

# Music Skills and Progression

	Performing	Composing and Improvising	Aural Awareness and Theoretical Knowledge	Reflecting and Evaluating
<b>Year 5</b>	<p>I can sing and play with an understanding of how the elements of music affect the performance and its impact on the audience.</p> <p>I can perform using a range of rhythmic and melodic notation combining the elements of music.</p> <p>I understand and respond to visual cues for starting and stopping, and/or fading away, tempi, dynamics and articulation.</p> <p>I can maintain a part in a vocal or instrumental piece showing an understanding of texture.</p> <p>I can direct others to start and stop using gestures or counting in, setting tempi and dynamics.</p> <p>I can perform a solo part within a group.</p>	<p>I can construct a piece with a simple structure (e.g. Binary or Ternary, Verse-Chorus, Intro/Outro).</p> <p>I can improvise with increasing confidence (e.g. using a scale pattern).</p> <p>I can use scale patterns to construct melodies, understanding pitch direction, movement by step and leap and knowing names of notes.</p> <p>I can compose showing sensitivity to mood/time/location through use of the elements of music, experimenting with the use of harmony to create texture.</p> <p>I can work independently within a group composition showing thought in selection of instruments and playing techniques.</p> <p>I am beginning to compose using conventional</p>	<p>I can recognise and identify instrumental families Aurally with increasing accuracy.</p> <p>I can memorise more complex rhythmic and melodic patterns and match conventional notation/graphic pitch notation.</p> <p>I continue to develop an awareness of the elements of music, pulse and articulations.</p> <p>I can recognise simple structures in the music that is being performed or listened to (e.g. Binary, Ternary, Verse-Chorus, Rondo, etc)</p> <p>I can compare and discuss differences in performances of the same piece of music.</p> <p>I can recognise a variety of metres.</p>	<p>I can make constructive comments on own and others' music to develop compositions and performances making use of the elements of music.</p> <p>I use active listening to make simple connections and comparisons between own compositions and performances, identifying the use of musical devices (e.g. Ostinato, Repetition, Sequence).</p> <p>I recognise how music reflects its purpose, place and time including other cultures, traditions and a variety of genres.</p> <p>I can discuss music in subjective and objective terms using musical vocabulary.</p>

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		<p>notation for rhythms and/or pitch.</p> <p>I can use ICT for recording/refining compositions.</p>		
<b>Year 6</b>	<p>When singing, I can show greater mastery and control of tone, diction, posture and breathing consistently.</p> <p>I use the elements of music when singing and playing in a variety of styles.</p> <p>I can maintain a part in a vocal or instrumental piece with an understanding of harmony and texture.</p> <p>I can perform using a range of rhythmic and melodic notation to play a variety of ostinati and simple pieces or songs, including expression and articulations.</p> <p>I understand and respond to visual cues for starting and stopping, sustaining sounds, ending words with clear consonant sounds and/or fading away, tempi, dynamics and articulation with greater accuracy.</p>	<p>I can construct a piece with a more complex structure (e.g. Rondo ).</p> <p>I can improvise with increasing confidence. (e.g. using a scale pattern).</p> <p>I can use different scale patterns to construct melodies (e.g. major, minor, pentatonic).</p> <p>I can compose showing sensitivity to mood/time/location through use the elements of music, including experimenting with harmonies and chords to create texture.</p> <p>I can work independently within a group composition showing thought in selection of instruments and playing techniques.</p>	<p>I can recognise and identify instrumental families aurally, including instruments from different genres, cultures and traditions, comparing and contrasting them with my own musical practices and experiences.</p> <p>I can memorise more complex rhythmic and melodic patterns and match to conventional notation.</p> <p>I continue to develop an awareness of the elements of music, pulse and articulations.</p> <p>I can recognise structures in the music that is being performed or listened to (Ternary, Verse-Chorus, Intro/Outro, through-composed).</p> <p>I can compare and discuss differences in performances of the same piece of music.</p> <p>I can recognise a variety of metres.</p>	<p>I can make constructive and refined comments on own and others' music to develop compositions and performances using the full range of musical elements.</p> <p>I use active listening to make simple connections and comparisons between own compositions and performances, identifying the use of musical devices (e.g. Canon, Ostinato, Repetition, Sequence).</p> <p>I recognise how music reflects its purpose, place and time, including other cultures and traditions, and relating it to own cultures, traditions and experiences.</p> <p>I confidently use a wide range of musical vocabulary.</p>

