



Shortlanesend School

Music Knowledge and Skills Progression

Performing					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I can use my voice to speak/sing/chant.</p> <p>I can join in with singing.</p> <p>I can use instruments to perform.</p> <p>I can look at my audience when I am performing.</p> <p>I can clap short rhythmic patterns.</p> <p>I can copy sounds.</p> <p>SLE Super Challenge I can make loud and quiet sounds.</p> <p>I know that the chorus keeps being repeated.</p>	<p>I can sing and follow the melody (tune).</p> <p>I can sing accurately at a given pitch.</p> <p>I can perform simple patterns and accompaniments keeping a steady pulse.</p> <p>I can perform with others. I can play simple rhythmic patterns on an instrument.</p> <p>I can sing/clap a pulse increasing or decreasing in tempo.</p> <p>SLE Super Challenge I can sing/play rhythmic patterns in contrasting tempo; keeping to the pulse.</p>	<p>I can sing in tune with expression.</p> <p>I can control my voice when singing.</p> <p>I can play clear notes on instruments.</p> <p>SLE Super Challenge I can work with a partner to create a piece of music using more than one instrument.</p>	<p>I can sing songs from memory with accurate pitch.</p> <p>I can perform a simple part rhythmically.</p> <p>I can improvise using repeated patterns.</p> <p>SLE Super Challenge I can use selected pitches simultaneously to produce simple harmony.</p>	<p>I can breathe in the correct place when singing.</p> <p>I can sing and use my understanding of meaning to add expression.</p> <p>I can maintain my part whilst others are performing my part.</p> <p>I can perform 'by ear' and from simple notations.</p> <p>I can improvise within a group using melodic and rhythmic phrases.</p> <p>I can recognise and use basic structural forms e.g. rounds, variations, rondo form.</p> <p>SLE Super Challenge I can use pitches simultaneously to produce harmony by building up simple chords.</p> <p>I can devise and play a repeated sequence of pitches on a tuned instrument to accompany a song.</p>	<p>I can sing a harmony part confidently and accurately.</p> <p>I can perform parts from memory.</p> <p>I can perform using notations. I can take the lead in a performance.</p> <p>I can take on a solo part.</p> <p>I can provide rhythmic support.</p> <p>SLE Super Challenge I can perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the parts will fit together.</p>



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Composing (inc Notation)					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I can make different sounds with my voice.</p> <p>I can make different sounds with instruments.</p> <p>I can identify changes in sounds.</p> <p>I can change the sound.</p> <p>I can repeat (short rhythmic and melodic) patterns.</p> <p>I can make a sequence of sounds.</p> <p>SLE Super Challenge I can tell the difference between long and short sounds.</p> <p>I can tell the difference between high and low sounds.</p> <p>I can give a reason for choosing an instrument.</p>	<p>I can create sounds to create a beginning, middle and end.</p> <p>I can create music in response to a different starting point.</p> <p>I can choose sounds which create an effect.</p> <p>I can use symbols to represent sounds.</p> <p>I can make connections between notations and musical sounds.</p> <p>SLE Super Challenge I can use simple structures in a piece of music.</p> <p>I can know that phrases are where we breathe in a song.</p>	<p>I can use different elements in my composition.</p> <p>I can create repeated patterns with different instruments.</p> <p>I can compose melodies and songs.</p> <p>I can create accompaniments for tunes.</p> <p>I can combine different sounds to create a specific mood or feeling.</p> <p>SLE Super Challenge I can understand metre in 3 and 4 beats.</p> <p>I can understand how the use of tempo can provide contrast within a piece of music.</p>	<p>I can use notations to record and interpret sequences of pitches.</p> <p>I can use standard notation. I can use notations to record compositions in a small group or on my own.</p> <p>I can use my notation in a performance.</p> <p>SLE Super Challenge I can explore and use sets of pitches, e.g. 4 or 5 note scales.</p> <p>I can show how I can use dynamics to provide contrast.</p>	<p>I can change sounds or organise them differently to change the effect.</p> <p>I can compose music which meets specific criteria.</p> <p>I can use my notations to record groups of pitches (chords).</p> <p>I can use personal ways to record aspects of the composition process.</p> <p>I can choose the most appropriate tempo for a piece of music.</p> <p>SLE Super Challenge I can understand the relation between pulse and syncopated patterns.</p> <p>I can identify (and use) how patterns of repetitions, contrasts and variations can be organised to give structure to a melody, rhythm, dynamic and timbre.</p>	<p>I can use a variety of different musical devices in my composition. (incl melody, rhythms and chords)</p> <p>I can recognise that different forms of notation serve different purposes.</p> <p>I can use different forms of notation. I can combine groups of beats.</p> <p>SLE Super Challenge I can show how a small change of tempo can make a piece of music more effective.</p> <p>I can use the full range of chromatic pitches to build up chords, melodic lines and bass lines.</p>



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Appraising					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><i>I can show sounds by using pictures.</i></p> <p><i>I can respond to different moods in music.</i></p> <p><i>I can say how a piece of music makes me feel.</i></p> <p><i>I can say whether I like or dislike a piece of music.</i></p> <p><i>I can choose sounds to represent different things.</i></p> <p><i>I can recognise repeated patterns.</i></p> <p><i>I can follow instructions about when to play or sing.</i></p> <p>SLE Super Challenge <i>I can tell the difference between a fast and slow tempo.</i></p> <p><i>I can tell the difference between loud and quiet sounds.</i></p> <p><i>I can identify two types of sound happening at the same time.</i></p>	<p><i>I can improve my own work.</i></p> <p><i>I can listen out for particular things when listening to music.</i></p> <p><i>I can compare music.</i></p> <p>SLE Super Challenge <i>I can recognise sounds that move by steps and by leaps.</i></p>	<p><i>I can improve my work; explaining how it has improved.</i></p> <p><i>I can use musical words (the elements of music) to describe a piece of music and compositions.</i></p> <p><i>I can use musical words to describe what I like and dislike.</i></p> <p><i>I can recognise the work of at least one famous composer.</i></p> <p>SLE Super Challenge <i>I can tell whether a change is gradual or sudden.</i></p> <p><i>I can identify repetition, contrasts and variations.</i></p>	<p>I can explain the place of silence and say what effect it has.</p> <p>I can start to identify the character of a piece of music.</p> <p>I can describe and identify the different purposes of music.</p> <p>I can identify music from different time periods.</p> <p>SLE Super Challenge I can identify how a change in timbre can change the effect of a piece of music.</p>	<p><i>I can describe, compare and evaluate music using musical vocabulary.</i></p> <p><i>I can explain why I think my music is successful or unsuccessful.</i></p> <p><i>I can suggest improvements to my own or others' work. I can choose the most appropriate tempo for a piece of music.</i></p> <p><i>I can contrast the work of famous composer and show preferences.</i></p> <p>SLE Super Challenge <i>I can explain how tempo changes the character of music.</i></p> <p><i>I can identify where a gradual change in dynamics has helped to shape a phrase of music.</i></p>	<p><i>I can refine and improve my work.</i></p> <p><i>I can evaluate how the venue, occasion and purpose affects the way a piece of music created.</i></p> <p><i>I can analyse features within different pieces of music.</i></p> <p><i>I can compare and contrast the impact that different composers from different times will have had on the people of the time.</i></p> <p>SLE Super Challenge <i>I can appraise the introductions, interludes and endings for songs and compositions I have created.</i></p>