



Shirley Schools Music Skills Progression



A Shirley Schools' Musician will develop a life-long love of music through an engaging and inspiring curriculum. Our children develop an appreciation of music from a wide range of times, places and cultures as they move up through the school. They have an understanding of the elements that all music is based on; rhythm, pitch, dynamics, texture, structure, timbre and tempo and these skills and understanding are built systematically to ensure progression. Children's imagination, creativity and self-confidence are developed through participation in a wide range of musical activities including singing, listening and responding, composing and improvisation. There are many opportunities for children to use a range of tuned and untuned percussion instruments within the music curriculum and children also have whole-class instrumental lessons in Year 2 and Year 4. Singing is a central part of school life through weekly singing assemblies, school choirs and rehearsals for special events. Shirley Schools recognizes how music helps to foster the essential life skills of co-operation, mutual support, self-discipline and commitment and that it is vital for children to be able to express their thoughts and feelings.

Skills	R	1	2	3	4	5	6
Singing	<p>I can sing or chant small parts of songs or phrases as part of the whole school/class / group or solo with enjoyment.</p> <p>I can begin to develop a sense of melodic shape and rhythm in my singing.</p> <p>I can begin to change my singing voice to demonstrate changes in dimensions such as loud/quiet, fast/slow.</p>	<p>I enjoy singing chants and rhymes showing a sense of rhythm.</p> <p>I can follow the melodic shape of phrases and songs with some control.</p> <p>I can control long & short sounds</p> <p>I can control the tempo of my singing.</p> <p>I can follow simple instructions about how and when to sing. e.g. getting louder, slowing down.</p>	<p>I can take part in singing songs following the melody well and showing an understanding of simple structures such as 'verse /chorus/verse' and 'call and response'.</p> <p>I can show the shape of a melody with my hand as I sing and follow this showing a developing vocal control.</p>	<p>I can sing with accurate pitch and using expression</p>	<p>I understand the importance of pronouncing the words well in a song</p> <ul style="list-style-type: none"> I can maintain my own part in rounds and part songs 	<ul style="list-style-type: none"> I can perform songs with an awareness of the meaning of the words I hold my part in a round 	<p>I can sing with confidence, expression and in tune</p> <ul style="list-style-type: none"> I can sing harmony parts confidently and accurately I can maintain my own part with an awareness of what others are singing
Singing Vocabulary	A range of timbres of voice; speaking, singing, whispering, quiet, loud, low growly, high squeaky.	Different vocab timbres, slide, jump, match my voice, echo, call and response, pitch, verse, chorus		Verse, chorus, bridge, intro, outro, ostinato, pitch, round, diction, harmony, phrase			
Playing	<p>I can follow a conductor when playing instruments with increasing control.</p> <p>I can follow simple pictures or pictorial symbols when playing instruments</p>	<p>I can play tuned and un-tuned instruments with control following a conductor's signals or written pictorial notation</p> <p>I can control long and short sounds using instruments.</p>	<p>I can begin to use some traditional note values (quavers, crotchets, one beat rest) to play rhythms</p> <p>I can demonstrate an understanding of the 'Inter-Related Dimensions' of music when playing tuned or</p>	<ul style="list-style-type: none"> I can perform with others, taking instructions from the leader I can vary dynamics when working alone or with others 	<ul style="list-style-type: none"> I can read and play rhythms and melodies accurately from standard western notation I can play notes on instruments with care and the correct technique so that they 	<p>I can perform confidently as part of a group using a range of different instruments</p>	<p>I can perform alone or in a group with clear musical qualities</p> <p>I can maintain my own part with an awareness of what others are playing</p>

	<p>I can begin to play instruments in time to a steady beat.</p> <p>I enjoy playing a range of tuned and untuned instruments, recognising that they make different sounds and that they can be played in different ways e.g. tapping, scrapping or shaking.</p> <p>I can recognise the different sounds that instruments make when they are out of sight</p>	<p>I can tap rhythms to accompany words, eg tapping the syllables of names/topic words</p> <p>I can follow the simplified musical notation of 'black blobs' to follow simple recorded rhythmic patterns.</p> <p>I can play instruments in time to a steady beat</p>	<p>untuned instruments alone and as part of a group</p> <p>I can use success criteria to listen to and appraise the music of others and myself.</p>	<p>• I can read basic notations and play rhythms confidently</p>	<p>sound clear</p>		
Playing Vocabulary	<p>Loud, quiet, getting louder, getting quieter, fast, slow, fast and quiet, fast and loud, quiet and slow, quiet and loud, long, short, start, stop, high and squeaky, low and growly</p>	<p>Loud, quiet, getting louder, getting quieter, fast, slow, getting faster, getting slower, long, short, high, low, middle (related to pitch) beat, rhythm, rhythm words ('ta' 'tete' two'), symbol, rhythm notation: crotchets, quavers, rest, stave</p>		<p>Dynamics (forte/piano), tempo, pitch, duration, timbre, melody, beat and rhythm terminology related to key project words (e.g. Pharaoh), crotchet, quaver, minim, rest, treble clef, chords, score</p>			
Composing	<p>I can follow a teacher's lead to create music based on a theme using a range of untuned instruments</p> <p>I can explore different ways to make sounds e.g. loudly, quietly, smoothly, jerkily.</p>	<p>I can choose instrumental sounds or sound makers to represent different things</p> <p>I can use instruments to represent a narrative or character and to convey a certain mood demonstrating an understanding of the Inter-Related Dimensions of Music</p>	<p>I can demonstrate an understanding of simple musical structures such as ABA through my musical compositions</p> <p>I can perform simple musical patterns and soundscapes and record it using graphic scores and other simple notations.</p> <p>I can invent my own symbols to represent sounds and to arrange them to convey a simple narrative.</p>	<p>• I can create layers of sounds using short musical patterns, rhythms and melodies</p>	<p>I recognise how musical elements can be used together to create music</p>	<p>I can create music which reflects given intentions</p> <p>I can create music with an awareness of structure</p> <p>I can use notation to record and create my music</p>	<p>I use a variety of different musical devices including melody, rhythm and chords in my compositions</p> <p>I can use clear structures in my work</p> <p>I know and use notations to record my work</p> <p>I use my musical vocabulary to understand how best to combine musical elements</p>
Composing Vocabulary	<p>Loud, quiet, getting louder, getting quieter, fast, slow, fast and quiet, fast and loud, quiet and slow, quiet and loud, long, short, start, stop, high and squeaky, low and growly</p>	<p>Loud, quiet, getting louder, getting quieter, fast, slow, getting faster, getting slower, long, short, high, low, middle (related to pitch) patterns, symbol, rhythm, high, low, middle, simple structures eg: ABA</p>		<p>Dynamics (forte/piano), tempo, pitch, duration, timbre, melody, beat and rhythm terminology related to key project words (e.g. Pharaoh), crotchet, quaver, minim, rest, treble clef, chords, score, ostinato, layer, leitmotif, structure (ternary, rondo), jazz</p>			

