



Badbury Park Primary School - Music Skill Progression

<p>Year 1</p>	<ul style="list-style-type: none"> -Begin to recognise rhythmic patterns found in speech, e.g. saying / chanting names, counting syllables in names etc. -Contribute to performances on a range of given and chosen instruments (including but not limited to, pitched and non-pitched percussion) and vocally. -Listen with increased concentration, responding appropriately to a variety of live and recorded music, making statements and observations about the music and through movement, sound-based and other creative responses. -Follow and lead simple performance directions, demonstrating understanding of these through movement, singing and playing (including, but not limited to, dynamics and tempo, starting and stopping, adhering to 'starts and stops' -i.e. sound and silence). Pupils could suggest and try out their own ideas.
<p>Year 2</p>	<ul style="list-style-type: none"> -Sing in tune within a limited pitch range, and perform with a good sense of pulse and rhythm. -Begin to recognise and musically demonstrate awareness of a link between shape and pitch using graphic notations. -Demonstrate understanding of the differences between pulse and rhythm through physical movement, playing, singing. -Musically demonstrate increased understanding and use of basic musical features as appropriate related to a specific music context (e.g. gradation of sound – getting louder, softer, higher, lower, faster, slower, describe the quality of sounds and how they are made, combined etc. and names of common classroom instruments), supported by verbal explanation, pictures, movements etc. as appropriate. -Enjoy making, playing, changing and combining sounds; experiment with different ways of producing sounds with voice, musical instruments, simple music technology, 'body sounds' (tapping, clicking, marching, stamping etc.).
<p>Year 3</p>	<ul style="list-style-type: none"> -Sing and play confidently and fluently, maintaining an appropriate pulse. -Sing within an appropriate vocal range with clear diction, mostly accurate tuning, control of breathing and appropriate tone -Suggest, follow and lead simple performance directions. -Communicate ideas, thoughts and feelings through simple musical demonstration, language, movement and other art forms, giving simple justifications of reasons for responses -Listen to live and recorded music from widening range of influences, responding appropriately to the context
<p>Year 4</p>	<ul style="list-style-type: none"> -Maintain an independent part in a small group when playing or singing (e.g. rhythm, ostinato, drone, simple part singing etc.) -Use voice, sounds, technology and instruments in creative ways. -Create simple rhythmic patterns, melodies and accompaniments. -Aurally identify, recognise, respond to and use musically (as appropriate) basic symbols (standard and invented), including rhythms from standard Western notation (e.g. crotchets, quavers) and basic changes in pitch within a limited range.
<p>Year 5</p>	<ul style="list-style-type: none"> -Maintain an independent part in a group when singing or playing.

	<ul style="list-style-type: none"> -Use a variety of musical devices, timbres, textures, techniques etc. when creating and making music. -Maintain a strong sense of pulse and recognise when going out of time. -Listen and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context. Share opinions about own and others' music and be willing to justify these.
Year 6	<ul style="list-style-type: none"> -Demonstrate increasing confidence, expression, skill and level of musicality through taking different roles in performance and rehearsal. -Experiment with voice, sounds, technology and instruments in creative ways and to explore new techniques. -As appropriate, follow basic shapes of music (including staff and other notations) through singing and playing short passages of music when working as a musician. -Be perceptive to music and communicate personal thoughts and feelings, through discussion, movement, sound-based and other creative responses such as visual arts.