

Little Bowden Music Skills Progression

		Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
		Unit 1 - Pulse	Unit 2 - Voice	Unit 3 - Rhythm	Unit 4 - Pitch	Unit 5 – Technology, Structure and form	Unit 6 – 20 th Century music
	EYFS	<p>I can keep a steady pulse with some accuracy</p> <p>I can imitate movements in response to music.</p> <p>I can explore, respond and identify long and short sounds.</p>	<p>I can sing songs, which contain a small range of notes</p> <p>I can take turns when singing and be a good listener.</p> <p>I can perform actions to accompany songs.</p>	<p>I can keep a steady pulse with some accuracy</p> <p>I can explore rhythm through play</p> <p>I can create rhythms and suggest symbols to represent rhythms</p> <p>I can recognise and control changes in tempo</p> <p>I can listen to ideas from others, taking turns</p>	<p>I can recognise and broadly control changes in timbre, tempo, pitch and dynamics when playing instruments and vocally</p> <p>I can sing broadly in tune with a limited pitch range</p> <p>I can create music, and suggest symbols to represent sounds</p> <p>I can comment on and respond to recordings of own voice, other classroom sounds and musical instruments</p>	<p>I can create music, and suggest symbols to represent sounds</p> <p>To explore and change sounds and music through play and technology.</p> <p>To comment and respond to recordings of own voice, other classroom sounds.</p> <p>To begin to demonstrate an understanding of musical structure</p>	<p>To comment and respond to recorded music from different traditions, genres, styles and times.</p>
	Y1	<p>Keep a steady pulse with some accuracy (eg clapping, marching, tapping and playing instruments)</p> <p>Follow simple musical directions for faster, slower, stopping and starting.</p> <p>Create, explore, respond and identify long and short sounds.</p>	<p>Follow simple musical directions for faster, slower, stopping and starting.</p> <p>Sing and perform songs, which contain a small range of notes (3 - 5 notes), with growing confidence.</p> <p>Recognise and represent higher and lower sounds using graphic notation.</p>	<p>Begin to play rhythmic patterns found in speech</p> <p>Confidently copy given rhythms</p> <p>Begin to understand the differences between pulse and rhythm through physical movement, playing and singing</p> <p>Use graphic notation to record rhythms</p> <p>Listen to ideas from others and use them to help improve my work</p>	<p>Sing and perform songs, which contain a small range of notes (3 - 5 notes), with growing confidence.</p> <p>Use graphic notation to record rhythms</p> <p>Listen to ideas from others and use them to help improve my work</p> <p>Recognise and broadly control changes in timbre, tempo, pitch and dynamics when playing instruments and vocally</p>	<p>To use technology to create and change sounds.</p> <p>To demonstrate an understanding of musical structure</p> <p>Comment and respond to recordings of own and other's compositions</p>	<p>Listen to recorded music, and use one element, from different traditions, genres, styles and times.</p>
	Y2	<p>Sing or play with good sense of pulse.</p> <p>Demonstrate an understanding of the differences between pulse and rhythm through physical movement , playing or singing.</p>	<p>Sing, with accuracy, within a range of notes.</p> <p>Follow and use performance instructions. including, starting, stopping, dynamics and tempo</p>	<p>Sing or play with good sense of pulse.</p> <p>Demonstrate an understanding of the differences between pulse and rhythm through physical movement , playing or singing.</p>	<p>Sing, with accuracy, within a range of notes.</p> <p>Recognise and demonstrate the link between pitch and shape using graphic notation.</p> <p>Listen with increased concentration,</p>	<p>Offer comments about others' work and accept suggestions from others, including discussing musical structure</p> <p>Listen with increased concentration, responding appropriately to a variety of live and</p>	<p>Listen with increased concentration, responding appropriately to a variety of live and recorded music, making observations about the music</p>

	<p>Begin to recognise rhythmic patterns found in speech, e.g. saying , chanting names ,syllables in names etc.</p> <p>Respond to visual and aural cues.</p>	<p>Recognise and demonstrate the link between pitch and shape using graphic notation.</p>	<p>Begin to recognise rhythmic patterns found in speech</p> <p>Use graphic notation to record rhythms</p> <p>Offer comments about others' work and accept suggestions from others, including discussing musical structure</p>	<p>responding appropriately to a variety of live and recorded music, making observations about the music</p> <p>Demonstrate increased understanding and use of basic musical features as appropriate to a specific music content (E.g getting louder, softer, higher, lower, faster, slower, describe how sounds are made, combined, etc and name common classroom instrument</p>	<p>recorded music, making observations about the music</p> <p>Experiment changing and combining sounds, through technology.</p>	
Y3	<p>Sing and play confidently and fluently, maintaining a steady pulse.</p> <p>Follow and lead simple performance directions, demonstrating my understanding of pulse.</p> <p>Offer comments about own and others' work and ways to improve, using appropriate musical vocabulary. Including discussing structure</p> <p>Maintain a part in a piece / rhythm game consisting of two or more parts.</p>	<p>Sing and play confidently and fluently, maintaining a steady pulse.</p> <p>Create, use and lead a group with performance instructions. (tempo, dynamics, start, stop,)</p> <p>Hear a melody and create a graphic score represent it.</p>	<p>Offer comments about own and others' work and ways to improve, using appropriate musical vocabulary. Including discussing structure</p> <p>Listen and copy rhythmic patterns</p> <p>Play rhythms confidently while maintaining an appropriate pulse</p> <p>Demonstrate I understand the differences between pulse and rhythm through playing an instrument</p> <p>Create graphic notation to represent rhythm.</p>	<p>Sing and play confidently and fluently, maintaining a steady pulse.</p> <p>Offer comments about own and others' work and ways to improve, using appropriate musical vocabulary. Including discussing structure</p> <p>Begin to create simple rhythmic patterns, melodies and accompaniments</p> <p>Begin to aurally identify, recognise, respond to and use musically graphic notation to represent basic changes in pitch within a limited range</p>	<p>Offer comments about own and others' work and ways to improve, using appropriate musical vocabulary. Including discussing structure</p> <p>Use technology to create, change and combine sounds.</p> <p>Recognise and use basic musical structure.</p>	<p>Listen to and use features of recorded music from different traditions, genres, styles and times.</p>
Y4	<p>Sing and play confidently and fluently, maintaining an appropriate pulse.</p> <p>Follow and lead simple performance directions. (eg call and response patterns)</p> <p>Offer comments about own and others' work and ways to improve, using appropriate musical vocabulary and be willing to justify these</p> <p>Maintain an independent part in a small group</p>	<p>Sing with an awareness of my breathing and pronunciation.</p> <p>Sing fluently with confidence.</p> <p>Use standard or graphic notation to create a melody.</p>	<p>Sing and play confidently and fluently, maintaining an appropriate pulse.</p> <p>Offer comments about own and others' work and ways to improve, using appropriate musical vocabulary and be willing to justify these</p> <p>Maintain an independent part in a small group when playing or singing (eg a drone, ostinato, rhythm)</p>	<p>Offer comments about own and others' work and ways to improve, using appropriate musical vocabulary including discussing structure and be willing to justify these</p> <p>Sing with an awareness of my breathing and pronunciation.</p> <p>Create simple rhythmic patterns, melodies and accompaniments</p> <p>Listen and evaluate a range of live and</p>	<p>Use voice, sounds, technology and instruments in creative ways.</p> <p>Recognise, respond and use basic musical structure.</p>	<p>Listen and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately. Share opinions about own and others' music and be willing to justify these.</p> <p>Demonstrate quality of key musical skills and elements.</p>

