



# Sherdley Primary School

## Music Progression Statements – End of year expectations

2020-2021

	Pulse	Rhythm	Melody	Appraising	Composing and Improvising	Performing and Singing
Year 1	<ul style="list-style-type: none"> <li>I can keep a steady pulse in a group, picking out two different tempos.</li> </ul>	<ul style="list-style-type: none"> <li>I can repeat short basic rhythms.</li> </ul>	<ul style="list-style-type: none"> <li>I can sing back short melodies using 2 pitched notes.</li> </ul>	<ul style="list-style-type: none"> <li>I can respond to different moods in music saying how it makes me feel.</li> <li>I can listen to a range of live and recorded music.</li> </ul>	<ul style="list-style-type: none"> <li>I can create short melodic patterns using my voice.</li> <li>I can create short rhythmic patterns using untuned instruments.</li> </ul>	<ul style="list-style-type: none"> <li>I can sing simple tunes in unison.</li> <li>I can play basic rhythms on untuned instruments.</li> <li>I can follow instructions about when to play and sing.</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>I can keep a steady pulse in a group and solo, demonstrate 2 different time signatures (3/4 and 4/4).</li> </ul>	<ul style="list-style-type: none"> <li>I can repeat longer rhythms (2 bars) using crotchets, minims and quavers.</li> </ul>	<ul style="list-style-type: none"> <li>I can sing back short melodies using 3 pitched notes.</li> </ul>	<ul style="list-style-type: none"> <li>I can recognise repeating patterns when listening to music e.g. chorus, verse.</li> <li>I can listen and recognize some elements of music: timbre, pitch, dynamics.</li> </ul>	<ul style="list-style-type: none"> <li>I can repeat back rhythms from memory (at least two bars) and add imitations of the rhythms.</li> <li>I can make connections between notations and musical sounds.</li> <li>I can use symbols and pictures to represent sounds e.g. rhythm grids.</li> </ul>	<ul style="list-style-type: none"> <li>I can follow a melody accurately when singing.</li> <li>I can perform songs and simple rhythmic patterns with others.</li> <li>I can perform, keeping the beat, whilst showing simple changes in tempo.</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>I can keep a steady pulse in a group and solo, demonstrating understanding of 2/4, 3/4 and 4/4 time signatures.</li> </ul>	<ul style="list-style-type: none"> <li>I can perform rhythms longer than 2 bars using crotchets, minims and quavers.</li> </ul>	<ul style="list-style-type: none"> <li>I can perform from and compose using at least 3 pitched notes and simple rhythms – quavers, crotchets and minims.</li> </ul>	<ul style="list-style-type: none"> <li>I can use musical vocabulary to describe what I like/ do not like about a piece of music.</li> <li>I can improve my work stating how it has been improved.</li> <li>I can identify musical features in music.</li> </ul>	<ul style="list-style-type: none"> <li>I can create repeated patterns on different instruments.</li> <li>I can choose and combine different sounds to create intended moods and feelings.</li> <li>I can compose melodies and short songs and notate them using a simple grid.</li> </ul>	<ul style="list-style-type: none"> <li>I can sing a tune with expression.</li> <li>I can play clear notes on a tuned instrument.</li> <li>I can show control of my voice when singing.</li> </ul>

	Pulse	Rhythm	Melody	Appraising	Composing and Improvising	Performing and Singing
Year 4	<ul style="list-style-type: none"> <li>I can keep a steady pulse in 2/4, 3/4 and 4/4 time on a tuned instrument.</li> </ul>	<ul style="list-style-type: none"> <li>I can perform pieces with at least 2 rhythms happening together.</li> </ul>	<ul style="list-style-type: none"> <li>I can perform from and compose using at least 5 pitched notes.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain the place of silence and say what effect it has.</li> <li>I can start to identify the character of a piece of music.</li> <li>I can describe and identify the different purposes of music.</li> </ul>	<ul style="list-style-type: none"> <li>I can use basic rhythmic notation to transcribe ideas (crotchet, minim, semibreve).</li> <li>I can notate composition ideas and begin to use the staff to record my performance.</li> <li>I can compose a short song (lyrics and melody) and perform.</li> </ul>	<ul style="list-style-type: none"> <li>I can rhythmically perform a simple part, including rests.</li> <li>I can maintain a part in a group, showing awareness of others.</li> <li>I can improvise using repeated patterns.</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>I can accurately perform pieces on a tuned instrument using at least 3 contrasting tempos.</li> </ul>	<ul style="list-style-type: none"> <li>I can perform pieces which use off beat rhythms.</li> </ul>	<ul style="list-style-type: none"> <li>I can perform from and compose using between 5 and 8 notes.</li> </ul>	<ul style="list-style-type: none"> <li>I can describe and compare music using musical vocabulary.</li> <li>I can begin to recognize different eras in music: Baroque, Classical, Romantic, 20th Century.</li> <li>I can explain why I think my music is successful or unsuccessful.</li> </ul>	<ul style="list-style-type: none"> <li>I can use standard musical notation (staff) to record my ideas.</li> <li>I can choose the most appropriate tempo for a piece of music.</li> <li>I can compose music to specific criteria using some musical devices e.g. rhythm, chords, melody, tempo.</li> </ul>	<ul style="list-style-type: none"> <li>I can breathe in the correct place when singing.</li> <li>I can sing and use my understanding of meaning to add expression.</li> <li>I can improvise within a group using melodic and rhythmic phrases.</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>I can follow direction to change tempo within a piece of music.</li> </ul>	<ul style="list-style-type: none"> <li>I can perform pieces which use syncopated rhythms at different tempos.</li> </ul>	<ul style="list-style-type: none"> <li>I can perform from and compose using 8 pitched notes, capturing my work so it can be recreated (e.g. in staff notation).</li> </ul>	<ul style="list-style-type: none"> <li>I can improve my own work and suggest improvements to others.</li> <li>I can identify different musical devices in a variety of musical genres.</li> <li>I can show some awareness of the influence and place music has had in society over time.</li> </ul>	<ul style="list-style-type: none"> <li>I can combine several musical devices when composing.</li> <li>I can use relevant notations for compositional work e.g. staff.</li> <li>I can use digital technologies to aid with the creation and recording of ideas.</li> </ul>	<ul style="list-style-type: none"> <li>I can perform music from notation.</li> <li>I can perform parts from memory.</li> <li>I can perform confidently and accurately as part of a group.</li> </ul>