



## Codicote School progression of skills in Music

	Early Years	Year 1	Year 2	Year 3
<b>PERFORM</b>  (Sing songs- topic related/seasonal)	<ul style="list-style-type: none"> <li>• Build up a repertoire of songs and dances.</li> <li>• Learn some songs from memory.</li> <li>• Join in with dancing and singing games.</li> <li>• Imitate movements in response to music.</li> </ul>	<ul style="list-style-type: none"> <li>• Take part in singing, accurately following the melody.</li> <li>• Follow instructions on how and when to sing or play an instrument.</li> <li>• Make and control long and short sounds, using voice and instruments.</li> <li>• Imitate changes in pitch.</li> </ul>	<ul style="list-style-type: none"> <li>• Take part in singing, accurately following the melody.</li> <li>• Follow instructions on how and when to sing or play an instrument.</li> <li>• Make and control long and short sounds, using voice and instruments.</li> <li>• Imitate changes in pitch.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing from memory with accurate pitch</li> <li>• Sing in tune</li> <li>• Maintain a simple part within a group.</li> <li>• Pronounce words within a song clearly</li> <li>• Show control of voice</li> <li>• Play notes on an instrument with care so that they are clear.</li> <li>• Perform with control and awareness of others.</li> </ul>
<b>COMPOSE</b>  Play tuned and untuned instruments musically Make simple instruments and use them	<ul style="list-style-type: none"> <li>• Explore different sounds on instruments.</li> <li>• Start to introduce beat and tempo.</li> <li>• Think about high and low, quiet and loud sounds.</li> <li>• Tap out simple repeated patterns.</li> <li>• Make up simple songs.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a sequence of long and short sounds.</li> <li>• Clap rhythms</li> <li>• Create a mixture of different sounds (long/short, loud/quiet, high/low)</li> <li>• Sequence sounds to create an overall effect.</li> <li>• Create short, rhythmic phrases.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a sequence of long and short sounds.</li> <li>• Clap rhythms</li> <li>• Create a mixture of different sounds (long/short, loud/quiet, high/low)</li> <li>• Sequence sounds to create an overall effect.</li> <li>• Create short, rhythmic phrases.</li> </ul>	<ul style="list-style-type: none"> <li>• Compose and perform melodic songs</li> <li>• Use sounds to create abstract effects.</li> <li>• Create repeated patterns with a range of instruments.</li> <li>• Create accompaniments for tunes.</li> <li>• Use drones as accompaniment.</li> </ul>

<p><b>TRANSCRIBE</b></p>	<ul style="list-style-type: none"> <li>• Use actions to help remember songs.</li> </ul>	<ul style="list-style-type: none"> <li>• Use symbols to represent a composition and use them to help with a performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Use symbols to represent a composition and use them to help with a performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Devise non-standard symbols to indicate when to play and rest.</li> <li>• Recognise the notes E,G,B,D,F and FACE on the musical stave.</li> <li>• Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.</li> </ul>
<p><b>DESCRIBE</b></p>	<ul style="list-style-type: none"> <li>• Begin to be able to describe what they are listening to.</li> <li>• e.g, loud and quiet, fast and slow.</li> </ul>	<ul style="list-style-type: none"> <li>• To identify simple repeated patterns and</li> <li>• follow musical instructions</li> <li>• Recognise changes in timbre, dynamic and pitch.</li> </ul>	<ul style="list-style-type: none"> <li>• To identify the beat of a tune</li> <li>• Recognise changes in timbre, dynamic and pitch.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the term: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.</li> <li>• Evaluate music using musical vocabulary to identify areas of likes and dislikes.</li> <li>• Understand layers of sounds discuss their effect on mood and feelings.</li> </ul>

