

Haslington Primary Academy and Nursery
Music Progression of Skills



0-3	3-4	Reception/ELG	Year 1	Year 2
<p>Enjoy singing, music and toys that make sounds.</p> <p>Enjoy songs and rhymes, tuning in and paying attention.</p> <p>Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</p> <p>Say some of the words in songs and rhymes.</p> <p>Sing songs and say rhymes independently, for example, singing whilst playing.</p> <p>Show attention to sounds and music.</p> <p>Respond emotionally and physically to music when it changes.</p> <p>Move and dance to music.</p> <p>Explore their voices and enjoy making sounds.</p> <p>Join in with songs and rhymes, making some sounds.</p> <p>Make rhythmical and repetitive sounds.</p> <p>Explore a range of sound makers and instruments and play them in different ways.</p> <p>Enjoy and take part in action song such as 'Twinkle, Twinkle little star.'</p>	<p>Sing a large repertoire of songs.</p> <p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person.</p> <p>Sing the melodic shape of familiar songs.</p> <p>Create their own songs, or improvise a song around one they already know.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>	<p>Learn rhymes, poems and songs.</p> <p>Listen carefully to songs, paying attention to how they sound.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with other and (when appropriate) try to move in time with the music.</p>	<p>I can use my voice to speak sing and chant.</p> <p>I can use instruments to perform.</p> <p>I can clap short rhythmic patterns.</p> <p>I can make different sounds with my voice and with instruments.</p> <p>I can make a sequence of sounds.</p> <p>I can respond to different moods in music.</p> <p>I can say whether I like or dislike a piece of music.</p> <p>I can choose sounds to represent different things.</p> <p>I can follow instructions about when to play and sing.</p>	<p>I can sing and follow a melody.</p> <p>I can perform simple patterns and accompaniments keeping a steady pulse.</p> <p>I can play simple rhythmic patterns on an instrument.</p> <p>I can sing or clap increasing and decreasing tempo.</p> <p>I can order sounds to create a beginning, middle and an end.</p> <p>I can create music in response to different starting points.</p> <p>I can choose sounds which create an effect.</p> <p>I can use symbols to represent sounds.</p> <p>I can make connections between notations and musical sounds.</p> <p>I can listen out for particular things when listening to music.</p> <p>I can improve my own work.</p>

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Year 3	Year 4	Year 5	Year 6
<p>I can sing a tune with expression.</p> <p>I can play clear notes on instruments.</p> <p>I can use different elements in my composition.</p> <p>I can create repeated patterns with different instruments.</p> <p>I can compose melodies and songs.</p> <p>I can create accompaniments for tunes.</p> <p>I can combine different sounds to create a specific mood or feeling.</p> <p>I can use musical words to describe a piece of music and compositions.</p> <p>I can use musical words to describe what I like and do not like about a piece of music.</p> <p>I can recognise the work of at least one famous composer.</p> <p>I can improve my work; explaining how it has been improved.</p>	<p>I can perform a simple part rhythmically.</p> <p>I can sing songs from memory with accurate pitch.</p> <p>I can improvise using repeated patterns.</p> <p>I can use notation to record and interpret sequences of pitches.</p> <p>I can use notation to record compositions in a small group or on my own.</p> <p>I can explain why silence is often needed in music and explain what effect it has.</p> <p>I can identify the character in a piece of music.</p> <p>I can identify and describe the different purposes of music.</p> <p>I can begin to identify the style of work of Beethoven, Mozart and Elgar.</p>	<p>I can breathe in the correct place when singing.</p> <p>I can maintain my part whilst others are performing their part.</p> <p>I can improvise within a group using melodic and rhythmic phrases.</p> <p>I can change sounds or organise them differently to change the effect.</p> <p>I can compose music which meets specific criteria.</p> <p>I can use notation to record groups of pitches (chords).</p> <p>I can use my music diary to record aspects of the composition process.</p> <p>I can choose the most appropriate tempo for a piece of music.</p> <p>I can describe, compare and evaluate music using musical vocabulary.</p> <p>I can explain why I think music is successful or unsuccessful.</p> <p>I can suggest improvement to my own work and that of others.</p> <p>I can contrast the work of a famous composer and explain my preferences</p>	<p>I can sing in harmony confidently and accurately.</p> <p>I can perform parts from memory.</p> <p>I can take the lead in a performance.</p> <p>I can use a variety of different musical devices in my composition (including melody, rhythms and chords).</p> <p>I can evaluate how the venue, occasion and purpose affects the way a piece of music is created.</p> <p>I can analyse features within different pieces of music.</p> <p>I can compare and contrast the impact that different composers from different times have had on people of that time.</p>