

Northiam Music Skills Progression

Aspect	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Performing	<p>Sing and play with expression, from memory and using simple notations as appropriate</p> <ul style="list-style-type: none"> • Develop ability to internalise a steady pulse – eg. ‘sing’ short extracts ‘in your head’ • Begin to recognise rhythmic patterns found in speech eg. saying/chanting names, counting syllables in names etc 	<p>Sing new repertoire increasingly in tune within a limited pitch range. Pitch small intervals with a good degree of accuracy</p> <ul style="list-style-type: none"> • Perform songs, chants and rhymes with a good sense of pulse and rhythm • Follow and lead simple performance directions, demonstrating understanding of these through singing, movement and playing 	<ul style="list-style-type: none"> • Sing and play appropriate material confidently and fluently • Be aware of posture when singing and playing • Accurately maintain a pulse • Use rehearsals to develop musical quality – e.g. clear starts, ends of pieces/phrases, technical accuracy etc. • Coordinate words and actions when singing/moving to music. Suggest and try out suitable actions/movement • Demonstrate a good level of control and expression when singing 	<ul style="list-style-type: none"> • Sing with an appropriate vocal range with clear diction, mostly accurate tuning and control of breathing • Maintain an independent part in a small group when playing or singing (e.g. rhythm, ostinato, drone, simple singing part etc.) • Experiment vocally/instrumentally in drafting, rehearsing and performing situations using a wide range of stimuli • Learn repertoire/musical ideas in different ways as appropriate (eg. aurally, copying, from simple notation) 	<ul style="list-style-type: none"> • Use voice, sounds, technology and instruments in creative ways and exploring new techniques • Maintain a strong sense of pulse and recognise when going out of time • Maintain good posture when singing/playing • Sing and play with increasing control, confidence, expression and fluency • Sing with an appropriate vocal range with clear diction, accurate tuning, control of breathing and communicating an awareness of style 	<ul style="list-style-type: none"> • Maintain an independent part in a group or as a soloist when singing or playing • Explore harmonies and melodies through engaging as a musician • Experiment vocally/instrumentally in drafting, rehearsing and performing situations using a wide range of stimuli • Use rehearsal to develop musical quality, pointing out areas which need improving and offering strategies
Playing Instruments	<ul style="list-style-type: none"> • Explore sounds and music through play • Join in and stop as appropriate • Contribute to performance on a range of given and chosen instruments • Begin to perform appropriate material with a good sense of pulse and rhythm 	<ul style="list-style-type: none"> • Begin to recognise and musically demonstrate awareness of a link between shape and pitch using graphic notation • Demonstrate awareness of others, recognise the importance of their own and others’ contribution to when developing music 				
Listening	<ul style="list-style-type: none"> • Listen with concentration, responding appropriately to a variety of live and recorded music, making statements and observations about the music through movement, sound based and other creative responses. 		<ul style="list-style-type: none"> • Listen to and compare a wide repertoire of music • Consider and mimic sounds they hear, identify instruments or voices used and use musical language to describe style, how piece is structured, eg. in terms of its beginning, 		<ul style="list-style-type: none"> • Listen to, think about and discuss a wide repertoire of music; e.g. offer suggestions about performance or the appropriateness of the accompaniment; become familiar with the sounds of instruments e.g. flute, violin, trumpet, different guitars, brass band, ‘pop’ 	

			middle and ending, or the use of instruments and effects created	group or Irish traditional group.		
Experimenting, Creating and Combining	<ul style="list-style-type: none"> Enjoy making, playing, changing and combining sounds; try out different ways of producing sounds with voice, musical instruments, simple music technology, 'body sounds' (tapping, clicking, marching, stamping etc) 	<ul style="list-style-type: none"> Creatively experiment with different ways to produce and change sound Create, repeat, adapt and extend simple rhythmic and melodic patterns and words to given stimuli or in play context 				
Composing			<ul style="list-style-type: none"> Create simple rhythmic patterns, melodies and accompaniments Manipulate sounds, music and structures to explore changes to the 'inter - related dimensions' of music 	<ul style="list-style-type: none"> Create short improvisations, arrangements and compositions from a broad range of given or chosen musical and non-musical stimuli Organise music into simple structures showing awareness of the content and purpose 	<ul style="list-style-type: none"> Use voice, musical instruments and music technology to experiment creatively with sounds, taking creative risks and justifying decisions Work out and develop simple rhythmic, melodic and harmonic accompaniments and patterns (e.g. ostinato, drones, pentatonic melodies etc.) Show an awareness of how different parts fit together 	<ul style="list-style-type: none"> Demonstrate a good ability to plan, revise and refine material Create increasingly more complex, effective and coherent improvisations, arrangements and compositions which respond appropriately to a range of given or chosen stimuli, showing consideration of musical structures
Technical Skills			<ul style="list-style-type: none"> Recognise and musically demonstrate awareness of a link between shape and 	<ul style="list-style-type: none"> Aurally identify, recognise, respond to and use musically basic symbols (standard 	<ul style="list-style-type: none"> Use standard and invented notations as appropriate when working as a musician in a range 	<ul style="list-style-type: none"> Use standard and invented notations as appropriate when working as a musician in a range

		<p>pitch using graphic notations, physical movements etc.</p> <ul style="list-style-type: none"> • Begin to recognise how short rhythmic patterns found in speech have a musical 'rhythm' and how this relates to basic symbols 	<p>and invented), including rhythms from standard notation (crotchets, quavers) and basic changes in pitch within a limited range</p>	<p>of different contexts</p> <ul style="list-style-type: none"> • As appropriate, follow basic shapes of music (including standard and invented notation) through singing and playing short passages of music 	<p>of different contexts</p> <ul style="list-style-type: none"> • As appropriate, decode and encode short rhythmic patterns using standard and invented notation
<p>Appreciating and Understanding</p>		<ul style="list-style-type: none"> • Listen to live and recorded music from a wide range of influences, responding appropriately to the context 	<ul style="list-style-type: none"> • Listen to live and recorded music from a wide range of influences, responding appropriately to the context • Discuss how the elements of music are used in pieces from different periods, styles and cultures 	<ul style="list-style-type: none"> • Listen with increased concentration to live and recorded music from different traditions, genres, styles and times, responding appropriately to the context • Be perceptive to music and communicate personal thoughts and feelings, through discussion, movement and visual arts 	<ul style="list-style-type: none"> • Listen with increased concentration to live and recorded music from different traditions, genres, styles and times, responding appropriately to the context • Share opinions about music and be willing to justify these
<p>The History of Music</p>		<ul style="list-style-type: none"> • Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions • Learn about the lives and works of the great composers and musicians 			