



Jerry Clay Academy

Music Skills Progression Document – EYFS-KS1-KS2

Music Skills Progression Technique	EYFS	KS1	Y3/Y4	Y5/Y6
<p>Play and perform</p>	<p>Exploring and using media: I can sing songs, make music and dance, and experiment with ways of changing them.</p> <ul style="list-style-type: none"> • I can move rhythmically • I can imitate movement in response to music • I can tap out simple repeated patterns • I can learn and explore how sounds can be changed • I can explore the different sounds of instruments 	<ul style="list-style-type: none"> • I can find and keep the pulse, on my own or with a group to a piece of music. • I know that the pulse is a musical heartbeat that never stops. • I can clap a simple rhythm over the pulse. • I can play music using tuned and untuned instruments (e.g. classroom percussion, recorders). • I can start to learn the correct technique for playing the instrument (e.g. bouncy beaters for tuned percussion) • I can play different parts by ear or from memory. • I can perform my music to other people. • I can talk about what went well in a performance and what we could do better next time 	<ul style="list-style-type: none"> • I can find and internalise the pulse with body percussion. • I can work together in an ensemble to produce a higher quality outcome. • I can follow a leader or conductor confidently to join in or stop appropriately I treat instruments with respect and use the correct techniques to play them • I can play by ear and learn different parts. • I can fit my part within an ensemble. • I can perform confidently to an audience • In an ensemble, we can listen to each other, follow the leader or conductor and take on different responsibilities. • I can practise, rehearse and present performances with awareness of an audience. • I can communicate ideas, thoughts and feelings through musical performances 	<ul style="list-style-type: none"> • I can confidently find the pulse of any piece of music internally or externally with body percussion. • I can keep a strong sense of pulse and recognise when others are going out of time. • I can confidently identify rhythmic patterns found in speech and clap them to demonstrate. • I am confident clapping and improvising quite difficult rhythmic patterns. • I understand the workings of an ensemble (how everything fits together.) I have had the chance to be the leader of my group. I can stop and start the group on my own and help them to keep the pulse. I can suggest, lead and follow simple performance directions. • I can maintain an independent part in a small group.

			<ul style="list-style-type: none"> I can discuss performances offering respectful feedback. 	<ul style="list-style-type: none"> I can play melodies and accompaniments on tuned and untuned instruments. I enjoy playing my instrument to perform and compose. I look after my instrument and treat it with respect. I am happy playing different parts by ear and sometimes with notation. I can work together with an ensemble to ensure musical quality (e.g. clear starts, ends of pieces / phrases / technical accuracy) I can practise, rehearse, and present performances with more awareness of an audience and their needs. I can communicate ideas thoughts and feelings through musical demonstration, language and movement, and other art forms giving simple justifications of reasons for responses. I can discuss a performance offering constructive comments about own and others' work and ways to improve. I can accept feedback and suggestions from others.
Use the voice	<ul style="list-style-type: none"> I can sing a few familiar songs 	<ul style="list-style-type: none"> I can sing with a group, working together as an 	<ul style="list-style-type: none"> I understand the importance of warming up my voice, having good 	<ul style="list-style-type: none"> I understand the importance of warming up my voice to keep it safe.

	<ul style="list-style-type: none"> I am beginning to build up a repertoire of songs and dances 	<p>ensemble to produce a better performance.</p> <ul style="list-style-type: none"> I can sing songs and melodies thinking about what the words mean and how the song makes me feel. I can sing in tune within a limited range and with a good sense of the pulse and rhythm. 	<p>posture and breathing to project my voice.</p> <ul style="list-style-type: none"> I can sing a songs and melodies and start to think about how the melody and words should be interpreted. (e.g. how loud or soft / what the tempo should be / what the mood of the song is.) I can sing in tune within a limited range of notes and with a greater sense of pulse and rhythm. 	<ul style="list-style-type: none"> I can sing in an ensemble with the aim of producing a round sound, clear diction (pronouncing words clearly), singing in time and an understanding of how the whole song fits together. I understand that when I sing, I need to know what the song is about and how the melody and words fit together. Then we can perform musically. I can sing within an appropriate vocal range with clear diction, mostly accurate tuning, control of breathing and appropriate tone.
<p>Compose and improvise</p>	<p>Being imaginative: I can represent my own ideas, thoughts and feelings through music.</p> <ul style="list-style-type: none"> I can use movement to express feelings I can create movement in response to music I can sing to myself and make up simple songs I can make up rhythms 	<ul style="list-style-type: none"> I can make up my own simple rhythm. I can follow a leader to start and stop when they tell me to. I enjoy creating and exploring musical sounds with my instrument I can make up my own simple rhythms and melodies. I feel confident using one, two or three notes when I improvise. I can make up rhythms and melodies and fit them with a group. 	<ul style="list-style-type: none"> I can explore and create music using tuned and untuned instruments to play, improvise and compose. I can improvise using my voice and instruments within a song. I can start to use voice, sounds, instruments and technology in creative ways. I can make up simple rhythmic patterns then add a melody to it. I can begin to make up more complex melodies on my own or with a group. 	<ul style="list-style-type: none"> I can create my own rhythms and short improvised melodies with my voice and instrument. I continue to create my own rhythms and melodies and develop more complex rhythms and melodies using more notes (3 to 5) (e.g. pentatonic scales DEGAB / FGACD) I can choose, combine and organise musical ideas within musical structures (e.g within the context of the song that it being learnt)