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	<p>I can direct others to start and stop using gestures or counting in, setting tempi and dynamics, articulation and show how to change these within a piece.</p>	<p>I can notate compositions using a variety of methods, incorporating the elements of music.</p>		
<b>Year 7</b>	<p>I can sing and play accurately and fluently building on existing technique.</p> <p>I can perform confidently as a soloist I can perform with understanding of phrase.</p> <p>I can provide contrast in a performance by using musical elements.</p> <p>I can perform in ensembles with awareness of other parts.</p> <p>I can interpret music from notations appropriate to the piece I can respond to visual cues in performance.</p> <p>I can lead others in performance.</p>	<p>I can compose musical patterns within regular phrase structures within different metres.</p> <p>I can improvise confidently with a sense of musical shape showing understanding of the intended effect.</p> <p>I can create music that accurately reflects moods and meets the demands of the brief.</p> <p>I can adapt ideas within group compositions in a way that supports the contributions of others.</p> <p>I have independent ideas and can realise them in sound.</p> <p>I can represent musical ideas through notations.</p>	<p>I recognise instrumental resources used individually and in combination in the western classical and a selection of other traditions.</p> <p>I can memorise and reproduce rhythmic and melodic shapes and pattern through performing and notations.</p> <p>I can identify and compare features of music heard and played showing understanding of structural devices.</p> <p>I recognise a range of musical structures in music heard.</p> <p>I recognise the use of some music technology devices in music heard (e.g. looping, auto tuning)</p>	<p>I can evaluate my own and other's music using musical language.</p> <p>I can revise and refine my own performances and compositions in the context of the given brief.</p> <p>I recognise the characteristics of a range of great composers.</p> <p>I can relate music to its historical and cultural context.</p> <p>I can respond to music of others in an appropriate way.</p>

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<p><b>Year 8</b></p>	<p>I can sing and play accurately and fluently with developing technique and with a strong sense of performance.</p> <p>I can explore a wider range of vocal techniques.</p> <p>I can perform confidently as a soloist and hold an independent part in an ensemble.</p> <p>I can perform following a range of stylistic conventions.</p> <p>I can take different roles in ensembles adapting own part to blend with others.</p> <p>I can perform by ear and from notations which convey the stylistic intentions.</p> <p>I can lead performances using a range of visual cues.</p>	<p>I can extend musical ideas using selected musical devices.</p> <p>I can improvise confidently in different styles throughout the range of the instrument.</p> <p>I can select and use different scales, chords and textures with understanding of how they are constructed.</p> <p>I can use chords in different ways in improvisation and composition.</p> <p>I can contribute musically to group compositions showing understanding of how own ideas relate to others.</p> <p>I can notate musical ideas accurately.</p> <p>I can use technology to support the composition and realisation processes.</p>	<p>I can recognise the identifying features and functions of players within a range of ensembles drawn from the western classical and other traditions.</p> <p>I can memorise and accurately reproduce musical patterns through performing and notation.</p> <p>I can identify and compare the use of musical devices across a range of styles and genres.</p>	<p>I can recognise and evaluate the use of musical devices in own and other's music.</p> <p>I can confidently and consistently use musical vocabulary when talking about music.</p> <p>I can refine own performances based on accurate self-evaluation.</p> <p>I understand the contribution of a range of great composers and performers to the historical development of music.</p> <p>I can justify choices and responses to music showing understanding of its value to others.</p>
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