

## **St William of York Catholic Primary School**



Progress in Skills: **Music** 

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	-Move and	-Explore the use	-Follow a	-Sing in tune and	-Sing in tune /	-Whilst	-Perform
	dance to music.	of the voice in	melody	with expression.	perform simple	performing by	significant parts
	-Explore their	different ways	accurately when	-Perform simple	melodic and	ear and from	from memory
	voices and enjoy	such as	singing.	melodic and	rhythmic parts	notations, use	and from
	making sounds.	speaking, singing	-To improvise in	rhythmic parts.	with awareness	an awareness of	notations with
	-Join in with	and chanting.	making different	-Improvise	of others.	how the	awareness of
	songs and	-Discover how	sounds with an	repeated	-Improvise	different parts	own
	rhymes, making	the voice can	instrument or	patternsPlay	repeated	fit together and	contribution.
	some sounds.	produce rhythm	their voice.	clear notes on	patterns	the need to	-Refine and
	-Explore a range	and pulse, high	-Perform songs	an	growing in	achieve an	improve work.
	of sound-makers	and low (pitch)	using creativity	instrument/sing	sophistication.	overall effect.	-Sing or play
Performing	and instruments	to create	and expression	clearly (diction)	-Sing songs from	-Breathe well	from memory
	and play them in	different effects.	and create	-Perform with	memory with	and pronounce	with confidence,
	different ways.	-Find out how to	dramatic effect	confidence.	accurate pitch.	words, change	expressively and
renoming	-Enjoy and take	sing with	-To represent	-Carefully	-Maintain a	pitch and show	in tune.
	part in action	expression,	sounds with	choose and	simple part	control in	-Perform alone
	songs such as	confidence and	symbols/picture	order sounds to	within a group	singing.	and in a group,
	'Twinkle Twinkle	creativity to an	S.	achieve an	Rhythmically	-Perform songs	displaying a
	Little star.'	audience.	-Perform simple	effect.	perform a	with an	variety of
	-Remember and	-Understand	patterns and	- Create short	simple part,	awareness of	techniques.
	sing entire	how to play an	accompaniment	musical patterns	including rests.	the meaning of	-Take turns to
	songs.	instrument with	s keeping to a	with long and	-Play notes on	the words and in	lead a group.
	-Sing the	care and	steady pulse.	short sequences	instruments with	a way that	-Sing a harmony
	melodic	attention.	-Understand	and rhythmic	care so they	reflects their	part confidently
	shape(moving	-Repeat and	how to control	phrases.	sound clear.	meaning and the	and accurately.
	melody, such as	investigate	playing a musical			occasion.	-Perform from a
	up and down,	simple beats and	instrument so			-Hold a part in a	variety of
		rhythms.				round.	notations.

	down and up) of		that they sound,				
	familiar songs.		as they should.				
	-Play						
	instruments with						
	increasing						
	control to						
	express their						
	feelings and						
	ideas.						
	-Sing in a group						
	or on their own,						
	increasingly						
	matching the						
	pitch and						
	following the						
	melody.						
	-Explore and						
	engage in music						
	making and						
	dance,						
	performing solo						
	or in groups.						
	-Make	-Create a	-Choose	-Use sounds to	-Awareness of	-Compose by	-Show
	rhythmical and	sequence of long	carefully and	achieve an	the effect of	developing ideas	thoughtfulness
	repetitive	and short	order sounds in	effect.	several layers of	within musical	in selecting
	sounds.	sounds with	a beginning,	-To compose	sound.	structures.	sounds and
	- Create their	help, including	middle and end.	music that	-Compose and	-Improvise	structures to
Composing	own songs, or	clapping longer	-Create short	combines	perform	melodic and	convey an idea.
	improvise a song	rhythms.	musical	musical	melodies and	rhythmic phases	-Create own
	around one they	- Use their	patterns.	elements.	songs.	as part of a	musical
	know.	voices to create	-Investigate long	-Create short	-Recognise and	group	patterns,
		different sounds.	and short	musical patterns	create repeated	performance.	combining
			sounds.	with long and	patterns with a		

making sounds that are very different using their voices or a musical instrument (loud and quiet, high and low etc.).  -Explore own ideas and change as desired.  -Show attention to Sunds and Appraising and Appraising  -Show attention to Sunds and Appraising and Appraising  -Show attention to Sunds and Appraising and Appraising and Appraising and Appraising and single and solution and that the appraising and Appraising and solution and that the appraising and Appraising and solution and that the appraising and Appraising and solution and that the appraising and the spending and			T			•		lice
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different using their voices or a musical notation and quiet, high and low etc.).  -Explore own ideas and change as desired.  -Show attention to sounds and Appraising and Appraising and Appraising  -Choose sounds and Appraising  -Choose sounds and Appraising  -Nake connections and instrument (loud and quiet, high and low etc.).  -Nake connections to to a melody.  -Use staff and musical notation when composing work e.g., how many beats in a crotchet, symbol for a rest and the use of silence to create an effect.  -Show attention to sounds and music.  -Phowe attention to sounds and fifects and and frects and and the use of silence to create an effect.  -Phowe attention to sounds and effects and and the use of silence to create and the use of silence to create an effect.  -Phowe attention to sounds and effect and attention to sounds and effect and and the use of silence to create and the symbol for a rest and the use of silence to create an effect.  -Phowe attention to sounds and explore the way sounds and explore the wa			~		,			
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,   etc.).   to confindincate   expressively   used   -Notice and   Sounds.		•	etc.).	to communicate	expressively	used	-Notice and	sounds.
emotionally ideas. Listen to expressively. Listen to expressively.		emotionally	,			expressively.	explore how	

and physically to music when it changesSing the pitch of a tone sung by another person ('Pitch match') - Listen attentively, move to and talk about music, expressing their feelings and responsesWatch and talk about dance and performance art, expressing their feelings and responses.	-Reflect on music and say how it makes people feel, act and moveRespond to different composers and discuss different genres of music Listen to a range of live and recorded music.	-Listen and understand how to improve own composition Listen to a range of live and recorded music.	different types of composers and musicians Recognise and identify the instruments being played.	-To comment on musicians use of technique to create effect Develop and understanding of the history of music.	music reflects different intentions.	-Notice, comment on, compare and explore how music reflects different intentions.
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