			<ul style="list-style-type: none"> I can record the composition in any way that is appropriate – using graphic/pictorial notation, using ICT or video or with staff notation. I can use the interrelated dimensions of music musically when creating my music (e.g. getting louder/softer (dynamics), high/low sounds (pitch), fast/slow (tempo), quality of sounds and how they are made (timbre) 	<ul style="list-style-type: none"> I can use voice, sounds, technology and instruments in creative ways. I can record and notate the composition in any way appropriate. (e.g. Video, ICT, graphic / pictorial / formal notation) I can continue to use the interrelated dimensions of music musically when creating my music (e.g. getting louder/softer (dynamics), high/low sounds (pitch), fast/slow (tempo), quality of sounds and how they are made (timbre)
Use and understand notations (KS2)		<ul style="list-style-type: none"> I can start to make the link between sounds I play and shapes or graphic notation 	<ul style="list-style-type: none"> I use and understand notation including staff notation and graphic notation. 	<ul style="list-style-type: none"> I recognise that music has a language called notation. I can read and understand some notes. (It is not compulsory for everyone to read formal notation)
Listen and appraise	<ul style="list-style-type: none"> I can imitate movement in response to music 	<ul style="list-style-type: none"> I enjoy listening to lots of different musical styles I can find the pulse using body movement when listening to a piece of music Sometimes I can recognise different musical styles. Sometimes I can recognise which instruments are playing. I can talk about music using basic musical language (interrelated dimensions 	<ul style="list-style-type: none"> I can find the pulse through movement when listening to a piece of music I can use correct musical words to describe music and my feelings towards it I enjoy listening to a variety of music from around the world and form different times and traditions. I can sometimes identify the style of music 	<ul style="list-style-type: none"> I can find the pulse easily on my own when listening. I understand that every piece of music has a pulse (musical heartbeat) but they are all different. I can use correct musical words to describe music I listen to and my feelings towards it. I enjoy listening to a variety of music from around the

		<p>e.g. loud/soft dynamics , fast tempo etc.)</p>	<ul style="list-style-type: none"> • I am starting to recognise different style indicators, instruments and their sounds. • I can listen with respect to other people’s ideas and feelings about music. • I can understand how pulse, rhythm, pitch and also tempo, dynamics, timbre, texture and structure fit into the music we listen to.. 	<p>world and form different times and traditions.</p> <ul style="list-style-type: none"> • I can explore how a piece of music fit in its historical context. (e.g. Swing band music during WW2) • I can confidently recognise style indicators and different instruments and their sounds. <i>(E.g. this music has a distorted electric guitar sound and drum kit. There is a guitar solo. It is loud and there is a solo singer. Therefore I know it is rock music.)</i> • I can join in group discussions about music, commenting, discussing respectfully and sharing ideas.
<p>Key resources Music curriculum</p>	<p>Charanga Scheme of Work for own year group. www.wakefieldmusicservicesonline.co.uk. See CE for login. www.singup.org.uk – Song bank. Progressive singing scheme saved on Staff shared. See CE for login.</p> <p>EYFS – Musical Feet. (Book + CD)</p> <p>Music in Action KS1 Music in Action KS2 Boomwackers in action Junk Jackers (interactive)</p> <p>See CE for cross curricular links.</p>			