Improvising	I can make sounds imaginatively to represent ideas	I can make sounds imaginatively to represent ideas demonstrating an understanding of the Inter-Related Dimensions of Music	I can experiment with, create, select and combine sounds to fit a certain mood, character idea or event		<ul style="list-style-type: none"> • I can develop my improvisation using more difficult rhythms • I can improvise with clear melodic ideas 	I can improvise with a clear sense of structure	I can improvise with an awareness of different styles and genres
Improvising Vocabulary	Loud, quiet, getting louder, getting quieter, fast, slow, fast and quiet, fast and loud, quiet and slow, quiet and loud, long, short, start, stop, high and squeaky, low and growly	Loud, quiet, getting louder, getting quieter, fast, slow, getting faster, getting slower, long, short, high, low, middle (related to pitch) patterns, symbol, rhythm, high, low, middle, simple structures eg: ABA	Melody, pitch, timbre, rhythm, dynamics, chords				
Listening and responding	<p>I can show enjoyment and preferences when listening to a range of live and recorded music.</p> <p>I can combine moving, singing and playing instruments, eg marching, tapping a drum whilst singing.</p> <p>I can begin to move in time to the pulse of the music.</p> <p>I can physically respond to changes in the music, e.g jumps in response to loud/sudden changes in the music.</p> <p>I can begin to copy simple, repeating clapping patterns sometimes keeping in time to a steady beat.</p> <p>I can copy simple repeating body movements to correspond to patterns within recorded or live music.</p>	<p>I can show enjoyment and explain my preferences when listening to a range of live and recorded music</p> <p>I can keep in time to a steady beat through a range of copied actions such as clapping, tapping and marching.</p> <p>I can physically respond to changes in the music and explain how it has changed</p> <p>I can listen carefully and respond to repeated parts of the music that a teacher has identified showing their recognition of such features.</p> <p>I can explain how a piece of music makes them feel e.g. sad, excited.</p> <p>I can respond to live or recorded music through drawing or painting and be able to explain my responses</p>	<p>I can use success criteria to listen to and appraise the music of others and themselves</p> <p>I can listen attentively to a range of live and recorded music and begin to use simple music vocabulary of the 'Inter-Related Dimensions' to justify their preferences.</p> <p>I can keep in time to a steady beat through a range of actions and to be able to create their own repeating patterns using body percussion and movement.</p> <p>I can use music vocabulary to explain features and changes in live and recorded music that a teacher has identified</p> <p>I can respond to live or recorded music through drawing or painting and be able to explain my responses using music vocabulary</p>	<ul style="list-style-type: none"> • I can recognise different layers in the Music • I understand how sounds can be made and changed to suit a situation • I know that music can be played or listened to for a variety of purposes (including throughout history and in different cultures) 	<ul style="list-style-type: none"> • I can describe music using musical vocabulary 	I can describe my music using musical words and I use this to identify strengths and weaknesses in my own and others' music	<ul style="list-style-type: none"> • I understand the different cultural meanings and purposes of music. • I know that music can be played or listened to for a variety of purposes, including throughout history and in different cultures

Listening and Responding Vocabulary	Loud, quiet, getting louder, getting quieter, fast, slow, fast and quiet, fast and loud, quiet and slow, quiet and loud, long, short, start, stop, high and squeaky, low and growly	Loud, quiet, getting louder, getting quieter, fast, slow, getting faster, getting slower, high, low, getting higher, getting lower, names of well known instruments, relating what they hear to pictures, characters, moods, emotions	Tempo, dynamics, structure, pitch, orchestral families and names of instruments, Italian terms (e.g. forte, piano, lento)				