

# Sutton Park Primary School



## Music Knowledge and Skills Progression

CREATIVITY - PERFORMANCE					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I can play and sing pieces of music, starting and finishing at the correct time.	I can play tuned, and untuned percussion instruments and use voice with awareness of others.	I can play or sing a part with increased control, fluency, expression and accuracy on tuned and untuned instruments.	I can play or sing music from notation and memory, with increasing accuracy, fluency, control and expression.	I can maintain my part in a performance with confidence, accuracy, fluency, control and expression, and with an awareness of what others are playing or singing.	I can take the lead in instrumental or singing performances and provide suggestions to others.
SINGING					
I can sing traditional songs, nursery rhymes and chants clearly.	I can sing simple songs and chants with a sense of melody and shape.	I can use my voice in different ways, including using loud or soft voice, and identify simple repeated patterns.	I can sing songs accurately, both solo and as part of an ensemble.	I can maintain a part within an ensemble when singing in a round or in harmony.	I can use gesture and expression to create a finished, polished performance.
PULSE AND RHYTHM					
I can copy a simple rhythm or pulse by clapping or using percussion.	I can play a range of rhythm and pulses and identify the differences between them.	I can identify a pulse in a piece of music, realising that two, three, four or more beats to a bar can be counted.	I can play and create repeated rhythmic patterns.	I can play and create extended rhythmic patterns, including rests.	I can play and create pieces of music with a clear understanding of pulse and rhythm.
COMPOSITION					
I can create, select and combine sound effects or rhythms using a variety of instruments, objects and the voice.	I can create, select and combine layers of sound and vocalisations with awareness of the effect.	I can improvise and compose sequences of sounds and vocals and record them using notes or pictures.	I can improvise and compose a sequence of sounds and vocals for different instruments and record them using standard or invented notation.	I can create a composition that combines layers of sound and vocalisations and shows awareness of pitch, tempo, rhythm, melody and dynamics.	I can compose and perform a group score using a wide variety of timbres, textures, rhythms and motifs.
NOTATION					
I can understand that music can be written down and read.	I can recognise and respond to simple notation.	I can recognise and respond to standard and invented musical notation and symbols.	I can play or sing simple melodies from standard and invented musical notation and symbols.	I can use standard notation to perform and write music.	I can use features of standard notation when composing.
INVESTIGATION - LISTENING					
I can listen to sounds or a piece of music, identifying basic features.	I can describe how an instrument has been used to represent a sound, animal or object.	I can recognise and describe sounds and changes in a piece of music using musical vocabulary.	I can describe how different instruments are used throughout a piece of music to add interest and meaning.	I can explain how pitch, tempo, rhythm, melody, dynamics and major and minor tonality have been used to create particular feelings in the listener.	I can listen to and comment on a wide range of genres and musical styles using a broad musical vocabulary.

**MUSIC APPRECIATION**

I can listen and respond to a range of high-quality live and recorded music and songs.	I can listen and respond with movement, words and pictures to a range of high-quality live and recorded music that tell a story.	I can listen and respond to pieces of music written around the same theme.	I can compare and evaluate different genres of music using appropriate musical vocabulary.	I can use descriptive words and relevant musical vocabulary when talking about the elements of live or recorded music within a piece.	I can identify and explain patterns and motifs in live and recorded music that provide feelings in the listener.
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**SIGNIFICANCE – SIGNIFICANT PEOPLE**

I can describe, in simple terms, the lives of composers studied.	I can describe the lives and music of composers studied.	I can describe the lives and music of romantic composers.	I can describe the lives and music of famous 20 <sup>th</sup> -century composers.	I can describe the lives and music of famous Renaissance and Baroque composers.	I can describe the lives and music of famous classical composers.
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