

## Sandhurst Primary Skills Progression for Music (Years 1-6)

CONTROLLING SOUNDS THROUGH SINGING AND PLAYING					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Take part in singing showing awareness of melody	Sing songs in ensemble following the tune (melody) well	Sing songs from memory with accurate pitch and in tune	Sing in tune, breathe well, pronounce words, change pitch and dynamics	Show control, phrasing and expression in singing	Sing or play from memory with confidence
Follow instructions on how and when to sing/play an instrument	Use voice to good effect understanding the importance of warming up first	Show control in voice and pronounce the words in a song clearly (diction)	Sustain a rhythmic ostinato/drone/melodic ostinato on an instrument	Hold part in a round (pitch/structure)	Take turns to lead a group
Take notice of others when performing	Perform in ensemble with instructions from the leader	Maintain a simple part within an ensemble	Perform with control and awareness of what others are singing/playing	Perform in solo and ensemble contexts using a variety of techniques, confidently, expressively and in tune	Maintain own part in a round/sing a harmony/play accurately with awareness of what others are playing
Make and control long and short sounds (duration) in different ways including hitting, blowing and shaking	Make and control long and short sounds using voices and instruments playing by ear and including simple improvisation	Play notes on instruments clearly and including steps/leaps in pitch	Improvise within a group using more than 2 notes	Improvise on own with increasing aural memory	Play more complex instrumental parts
Imitate changes in pitch- high and low	Carefully choose instruments to combine layers of sound, showing awareness of the combined effect	Improvise (including call and response) within a group using 1 or 2 notes	Perform significant parts from memory and from notation, either on a musical instrument or vocally	Maintain own part in a performance with confidence, accuracy and an awareness of what others are playing	Identify how sounds can be combined and used expressively by layering sounds and singing in tune with other performances
		Perform own part with increased control or accuracy when singing or playing both tuned and untuned instruments	Maintain a simple part within an ensemble	Maintain a more complex part within an ensemble (e.g. singing in a round or use harmony)	Improvise using 5 notes of the pentatonic scale
		Sing songs confidently both solo and in groups			

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CREATING AND DEVELOPING IDEAS (COMPOSING)					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>.Carefully choose sounds to achieve an effect (including use of ICT)</p> <p>Order sounds to create an effect (structure beginnings/endings)</p> <p>Create short musical patterns</p> <p>Create sequences of long and short sounds – rhythmic patterns (duration) in different ways – e.g. hitting, blowing, shaking, clapping</p> <p>Control playing instruments so they sound as they should</p> <p>Use pitch changes to communicate an idea</p> <p>Start to compose with two or three notes</p> <p>Create a simple rhythm by clapping or using percussion</p>	<p>Compose and perform melodies using two or three notes</p> <p>Use sound to create abstract effects (including using ICT)</p> <p>Create/improvise repeated patterns (ostinato) with a range of instruments</p> <p>Effectively choose, order, combine and control sounds (texture/ structure).</p>	<p>Compose and perform melodies using three or four notes</p> <p>Make creative use of the way sounds can be changed, organize and controlled (including ICT)</p> <p>Create accompaniments for tunes using drones or melodic ostinato (riffs)</p> <p>Create (dotted) rhythmic patterns with awareness of timbre and duration</p> <p>Create and repeat extended rhythmic patterns, vocally or by clapping</p>	<p>Compose and perform melodies using four or five notes</p> <p>Use a variety of different musical devices including melody, rhythms and chords</p> <p>Record own compositions</p> <p>Create own songs (raps – structure)</p> <p>Identify where to place emphasis and accents in a song to create effects (duration)</p> <p>Create and repeat extended rhythmical patterns, using a range of percussion and tuned instruments</p>	<p>Compose and perform melodies using five or more notes</p> <p>Show confidence, thoughtfulness and imagination in selecting sounds and structures to create an idea</p>	

