

Dream Believe Shine

Ambleside Academy



Progression of Skills: Music

	Year1	Year 2	Year3	Year4	Year5	Year6
<p>Singing songs with control and using voice expressively</p>	<p>I can find my singing voice and begin to use my voice confidently.</p> <p>I can sing with a sense of awareness of pulse and some control of rhythm.</p> <p>I can sing songs, chants and rhymes expressively.</p> <p>I can follow pitch movements with my hands and use high, low and middle voices.</p> <p>I can sing with an awareness of other performers.</p>	<p>I can find my singing voice and use it confidently in songs, chants and rhymes.</p> <p>I can sing a melody accurately at my own pitch.</p> <p>I can sing with an awareness of pulse and control of rhythm.</p> <p>I can recognise phrase lengths and know when to breathe.</p> <p>I can begin to sing with control of pitch e.g. following the shape of the melody.</p>	<p>I can sing with confidence using a wider vocal range.</p> <p>I can sing in tune to familiar songs.</p> <p>I can sing with awareness of pulse and control of rhythm.</p> <p>I can recognise simple structures (phrases).</p> <p>I can begin to sing expressively with awareness and control of the expressive elements e.g. timbre, tempo, dynamics.</p> <p>I can sing songs and begin to create different vocal effects.</p> <p>I can begin to understand how mouth shapes can affect voice sounds.</p> <p>I can internalise sounds by singing parts of a song 'in my head'.</p>	<p>I can sing with confidence using a wider vocal range.</p> <p>I can sing in tune.</p> <p>I can sing with awareness of pulse and control of rhythm.</p> <p>I can recognise simple structures (phrases).</p> <p>I can sing expressively with awareness and control of the expressive elements e.g. timbre, tempo, dynamics.</p> <p>I can sing songs and create different vocal effects.</p> <p>I can understand how mouth shapes can affect voice sounds and use these in my singing.</p>	<p>I can sing songs with increasing control of breathing, posture and sound projection.</p> <p>I can sing songs in tune and with an awareness of other parts.</p> <p>I can identify phrases through breathing in appropriate places.</p> <p>I can sing with expression and rehearse with others.</p> <p>I can sing a round in two parts and identify the melodic phrases and how they fit together.</p> <p>I can sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice.</p>	<p>I can sing songs with accurate control of breathing, posture and sound projection.</p> <p>I can sing songs in tune and with an awareness of other parts.</p> <p>I can identify phrases through breathing in appropriate places.</p> <p>I can sing with expression through a whole song and rehearse with others.</p> <p>I can sing a round in two parts and identify the melodic phrases and how they fit together.</p> <p>I can sing confidently as a whole key stage, year group, class, in small groups and alone, and begin to have an awareness of improvisation with the voice.</p>

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<p>Listening, memory and movement</p>	<p>I can recall and remember short songs and sequences and patterns of sounds.</p> <p>I can respond physically when performing, composing and appraising music.</p> <p>I can begin to identify different sound sources in recorded and live music.</p>	<p>I can recall and remember short songs, sequences and patterns of sounds.</p> <p>I can respond physically when performing, composing and appraising music.</p> <p>I can identify different sound sources in recorded and live music.</p> <p>I can identify well-defined musical features.</p>	<p>I can identify melodic phrases and play them by ear.</p> <p>I can create sequences of movements in response to sounds.</p> <p>I can explore and chose different movements to describe animals.</p> <p>I can demonstrate the ability to recognise the use of structure and expressive elements through dance.</p> <p>I can begin to appreciate and understand high-quality live and recorded music from musicians.</p>	<p>I can identify melodic phrases and play them by ear.</p> <p>I can create sequences of movements in response to sounds.</p> <p>I can demonstrate the ability to recognise the use of structure and expressive elements through dance.</p> <p>I can identify phrases that could be used as an introduction, interlude and ending.</p> <p>I can appreciate and understand a range of live and recorded music from different traditions and musicians.</p> <p>I can begin to understand the history of music.</p>	<p>I can internalise short melodies and play these on pitched percussion (play by ear).</p> <p>I can create dances that reflect musical features. I can begin to identify different moods and textures.</p> <p>I can identify how a mood is created by music and lyrics.</p> <p>I can listen to longer pieces of music and identify features.</p> <p>I can appreciate and understand a wide range of live and recorded music from different traditions, great composers and musicians.</p> <p>I can explain and understand the history of music.</p>	<p>I can internalise short melodies and play these on pitched percussion (play by ear).</p> <p>I can create dances individually and part of a group that reflect musical features.</p> <p>I can identify different moods and textures. I can identify how a mood is created by music and lyrics.</p> <p>I can listen to longer pieces of music and identify features.</p> <p>I can appreciate and understand a wide range of live and recorded music from different traditions, great composers and musicians.</p> <p>I can understand and explain how music has changed over time.</p>
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<p>Controlling pulse and rhythm</p>	<p>I can identify the pulse in familiar pieces of music.</p> <p>I can identify the pulse and join in getting faster and slower together.</p> <p>I can perform a rhythm to a given pulse.</p> <p>I can begin to internalise rhythmic patterns.</p> <p>I can accompany a chant or song by clapping the pulse or rhythm.</p>	<p>I can identify the pulse in different pieces of music.</p> <p>I can identify the pulse and join in getting faster and slower together.</p> <p>I can identify long and short sounds in music.</p> <p>I can perform a rhythm to a given pulse.</p> <p>I can begin to internalise and create rhythmic patterns.</p> <p>I can accompany a chant or song by playing the pulse or rhythm.</p>	<p>I can recognise rhythmic patterns.</p> <p>I can perform a repeated pattern to a steady pulse.</p> <p>I can identify and recall rhythmic and melodic patterns.</p> <p>I can identify repeated patterns used in a variety of music (ostinato).</p>	<p>I can recognise rhythmic patterns.</p> <p>I can perform a repeated pattern to a steady pulse.</p> <p>I can identify and recall rhythmic and melodic patterns.</p> <p>I can identify repeated patterns used in a variety of music (ostinato).</p>	<p>I can identify different speeds of pulse (tempo) by clapping and moving.</p> <p>I can improvise rhythm patterns.</p> <p>I can perform a musical piece keeping a steady beat.</p> <p>I can identify the metre of different songs through recognising the pattern of strong and weak beats.</p>	<p>I can identify different speeds of pulse (tempo) by clapping and moving.</p> <p>I can improvise rhythm patterns.</p> <p>I can perform an independent part keeping to a steady beat.</p> <p>I can identify the metre of different songs through recognising the pattern of strong and weak beats.</p> <p>I can subdivide the pulse while keeping to a steady beat.</p>
<p>Exploring sounds, melody and accompaniment</p>	<p>I can begin to explore different sound sources.</p>	<p>I can explore different sound sources.</p>	<p>I can identify some ways sounds are used to accompany a song.</p>	<p>I can identify ways sounds are used to accompany a song.</p>	<p>Skills development for this element are to be found within 'Control of instruments' and 'Composition'.</p>	

