



Swalecliffe Community Primary School
Child First, Pupil Second

MUSIC - Progression of Skills and Knowledge

Year Group	Listening	Singing	Improvising	Playing	Composing
Year 6	<ul style="list-style-type: none">• I can compare and contrast the work of South American composers with those studied previously.• I can listen and evaluate a range of music from South America and share my own opinions and be willing to justify these.• I can aurally identify basic musical rhythms and compare and contrast basic changes within the music.	<ul style="list-style-type: none">• I can maintain my own part in a group performance, singing with control.• I can sing expressively with an awareness of overall intended effect.	<ul style="list-style-type: none">• I can respond to the ideas of others with confidence and improvise my own simple part within a musical structure.	<ul style="list-style-type: none">• I can maintain a strong sense of pulse, recognise what others are doing within my group and adapt my playing to fit (speed, volume etc.).• I can play from simple notations and learn to maintain a solo or group instrumental line.	<ul style="list-style-type: none">• I can justify my comments about my own and others works and make suitable revisions.• I can use musical notation in my compositions to record chords (groups of pitches).

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Year 5	<ul style="list-style-type: none"> I can recognise and contrast the work of Beethoven, Mozart, Chopin and explain my preferences. I can listen and evaluate a range of music from different traditions, styles and times and share my own opinions and be willing to justify these. 	<ul style="list-style-type: none"> I can sing accurately to maintain my own part in a group performance. I can sing expressively with an awareness of overall intended effect. 	<ul style="list-style-type: none"> I can select, play, change and combine sounds; experimenting with different ways of producing sounds. 	<ul style="list-style-type: none"> I can maintain a strong sense of pulse, recognise what others are doing within my group and adapt my playing to fit (speed, volume etc.). I can play from simple notations and learn to maintain a solo or group instrumental line. 	<ul style="list-style-type: none"> I can use notation to record simple compositions, independently. I can create music that follows a structure and discuss the choices made.
Year 4	<ul style="list-style-type: none"> I can listen and evaluate a range of music from different traditions, styles and times and give my views about the mood/themes of the music. I can recognise the work of famous British composers (Elgar, Holst, Brittan). I can listen with attention to detail and recall sounds with increasing aural memory. 	<ul style="list-style-type: none"> I can sing confidently and fluently maintaining an appropriate rhythm, from memory. I can sing, with increasing accuracy, a range of songs including simple rounds and partner songs with appropriate pitch. 	<ul style="list-style-type: none"> I can play, change, combine sounds and experiment with different ways of producing sound. I can respond to the ideas of others with confidence and improvise my own simple part either as a solo or as part of a group. 	<ul style="list-style-type: none"> I can have greater control when playing an instrument and show increasing understanding of getting louder, quieter, faster and slower, maintaining a rhythm. I can select and play a tuned or untuned instrument with increasing accuracy and expression. 	<ul style="list-style-type: none"> I can make simple comments about my own and others work (self and peer assessment) and respond to feedback on my own work from others. I can use notation to record compositions in a small group and on my own.
Year 3 (Recorder)	<ul style="list-style-type: none"> I can listen and evaluate a range of music from different traditions, styles and 	<ul style="list-style-type: none"> I can sing confidently and fluently maintaining an appropriate rhythm. 	<ul style="list-style-type: none"> I can experiment and work with others to adapt/change sounds. 	<ul style="list-style-type: none"> I can have greater control when playing an instrument and show increasing 	<ul style="list-style-type: none"> When composing a piece of music, I can suggest symbols that

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	<p>times and give my views.</p> <ul style="list-style-type: none"> I can recognise the work of a composer. 			<p>understanding of getting louder, quieter, faster and slower.</p>	<p>could represent sounds and rests.</p> <ul style="list-style-type: none"> I can make simple comments about my own and others work (self and peer assessment) and respond to feedback on my own work from others. I can use simple notation, beginning to indicate high/low sounds.
<p>Year 2 (Djembe) Ocarina</p>	<ul style="list-style-type: none"> I can listen with concentration and focus to a range of music and respond to these using movement, discussion and other creative responses. I can listen to and respond to music from around the world. 	<ul style="list-style-type: none"> I can sing a variety of different songs, in tune expressively and creatively. I can perform with a good sense of rhythm. 	<ul style="list-style-type: none"> I can experiment with different sounds including musical instruments and voice. I can respond to the ideas of others and improvise my own simple part. 	<ul style="list-style-type: none"> I can follow a conductor giving simple musical instructions and actions (dynamics – loud, soft, tempo – fast, slow, silence). I can create a simple rhythmic pattern and melodies. 	<ul style="list-style-type: none"> I can create music and suggest symbols that could represent sounds (graphic notation) and rests.

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Year 1 (Ocarina) Djembe	<ul style="list-style-type: none"> I can listen to a range of music and respond to these using movement, discussion and other creative responses. 	<ul style="list-style-type: none"> I can sing a variety of different songs, in tune with a limited pitch. I can use my voice to speak chants and rhymes. 	<ul style="list-style-type: none"> I can experiment with different sounds including body percussion, everyday objects, musical instruments and voice. 	<ul style="list-style-type: none"> I can follow a conductor giving simple musical instructions and actions (dynamics – loud, soft, tempo – fast, slow, and silence). I can create accompaniments to stories and music. 	<ul style="list-style-type: none"> I can create music and suggest pictures that could represent sounds (graphic notation).