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RESPONDING AND REVIEWING (APPRASING)					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Hear the pulse in music	Identify the pulse in music	Internalise the pulse in music	Know how pulse stays the same but rhythm changes in a piece of music	Know how pulse, rhythm and pitch fit together	Know how the other dimensions of music are sprinkled through songs and pieces of music
Hear different moods in music	Recognise changes in timbre (sound quality – smooth, crisp, scratchy, rattling, tinkling etc), dynamics (loud and quiet), tempo (fast and slow) and pitch (high and low)	Know the difference between pulse and rhythm	Listen to several layers of sound (texture) and talk about the effect on mood and feelings	Use a range of words to describe music (eg. duration, timbre, pitch, dynamics, temo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony, chord, flat, sharp, dotted rhythm, staccato, legato, crescendo, diminuendo)	Use musical vocabulary confidently to describe music
Identify texture – one sound or several sounds?	Start to recognise different instruments	Start to use musical dimensions vocabulary to describe music – duration, timbre, pitch, dynamics, tempo, texture, structure	Use more musical dimensions vocabulary to describe music – duration, timbre, pitch, dynamics, temo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony	Use these words to identify strengths and weaknesses in their own and others music	Work out how harmonies are used and drones and melodic ostinato (riffs) are used to accompany singing
Choose sounds to represent different things (ideas, thoughts, feelings, moods etc)	Explain what they like about a piece of music and why	Use these words to identify where music works well/needs improving	Identify orchestral family timbres		Use knowledge of how lyrics request cultural context and have social meaning to enhance own compositions
Say what they like or dislike about a piece of music			Identify cyclic patterns		Refine and improve own/others work

LISTENING AND APPLYING KNOWLEDGE AND UNDERSTANDING					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listen for different types of sounds	Listen carefully and recall short rhythmic and melodic patterns	Use musical dimensions together to compose music	Combine sounds expressively (all dimensions)	Create music with an understanding of how lyrics, melody, rhythms and accompaniment work together effectively (pitch, texture, structure)	Use increased aural memory to recall sounds accurately
Know how sounds are made and changed	Use changes in timbre, dynamics and pitch to organize music	Know number of beats in a minim, crotchet, quaver and semibreve and recognise symbols (duration)	Read notes and know how many beats they represent (minim, crotchet, semibreve, quaver, dotted crotchet, rests)	Read/ work out the musical stave	Use knowledge of musical dimensions to know how best to combine them
Make sounds with a slight difference, with help	Change sounds to suit a situation	Play with a sound – then – symbol approach	Know that sense of occasion effects performance	Perform songs in a way that reflects the meaning of the words, the venue and sense of	Know and use standard musical notation to perform and record own music (adding dotted quavers)
Use voice in different ways to create different effects	make own sounds and symbols to make and record music	Use silence for effect and know the symbol for a rest	Describe different purposes of music in history/other		Use different venues and
Begin to represent sounds					

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with drawing	<p>Start to look at basic formal notation – play by ear first</p> <p>Know music can be played or listened to for a variety of purposes (in history/different culture)</p> <p>Follow a simple piece of written rhythmic notation</p> <p>Describe basic elements of a piece of music (eg. pace, volume, emotion)</p> <p>Describe how an instrument has been used to represent a sound or object (eg. a flute for a bird or a drum for thunder)</p>	<p>(duration)</p> <p>Describe the different purposes of music in history/other cultures</p> <p>Use written symbols, both standard and invented to represent sounds</p> <p>Use relevant musical vocabulary (eg. pitch, rhythm, tempo and pulse) when talking about the elements of music within a piece</p> <p>Recognise changes in the music using words like pitch (high/low), timbre (sound quality), dynamics (loud or soft) and tempo (fast or slow)</p>	<p>cultures</p> <p>Follow a basic melody line using standard notation</p> <p>Describe and compare and then evaluate different kinds of music using appropriate musical vocabulary</p> <p>Describe how a piece of music makes the, feel, making an attempt to explain why</p>	<p>occasion so that the audience appreciates it</p> <p>Describe different purposes of music in history/other cultures</p> <p>Perform from simple notation on tunes/untuned instruments</p> <p>Use musical vocabulary to explain some of the reasons why a piece of music may have been composed</p> <p>Explain how different musical elements (pitch, tempo, rhythm, melody and dynamics) have been used to create mood and effects</p>	<p>occasions to vary performances</p> <p>Describe different purposes of music in history/other cultures</p> <p>Understand and use staff and new unconventional notation when composing</p> <p>Describe how music can be used to create expressive effects and convey emotion</p> <p>Identify and explore the relationship between sounds and how different meanings can be expressed through sound and music</p>
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