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	<p>I can make sounds and start to recognise how they can give a message.</p> <p>I can identify and name classroom instruments.</p> <p>I can create and chose sounds in response to a given stimulus.</p>	<p>I can make sounds and recognise how they can give a message.</p> <p>I can identify and name school instruments.</p> <p>I can create and chose sounds in response to a given stimulus.</p> <p>I can identify how sounds can be changed.</p> <p>I can change sounds to reflect different stimuli.</p>	<p>I can comment on how sounds are used to create different moods.</p> <p>I can explore and perform different types of accompaniment.</p> <p>I can explore and select different melodic patterns.</p> <p>I can recognise and explore different combinations of pitch sounds.</p>	<p>I can analyse and comment on how sounds are used to create different moods.</p> <p>I can explore and perform different types of accompaniment.</p> <p>I can explore and select different melodic patterns.</p> <p>I can recognise and explore different combinations of pitch sounds.</p>		
Control of instruments	<p>I can play untuned instruments in different ways and create sound effects.</p> <p>I can handle and play instruments with control.</p>	<p>I can play tuned and untuned instruments in different ways and create sound effects.</p> <p>I can handle and play instruments with control.</p>	<p>I can identify melodic phrases and play them by ear.</p> <p>I can select instruments to describe visual images.</p>	<p>I can identify melodic phrases and play them by ear.</p> <p>I can select instruments to describe visual images.</p>	<p>I can identify and control different ways percussion instruments make sounds.</p> <p>I can play accompaniments with control.</p>	<p>I can identify and control different ways percussion instruments make sounds.</p> <p>I can play accompaniments with control and accuracy.</p>

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		<i>I can identify different groups of instruments.</i>	<i>I can choose instruments on the basis of internalised sounds.</i>	<i>I can choose instruments on the basis of internalised sounds.</i>	<i>I can create different effects using combinations of pitched sounds.</i> <i>I can use ICT to change and manipulate sounds.</i>	<i>I can create different effects using combinations of pitched sounds.</i> <i>I can use ICT to change and manipulate sounds.</i>
Composition	<i>I can contribute to the creation of a class composition.</i>	<i>I can contribute to the creation of a class and large group composition.</i>	<i>I can create textures by combining sounds in different ways.</i> <i>I can create music that describes contrasting moods/emotions.</i> <i>I can improvise simple tunes.</i> <i>I can compose music in pairs and make improvements to my own work.</i> <i>I can create descriptive music in pairs or small groups.</i>	<i>I can create textures by combining sounds in different ways.</i> <i>I can create music that describes contrasting moods/emotions.</i> <i>I can improvise simple tunes based on the pentatonic scale.</i> <i>I can compose music in pairs and make improvements to my own work.</i> <i>I can create an accompaniment to a known song.</i>	<i>I can identify different starting points for composing music.</i> <i>I can write lyrics to a known song.</i> <i>I can compose a short song to own lyrics based on everyday phrases.</i> <i>I can compose music individually or in pairs using a range of stimuli and develop musical ideas into a completed composition.</i>	<i>I can identify different starting points for composing music.</i> <i>I can explore, select combine and exploit a range of different sounds to compose a soundscape.</i> <i>I can write lyrics to a known song.</i> <i>I can compose a short song to own lyrics based on everyday phrases.</i> <i>I can compose music individually or in pairs using a range of stimuli and develop musical ideas</i>

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				<i>I can create descriptive music in pairs or small groups.</i>		<i>into a completed composition.</i>
Reading and writing notation	<i>I can perform long and short sounds in response to symbols. I can create long and short sounds on instruments. I can play and sing phrases from dot notation. I can record my own ideas. I can make my own symbols as part of a class score.</i>				<i>I can perform using notation as a support. I can sing songs with staff notation as support.</i>	
Evaluating and appraising	<i>I can choose sounds and instruments carefully and make improvements to my own and others' work.</i>		<i>I can recognise how music can reflect different intentions.</i>		<i>I can improve my work through analysis, evaluation and comparison.</i>	