create movements in responses to changes in a piece of music. (high/low, quiet/loud, happy/sad)	I can listen with concentration to a variety of live and recorded music and say what I think about the music I hear.
I can use movement to express feelings. 30-50mths	I can say whether I like or dislike a piece of music.	I can say why I like or dislike a piece of music.
<b>Playing</b>	<b>Playing</b>	<b>Playing</b>
I can make up rhythms. 30-50mths	I am beginning to mark pulse and move rhythmically. I can tap out simple repeated rhythms.	I can keep a steady pulse with accuracy and am developing my understanding of the difference between pulse and rhythm.
	I can explore how sounds can be changed.	I can play fast/slow, loud/quiet, high/low and change the type of sound when I play instruments.
	I can join in and stop as appropriate.	I can follow and offer simple musical instruments and actions.
<b>Performing</b>	<b>Performing</b>	<b>Performing</b>

I can talk about my ideas and processes which have led them to make music, designs, images or products. <b>Exceeding descriptors</b>	I can play an instrument as part of a group.	I can play an instrument in a group, showing some awareness of other performers.
	I can play a musical instrument in front of others.	I can perform to an audience.
<b>Composing and Improvising</b>	<b>Composing and Improvising</b>	<b>Composing and Improvising</b>
I can represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. <i>ELG</i>	I can use music and movement to express my thoughts and feelings.	I can make, change and combine sounds with my voice, body instruments and appropriate technology.
	I can improvise (make up) patterns.	I can order sounds within simple structure such as beginning/middle/end and in response to given starting points.
<b>Notation and Technology</b>	<b>Notation and Technology</b>	<b>Notation and Technology</b>
	I can use simple music technology to make sounds.	I can use simple music technology to make and capture sounds.
	I can recognise the link between sounds and symbols using graphic notations. (shape/pitch)	I can repeat sounds with symbols (given and made up.)

Year Three Musical Skills	Year Four Musical Skills	Year Five Musical Skills	Year Six Musical Skills
<b>Singing</b>	<b>Singing</b>	<b>Singing</b>	<b>Singing</b>
I can sing mostly in tune, maintaining a wider pitch range with a good sense of pulse and rhythm.	I can sing in tune with confidence, maintaining a wider pitch range with a good sense of pulse and rhythm.	I can sing in tune with confidence, maintaining a wider pitch range with a secure sense of pulse and rhythm.	I can sing in tune with confidence and expression, maintaining a wider pitch range with a secure sense of pulse and rhythm.
I can explain why it is important to have a good posture when I sing.	I can explain why good posture and correct breathing are important when I sing.	I can use my voice expressively to create effects in a group piece (e.g: using dynamics to convey emotion)	I can use my voice expressively to create effects in a group piece (e.g: using dynamics to convey emotion, singing a lower or upper part, using articulation)
		I can explain the importance of correct breathing, phrasing and good posture when I sing and am beginning to demonstrate this with some confidence.	I can confidently explain and demonstrate with understanding the importance of correct breathing, phrasing and good posture when I sing.
<b>Listening</b>	<b>Listening</b>	<b>Listening</b>	<b>Listening</b>
I can listen with concentration to a variety of music, describing what I hear <u>or</u> how I feel about the music.	I can listen with concentration to a variety of music, describing what I hear <u>or</u> how I feel about the music using simple musical vocabulary.	I can listen with attention to detail to a wide range of music from different traditions, genres, styles and periods, describing musical features using appropriate musical vocabulary.	I can listen with attention to detail to a wide range of music from different traditions, genres, styles and periods, describing, comparing and evaluating musical features using appropriate musical vocabulary.
I can make improvements to my own work.	I can make improvements to my own work and suggest improvements to the work of others.	I can make improvements to my own and others' work and explain how the improvements have been made.	I can make improvements to my own and others' work and explain how the improvements have been made. Using musical vocabulary.
<b>Playing</b>	<b>Playing</b>	<b>Playing</b>	<b>Playing</b>
I can keep a steady pulse accurately.	I can demonstrate and explain the difference between pulse and rhythm.	I can play a variety of melodic and rhythmic patterns with accuracy.	I can play a variety of melodic and rhythmic patterns with accuracy and expression.
I can demonstrate the difference between pulse and rhythm.	I can play a variety of rhythm patterns with accuracy.	I can give simple performance directions and lead with some independence.	I can give a range performance directions and lead with increased independence.
I can follow simple performance directions (e.g. starting/stopping, changes in tempo & dynamics)	I can follow simple performance directions (start/stop/loud/quiet/fast/Slow) and respond with increasing subtlety.	I am beginning to demonstrate an increasing understanding of musical features when I play (e.g, louder/quieter/faster/slower /higher/lower) to achieve a musical outcome.	I can play confidently and demonstrate increased understanding of musical features when I play (e.g, louder/quieter/faster/slower/higher/lower) to achieve a musical outcome.

<b>Performing</b>	<b>Performing</b>	<b>Performing</b>	<b>Performing</b>
I can maintain a part within a group.	I can maintain a part within a group, showing awareness of other performers.	I can maintain an <b>independent part</b> in a group, showing awareness of other performers. (e.g, a harmony part in a song, an accompaniment pattern underneath a melody line)	I can maintain increasingly complex <b>independent parts</b> in a group, showing awareness of other performers. (e.g, a harmony part in a song, an accompaniment pattern underneath a melody line, rhythmic or melodic ostinato patterns)
I can play fast/slow, loud/quiet, high/low and change the type of sound when I play instruments with increasing control and accuracy.	I can perform to an audience.	I can perform expressively to an audience.	I can perform expressively to an audience, showing an awareness of venue and occasion
<b>Composing and Improvising</b>	<b>Composing and Improvising</b>	<b>Composing and Improvising</b>	<b>Composing and Improvising</b>
I can improvise short rhythmic phrases.	I can improvise short melodic and rhythmic phrases.	I can improvise melodic and rhythmic phrases using the interrelated dimensions of music (Fast/slow/high/low/ short/long etc) with developing control.	I can improvise extended melodic and rhythmic phrases using the interrelated dimensions of music (Fast/slow/high/low/ short/long etc) with good control and expression.
I can develop musical ideas within given structures, combining layers of sound (e.g. simple rhythmic patterns, melodies and accompaniments).	I can develop and structure musical ideas (e.g. beginning, middle, end), combining layers of sound (melodies, rhythms and accompaniments)	I can compose music using a range of devices (e.g: ostinato, chord patterns, call and response, repetition).	I can compose music using a range of devices (e.g: ostinato, chord patterns, call and response, repetition) demonstrating an awareness of how the interrelated dimensions can be used to achieve intended effects.
<b>Notation and Technology</b>	<b>Notation and Technology</b>	<b>Notation and Technology</b>	<b>Notation and Technology</b>
I can use a variety of notations to represent musical intentions.	I can use a variety of notations to represent musical intentions in greater detail.	I can use relevant notations to plan, rehearse and refine my musical intentions.	I can use relevant notations to plan, rehearse and refine my musical intentions.
I can combine layers of sound using simple technology.	I can combine and manipulate layers of sound using simple music technology.	I can combine, manipulate and refine musical sounds using technology.	I can combine, manipulate and refine musical sounds using technology.