	Year 4	Year 5	Year 6
<b>PERFORM</b> (Sing songs- topic related/seasonal)	<ul style="list-style-type: none"> <li>• Sing from memory with accurate pitch</li> <li>• Sing in tune</li> <li>• Maintain a simple part within a group.</li> <li>• Pronounce words within a song clearly</li> <li>• Show control of voice</li> <li>• Play notes on an instrument with care so that they are clear.</li> <li>• Perform with control and awareness of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing or play from memory with confidence.</li> <li>• Perform solos or as part of an ensemble.</li> <li>• Sing or play expressively or in tune.</li> <li>• Hold a part within a round.</li> <li>• Sing a harmony part confidently and accurately.</li> <li>• Sustain a drone or a melodic ostinato to accompany singing.</li> <li>• Perform with controlled breathing when singing or skilful playing of an instrument.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing or play from memory with confidence.</li> <li>• Perform solos or as part of an ensemble.</li> <li>• Sing or play expressively or in tune.</li> <li>• Hold a part within a round.</li> <li>• Sing a harmony part confidently and accurately.</li> <li>• Sustain a drone or a melodic ostinato to accompany singing.</li> <li>• Perform with controlled breathing when singing or skilful playing of an instrument.</li> </ul>
<b>COMPOSE</b> Play tuned and untuned instruments musically Make simple instruments and use them <b>Elements:</b> dynamics (loud/quiet) Tempo (fast/slow) Pitch (high low)	<ul style="list-style-type: none"> <li>• Compose and perform melodic songs</li> <li>• Use sounds to create abstract effects.</li> <li>• Create repeated patterns with a range of instruments.</li> <li>• Create accompaniments for tunes.</li> <li>• Use drones as accompaniment</li> <li>• Use digital technologies to compose pieces of music.</li> </ul>	<ul style="list-style-type: none"> <li>• Create songs with verses and a chorus.</li> <li>• Create rhythmic patterns with an awareness of timbre and duration.</li> <li>• Make an accompaniment for a tune using chords.</li> <li>• Create own composition by choosing different musical elements to make it more interesting.</li> <li>• Use digital technologies to compose, edit and refine pieces of music.</li> </ul>	<ul style="list-style-type: none"> <li>• Create songs with verses and a chorus.</li> <li>• Create rhythmic patterns with an awareness of timbre and duration.</li> <li>• Make an accompaniment for a tune using chords.</li> <li>• Create own composition by choosing different musical elements to make it more interesting.</li> <li>• Use digital technologies to compose, edit and refine pieces of music.</li> </ul>
<b>TRANSCRIBE</b>	<ul style="list-style-type: none"> <li>• Devise non-standard symbols to indicate when to play and rest.</li> <li>• Recognise the notes E,G,B,D,F and FACE on the musical stave.</li> <li>• Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a standard musical notation of crochet, minim and semibreve to indicate how many beats to play.</li> <li>• Read and create musical notes on the stave.</li> <li>• Understand the purpose of the treble and base clefs and use them when</li> </ul>	<ul style="list-style-type: none"> <li>• Use a standard musical notation of crochet, minim and semibreve to indicate how many beats to play.</li> <li>• Read and create musical notes on the stave.</li> <li>• Understand the purpose of the treble and base clefs and use them when</li> </ul>

		<p>writing their compositions</p> <ul style="list-style-type: none"> <li>• Be aware of sharps and flats and the difference in sound.</li> <li>• Use and understand simple time signatures (2, 3 or 4 beats in a bar)</li> </ul>	<p>writing their compositions</p> <ul style="list-style-type: none"> <li>• Be aware of sharps and flats and the difference in sound.</li> <li>• Use and understand simple time signatures (2, 3 or 4 beats in a bar)</li> </ul>
<p><b>DESCRIBE</b></p>	<ul style="list-style-type: none"> <li>• Use the term: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.</li> <li>• Evaluate music using musical vocabulary to identify areas of likes and dislikes.</li> <li>• Understand layers of sounds discuss their effect on mood and feelings.</li> </ul>	<ul style="list-style-type: none"> <li>• Choose from a wide range of musical vocabulary to accurately describe and appraise music.</li> <li>• Describe how lyrics often reflect the social context of music and have social meanings.</li> </ul>	<ul style="list-style-type: none"> <li>• Choose from a wide range of musical vocabulary to accurately describe and appraise music.</li> <li>• Describe how lyrics often reflect the social context of music and have social meanings.</li> </ul>