

# Music Skills Progression

## *Croscombe C of E & Stoke St Michael Primary Federation*

### Performing

Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Expressive Arts &amp; Design</b></p> <p><b>Being Imaginative &amp; Expressive:</b></p> <ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>• Sing a range of well-known nursery rhymes and songs.</li> <li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with the music.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore making different sounds with the voice and instruments.</li> <li>• Show an understanding of pulse.</li> <li>• Sing and chant songs and rhymes in unison.</li> <li>• Begin to sing in tune using melodies that move mainly by step and include small intervals.</li> <li>• Start and stop at the appropriate time.</li> <li>• Follow a leader when performing as a group.</li> <li>• Recognise visual signs for start, stop, mime actions, sing in your head.</li> <li>• Putting actions to songs.</li> <li>• Playing a pitched note/drone to accompany a song.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform a simple melody using voice and/or instruments.</li> <li>• Perform with a strong sense of pulse.</li> <li>• Start to understand the difference between pulse and rhythm.</li> <li>• Perform, demonstrating use of dynamics, pitch and tempo.</li> <li>• Play simple rhythms.</li> <li>• Sing in tune within a limited pitch range up to an octave.</li> <li>• Develop an awareness of diction when singing.</li> <li>• Sing/chant in unison and with a simple second part.</li> <li>• As part of a group, maintain an ostinato/drone with the voice or on instruments.</li> <li>• Perform and interpret a piece using simple notation.</li> <li>• Follow a conductor and recognise visual signs for start, stop, mime actions, sing in your head.</li> </ul>	<ul style="list-style-type: none"> <li>• Play a simple melody with technical control of the instrument/voice to create a pleasing sound.</li> <li>• Perform, demonstrating changes in dynamics, pitch, tempo and articulation.</li> <li>• Demonstrate the difference between pulse and rhythm.</li> <li>• Clap or tap a pulse whilst speaking/playing/improvising a rhythm/song.</li> <li>• Understand and respond to visual cues for starting and stopping.</li> <li>• Direct others to start and stop using gestures and can follow a conductor.</li> <li>• Maintain a second part in a vocal or instrumental piece (e.g. partner songs and rounds).</li> <li>• Sing rhythmically and expressively using a limited range of notes of approximately an octave with increased control.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate awareness of the need for good posture and diction whilst singing in order to maintain a pleasing sound.</li> <li>• Sing and play with an awareness of how the interrelated dimensions of music affect the performance and its impact on the audience.</li> <li>• Perform using a range of rhythmic/melodic notation and/or from graphic notation including crotchet, quaver, minim, semibreve, semiquaver.</li> <li>• Understand and respond to visual cues for starting and stopping, sustaining sounds, ending words with clear consonant sounds and/or fading away.</li> <li>• Direct others to start and stop using gestures and can follow a conductor.</li> <li>• Maintain a third part in a vocal or instrumental piece showing an understanding of texture (e.g. partner songs, rounds and simple part harmony).</li> <li>• Continue to sing rhythmically and expressively using a range of approximately an octave with increased control.</li> </ul>	<p>Demonstrate awareness of the need for good posture, breathing and diction whilst singing in order to maintain a pleasing sound.</p> <ul style="list-style-type: none"> <li>• Sing and play with an understanding of how the interrelated dimensions of music affect the performance and its impact on the audience.</li> <li>• Perform using a range of rhythmic and melodic notation combining the inter-related dimensions of music.</li> <li>• Understand and respond to visual cues for starting and stopping, and/or fading away, tempi, dynamics and articulation.</li> <li>• Maintain a third part in a vocal or instrumental piece showing an understanding of texture.</li> <li>• Direct others to start and stop using gestures or counting in, setting tempi and dynamics.</li> <li>• Perform a solo part within a group.</li> </ul>	<ul style="list-style-type: none"> <li>• When singing, show greater mastery and control of tone, diction, posture and breathing consistently.</li> <li>• Use the interrelated dimensions of music when singing and playing in a variety of styles.</li> <li>• Maintain a third part in a vocal or instrumental piece with an understanding of harmony and texture.</li> <li>• Perform using a range of rhythmic and melodic notation to play a variety of ostinato and simple pieces or songs, including expression and articulations.</li> <li>• Understand and respond to visual cues for starting and stopping, sustaining sounds, ending words with clear consonant sounds and/or fading away, tempi, dynamics and articulation with greater accuracy.</li> <li>• Direct others to start and stop using gestures or counting in, setting tempi and dynamics, articulation and show how to change these within a piece.</li> </ul>