



Amotherby - MUSIC PROGRESSION GRID – SKILLS & EXPERIENCES

	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
LISTEN & APPRAISE	<ul style="list-style-type: none"> Use movement to respond to music of different moods Recognise that different instruments and sounds create different effects 	<ul style="list-style-type: none"> Listen with concentration to a range of different recorded music Recognise different instruments and groups of instruments e.g. orchestra, brass 	<ul style="list-style-type: none"> Begin to listen, with respect, to other people's ideas and feelings towards the music Start using correct but basic musical language to describe the music you are listening to and your feelings towards it 	<ul style="list-style-type: none"> Listen to music from around the world and also the pop, jazz and classical traditions Recognise some melodies by famous composers Recognise sections of the orchestra 	<ul style="list-style-type: none"> Listen with increasing concentration to a variety of music from different styles, traditions and times and begin to place music in its historical context Discuss other dimensions of music and how they fit into music 	<ul style="list-style-type: none"> Listen to music from a range of historical periods and styles Recognise a wider range of melodies by famous composers Listen, comment on and discuss with confidence, ideas together as a group 	<ul style="list-style-type: none"> Begin to develop an understanding of the history of music Use correct musical language to describe the music you are listening to and your feelings towards it
Assessment (Children that have not met the objective)							
RHYTHM & GAMES	<ul style="list-style-type: none"> Be able to keep a pulse Be able to repeat a simple rhythm 	<ul style="list-style-type: none"> Understand the difference between pulse and rhythm Be able to keep time when performing a simple rhythmic pattern 	<ul style="list-style-type: none"> Be able to accompany a simple song Begin to understand through activity and feeling that pulse is the foundation of music 	<ul style="list-style-type: none"> Be able to hold their own rhythmic part in a group performance Be able to keep time when playing more complex rhythmic patterns 	<ul style="list-style-type: none"> Find and internalise the pulse through body movement, within the context of the track being used Be able to perform a rhythmic ostinato to accompany a piece 	<ul style="list-style-type: none"> Be able to perform rhythms from simple notation Be able to perform syncopated rhythms linked to different musical styles 	<ul style="list-style-type: none"> Be able to hold a part in a longer composition or performance Understand and demonstrate that pulse is the foundation upon which all other dimensions are built
Assessment							
SINGING	<ul style="list-style-type: none"> Recognise and control ways of making sounds using voices (singing, speaking, whispering, shouting) Take part in simple songs 	<ul style="list-style-type: none"> Sing a wider range of songs with increased confidence Use their voices in singing games 	<ul style="list-style-type: none"> Have a sense of changing sounds for effect e.g. volume Understand the importance of working together in an ensemble or as part of a group 	<ul style="list-style-type: none"> Sing in tune within a limited pitch range Sing with expression to create an effect for an audience 	<ul style="list-style-type: none"> Hold their own part in a singing game, with a sense of pulse Join in and stop as appropriate following a leader or conductor 	<ul style="list-style-type: none"> Sing a wide range of repertoire with increasing dynamic range and phrasing Perform songs with more than one part 	<ul style="list-style-type: none"> Perform appropriately for different audiences Understand the workings of an ensemble/choir
Assessment							

IMPROVISE & COMPOSE	<ul style="list-style-type: none"> • Make simple choices about instruments to create sound effects for stories 	<ul style="list-style-type: none"> • Improvise simple musical phrases on percussion instruments • Learn to treat each instrument with respect and start to use the correct techniques to play them 	<ul style="list-style-type: none"> • Create simple melodies using two to three notes • Perform and notate simple compositions using pictorial graphic scores 	<ul style="list-style-type: none"> • Learn to play a tuned instrument • Begin to recognise and musically demonstrate awareness of a link between shape and pitch graphic notations 	<ul style="list-style-type: none"> • Be able to plan and create simple melodic and rhythmic phrases • Begin to organise musical ideas into sections to create longer pieces 	<ul style="list-style-type: none"> • Begin to use rhythmic notation to record a composition • Begin to compose melodic and rhythmic phrases to suit a specific purpose 	<ul style="list-style-type: none"> • Confidently create melodies, start to choose, combine and organise patterns and musical ideas • Use voice, sounds, technology and instruments in a creative way.
Assessment							
PERFORM & SHARE	<ul style="list-style-type: none"> • Understand when to start and stop playing an instrument • Understand that everybody listens when somebody is performing. 	<ul style="list-style-type: none"> • Understand how to follow a signal from a leader • Begin to work together as part of an ensemble, starting and finishing together 	<ul style="list-style-type: none"> • Improvise and play back compositions as part of a performance • Try to communicate ideas, thoughts and feelings through simple musical demonstrations 	<ul style="list-style-type: none"> • Have a sense of 'the audience' and how a performance can be made more effective • Begin to think about ways in which a performance could be improved 	<ul style="list-style-type: none"> • Practise and present performances, playing with control and accuracy • Discuss a performance offering respectful comments 	<ul style="list-style-type: none"> • Be able to manage an introduction and lead-in when performing • Be able to respond to instructions from a conductor in a group performance 	<ul style="list-style-type: none"> • Perform with further understanding of an integrated approach • Be able to make creative suggestions about how to improve a performance
Assessment							