	when playing or singing (eg a drone, ostinato, rhythm)		Create simple rhythmic patterns, melodies and accompaniments Aurally identify, recognise, respond to and use basic symbols (standard and invented) including rhythms from standard Western notation (Eg crotchet, quavers) and basic changes in pitch within a limited range	recorded music from different traditions, genres, styles and times, responding appropriately. Share opinions about own and others' music and be willing to justify these. Use voice, sounds, technology and instruments in creative ways.		
Y5	Maintain a strong sense of pulse throughout pieces with and without syncopation Create simple rhythmic pieces which demonstrate understanding of rhythm / melodies / accompaniments. Offer comments about own and others' work and ways to improve, using appropriate musical vocabulary and justifying these. Maintain an independent part in a group when singing or playing.	Maintain an independent part in a group when singing or playing. Experiment and perform sounds made by my voice. Follow and perform a vocal piece using a graphic or notated score.	Offer comments about own and others' work and ways to improve, using appropriate musical vocabulary and justifying these. Maintain an independent part in a group when singing or playing. Begin to use a variety of musical devices, timbres, textures, techniques etc when creating and making music. Respond to and use musically basic symbols including Western notation	Begin to use a variety of musical devices, timbres, textures, techniques etc when creating and making music. Begin to demonstrate increasing confidence, expression, skill and level of musicality through taking different roles in performance and rehearsal Create music which demonstrates understanding of basic structure and discuss the choices made Listen and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately. Share opinions about own and others' music and be willing to justify these.	Offer comments about own and others' work and ways to improve, using appropriate musical vocabulary including discussing structure and justifying these. Use voice sounds, technology and instruments in creative ways. Use and identify key features of basic musical structure.	Offer comments about own and others' work and ways to improve, using appropriate musical vocabulary and justifying these. Begin to use a variety of musical devices, timbres, textures, techniques etc when creating and making music. Listen and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately. Share opinions about own and others' music and be willing to justify these. To experiment with voice, sounds, technology and instruments in creative ways to explore new techniques.
Y6	Maintain a strong sense of pulse and recognise when going out of time. Create simple rhythmic pieces which demonstrate understanding of rhythm or melodies or accompaniments. Share opinions about own and others' music and be	Experiment with and refine sounds with my voice. Maintain a part in a performance with my voice. Create and perform a vocal piece by following a graphic / notated score.	Share opinions about own and others' music and be willing to justify these using musical vocabulary Maintain an independent part in a group when singing or playing with an awareness of other parts / performers. Use a variety of musical devices, timbres, textures,	Share opinions about own and others' music and be willing to justify these using musical vocabulary Use a variety of musical devices, timbres, textures, techniques when creating and playing music Demonstrate increasing confidence, expression, skill and level of musicality	Share opinions about own and others' music and be willing to justify these using musical vocabulary, including discussing structure (unit 5 only) Use a variety of musical devices, timbres, textures, techniques when creating and playing music	Share opinions about own and others' music and be willing to justify these using musical vocabulary Use a variety of musical devices, timbres, textures, techniques when creating and playing music Listen and evaluate a range of live and recorded music from

		<p>willing to justify these using musical vocabulary</p> <p>Maintain an independent part in a group when singing or playing with an awareness of other parts / performers.</p> <p>Listen to and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately.</p>		<p>techniques when creating and playing music</p> <p>Follow staff and other notations while playing short passages of music</p>	<p>through taking different roles in performance and rehearsal</p> <p>Create music which demonstrates understanding of structure and discuss the choices made</p> <p>Listen and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately</p>	<p>Create music which demonstrates understanding of structure and discuss the choices made</p> <p>Listen and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately</p>	<p>different traditions, genres, styles and times, responding appropriately</p> <p>Experiment with voice, sounds, technology and instruments in creative ways to explore new techniques</p>
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