



St William of York Catholic Primary School

Progress in Skills: Music



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Performing	<ul style="list-style-type: none"> -Move and dance to music. -Explore their voices and enjoy making sounds. -Join in with songs and rhymes, making some sounds. -Explore a range of sound-makers and instruments and play them in different ways. -Enjoy and take part in action songs such as 'Twinkle Twinkle Little star.' -Remember and sing entire songs. -Sing the melodic shape(moving melody, such as up and down, 	<ul style="list-style-type: none"> -Explore the use of the voice in different ways such as speaking, singing and chanting. -Discover how the voice can produce rhythm and pulse, high and low (pitch) to create different effects. -Find out how to sing with expression, confidence and creativity to an audience. -Understand how to play an instrument with care and attention. -Repeat and investigate simple beats and rhythms. 	<ul style="list-style-type: none"> -Follow a melody accurately when singing. -To improvise in making different sounds with an instrument or their voice. -Perform songs using creativity and expression and create dramatic effect -To represent sounds with symbols/pictures. -Perform simple patterns and accompaniments keeping to a steady pulse. -Understand how to control playing a musical instrument so 	<ul style="list-style-type: none"> -Sing in tune and with expression. -Perform simple melodic and rhythmic parts. -Improvise repeated patterns. -Play clear notes on an instrument/sing clearly (diction) -Perform with confidence. -Carefully choose and order sounds to achieve an effect. - Create short musical patterns with long and short sequences and rhythmic phrases. 	<ul style="list-style-type: none"> -Sing in tune / perform simple melodic and rhythmic parts with awareness of others. -Improvise repeated patterns growing in sophistication. -Sing songs from memory with accurate pitch. -Maintain a simple part within a group. - Rhythmically perform a simple part, including rests. -Play notes on instruments with care so they sound clear. 	<ul style="list-style-type: none"> -Whilst performing by ear and from notations, use an awareness of how the different parts fit together and the need to achieve an overall effect. -Breathe well and pronounce words, change pitch and show control in singing. -Perform songs with an awareness of the meaning of the words and in a way that reflects their meaning and the occasion. -Hold a part in a round. 	<ul style="list-style-type: none"> -Perform significant parts from memory and from notations with awareness of own contribution. -Refine and improve work. -Sing or play from memory with confidence, expressively and in tune. -Perform alone and in a group, displaying a variety of techniques. -Take turns to lead a group. -Sing a harmony part confidently and accurately. -Perform from a variety of notations.

	<p>down and up) of familiar songs. -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.</p>		<p>that they sound, as they should.</p>				
<p>Composing</p>	<p>-Make rhythmical and repetitive sounds. - Create their own songs, or improvise a song around one they know.</p>	<p>-Create a sequence of long and short sounds with help, including clapping longer rhythms. - Use their voices to create different sounds.</p>	<p>-Choose carefully and order sounds in a beginning, middle and end. -Create short musical patterns. -Investigate long and short sounds.</p>	<p>-Use sounds to achieve an effect. -To compose music that combines musical elements. -Create short musical patterns with long and</p>	<p>-Awareness of the effect of several layers of sound. -Compose and perform melodies and songs. -Recognise and create repeated patterns with a</p>	<p>-Compose by developing ideas within musical structures. -Improvise melodic and rhythmic phases as part of a group performance.</p>	<p>-Show thoughtfulness in selecting sounds and structures to convey an idea. -Create own musical patterns, combining</p>

		<ul style="list-style-type: none"> -Investigate 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. 	<ul style="list-style-type: none"> -Explore changes in pitch to communicate an idea. - Make connections between notation and musical sounds. - Use symbols to represent sound. 	<ul style="list-style-type: none"> short sequences and rhythmic phrases. - Create accompaniments to a melody. - Use staff and musical notation when composing work e.g. how many beats in a crotchet and the symbol for a rest. 	<ul style="list-style-type: none"> range of instruments. -Create accompaniments for tunes. - Use staff and musical notation when composing work e.g. how many beats in a crotchet and quaver and the symbol for a rest and the use of silence to create an effect. 	<ul style="list-style-type: none"> - Use staff and musical notation when composing work e.g. how many beats in a crotchet, semibreve and quaver and the symbol for a rest and the use of silence to create an effect. 	<ul style="list-style-type: none"> different musical instruments. -Use a variety of different musical devices e.g. melody, rhythms, and chords. - Use staff and musical notation when composing work e.g. how many beats in a crotchet, semibreve, minim and quaver and the symbol for a rest and St Benedict's Catholic Primary School Progress in Skills: Music the use of silence to create an effect.
<p>Listening and Appraising</p>	<ul style="list-style-type: none"> -Show attention to sounds and music. -Respond emotionally 	<ul style="list-style-type: none"> -Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.). 	<ul style="list-style-type: none"> -Notice how music can be used to create different moods and effects and to communicate ideas. 	<ul style="list-style-type: none"> To notice and explore the way sounds can be combined and used expressively. - Listen to 	<ul style="list-style-type: none"> -To notice, analyse and explore the way sounds can be combined and used expressively. 	<ul style="list-style-type: none"> -Notice and explore the relationship between sounds. -Notice and explore how 	<ul style="list-style-type: none"> -Notice, comment on and compare the relationship between sounds.

	<p>and physically to music when it changes.</p> <ul style="list-style-type: none"> -Sing the pitch of a tone sung by another person ('Pitch match') - Listen attentively, move to and talk about music, expressing their feelings and responses. -Watch and talk about dance and performance art, expressing their feelings and responses. 	<ul style="list-style-type: none"> -Reflect on music and say how it makes people feel, act and move. -Respond to different composers and discuss different genres of music. - Listen to a range of live and recorded music. 	<ul style="list-style-type: none"> -Listen and understand how to improve own composition. - Listen to a range of live and recorded music. 	<p>different types of composers and musicians. - Recognise and identify the instruments being played.</p>	<ul style="list-style-type: none"> -To comment on musicians use of technique to create effect. - Develop and understanding of the history of music. 	<p>music reflects different intentions.</p>	<ul style="list-style-type: none"> -Notice, comment on, compare and explore how music reflects different intentions.
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------