



Music

Progression of skills and knowledge

	Year 3	Year 4	Year 5	Year 6
Listening and Appraisal	<p>I can identify simple songs, including who wrote it and performed it</p> <p>I can identify the style of a song</p>	<p>I can identify some songs and composers</p> <p>I can identify the style of the song, using style indicators</p> <p>I can identify the main sections of the song, using appropriate vocabulary</p>	<p>I can begin to compare two songs, talking about what stands out in each of them</p> <p>I can identify the whole structure of a song, using correct vocabulary</p> <p>I can consider how one piece of music can be interpreted in different ways</p> <p>I can use style indicators to talk about a song's style</p> <p>I can identify cyclic patterns in songs</p>	<p>I can compare two songs from the same style, talking about similarities and differences</p> <p>I can appraise the introductions, interludes and endings of songs</p> <p>I can consider how songs are interpreted in different ways, based on many reasons</p> <p>I can evaluate differences in live and recorded performances</p>
	<p>I can discuss how the song makes me feel</p> <p>I can listen respectfully to other people's thoughts about the music</p> <p>I can begin to notice, and talk about, the dimensions of the music</p>	<p>I can talk about the lyrics of a song</p> <p>I can try to use musical words when talking about a song</p> <p>I can talk confidently about how the musical dimensions work together in the song</p>	<p>I can think about the message of a song</p> <p>I can discuss my own preferences on music</p> <p>I can talk about the historical context of songs</p> <p>I can suggest improvement to my own and others' work</p>	<p>I can appreciate and discuss the historical context of songs</p> <p>I can compare and contrast the impact that different composers from different times have had on the people of the time</p> <p>I can analyse features within different pieces of music</p> <p>I can refine and improve my own work</p>
	<p>I can confidently identify, and move to, the pulse of a song</p>	<p>I know the difference between rhythm and pulse</p> <p>I can keep an internal pulse</p>	<p>I can identify and move to the pulse with ease</p>	<p>I can identify and move to the pulse with ease</p>



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			I can begin to identify time signatures and relate to pulse	I can identify more unusual time signatures in a song
	I can name many instruments I know the difference between tuned and untuned percussion	I can name instruments, and begin to sort them into sections I can begin to identify the sound of each section of the orchestra	I know the four main sections of a modern orchestra I can name more unusual instruments that are not featured in a typical orchestra	I am able to identify many instruments from the four sections of a modern orchestra by their sound I can name more unusual world instruments
Singing and Playing	I can sing in tune, or be aware of singing in tune I can sing in unison and in two parts I know why I must warm up my voice and can suggest ways to do this I have a good singing posture I am aware of the pulse of a song when singing	I can sing as part of an ensemble I can re-join the song if I get lost I can listen to the group when singing I know that a solo singer makes a thinner texture than a larger group I can begin to explore singing acapella	I can sing in a round I can sing 'by ear' and by notation I can use my understanding of meaning to add expression when singing I can maintain my part when others are singing their part	I can sing confidently in a round or rondo I know how the parts of a song work together and can perform each part I can experience rapping and solo singing I can listen to others while I sing I can sing backing vocals and know the difference to solo part
	I can create my own symbols to write music	I can write music down in different ways	I can use the treble stave and know the notes C, D, E, F, G, A, B, C+	I can read standard notation on a treble stave I can begin to learn about the bass clef
	I can play some notes on a recorder I can play some notes on a glockenspiel	I can treat instruments carefully and with respect I can play a melody on an instrument either from memory	I can play a musical instrument with correct technique I can confidently play the glockenspiel	I can play a variety of tuned instruments with confidence I can play a variety of untuned percussion with confidence



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	I can rehearse and perform a part on an instrument	or looking at note names or notation I can play the glockenspiel	I can begin to learn the techniques for the ukulele	
	I know the leader of a group or choir is called a conductor I can follow a leader's musical instructions including dynamics	I can begin to experience musical leadership I can make sure everyone plays at the right time	I can lead small groups and keep correct pitch I can lead groups during a round I can control dynamics as a conductor	I can lead a whole class song I can begin to lead a song during singing assemblies I can make confident decisions as a conductor regarding tempo and dynamics
Improvisation and Composition	I can begin to improvise I can listen to other people's improvisations	I can improvise confidently with the notes given to me I can listen to other people's improvisations and suggest changes I can begin to imitate riffs that I have heard	I can improvise within a group using melodic and rhythmic phrases I can hear and imitate a well-known riff	I can improvise confidently on my own using melodic and rhythmic phrases I can use a riff or lick that I have heard in my own improvisations I can improvise in a musical style that I have heard
	I can confidently make up a simple three-note melody I can choose sounds to create an effect on the listener I can talk about my composition	I can create a melody using up to five notes I can plan and create a section of music that fits in the context of the song I can talk about how I created the section of music	I can create more complex melodies with a group I can explain the structure of a melody	I can create melodies that fit in a given style I can listen to and reflect on the developing composition
	I can make musical decisions about dynamics and tempo	I can make musical decisions about dynamics, pitch and tempo	I can make musical decisions about dynamics, pitch, pulse, rhythm, texture and tempo	I can confidently make musical decisions when composing



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			I can choose the most appropriate tempo for a composition	I can change tempo to make a piece of music more effective
	I can record my compositions in different ways	I can choose the best way to record my compositions	I can begin to use standard notation to record my compositions	I can use standard notation to record my compositions
			I can begin to use technology to compose music	I can use technology to compose music confidently
Performance	<p>I can choose what to perform</p> <p>I can decide on the best place to be performing and whether to sit or stand</p>	<p>I can present a musical performance designed to capture the audience</p> <p>I can begin to use selected pitches to create harmony</p> <p>I can use expression when singing</p>	<p>I can plan a performance</p> <p>I can clearly articulate the words and make meaning clear</p> <p>I can discuss a venue and use it to best effect</p>	<p>I can take a lead in a performance</p> <p>I can provide rhythmic support by finding the pulse</p> <p>I can begin to sing a harmony part</p> <p>I can perform parts from memory or using notation</p>
	I can say how I was feeling, what I was pleased with and what I would change after a performance	I can discuss ways of improving the performance with others	<p>I can adjust the performance for different occasions</p> <p>I can listen to feedback of others and make changes after a performance</p>	<p>I can give, and listen to, feedback after a performance</p> <p>I can notice the musical dimensions of another's performance and comment</p>