

Coatham CE Primary School
Music Skills

Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening/History	<p>Listen for loud and quiet sounds in music</p> <p>Start to use vocabulary, loud, soft/quiet, high, low</p> <p>Move to different music, depending on mood/how it makes you feel</p>	<p>Listen to music and describe how it makes them feel</p> <p>Describe which instruments can be heard in a piece of music</p> <p>Use vocabulary correctly, loud, soft/quiet, high, low</p>	<p>Listen to different layers of sound in recorded music</p> <p>Talk about how the layers in music makes them feel.</p> <p>Start to use vocabulary - eg pitch, tempo, crochet, quavers, pulse, rhythm</p>	<p>Describe and compare different kinds of music</p> <p>Describe and compare the musical intension</p> <p>Understand how music reflects time and place e.g. music from around the world</p> <p>Start to have an awareness of how parts fit together in a round</p> <p>Use vocabulary - eg pitch, tempo, crochet, quavers, pulse, rhythm, rest</p>	<p>Understand how music reflects time and place e.g. music history, programme music</p> <p>Talk about how the layers in music can create an effect eg mood, tension</p> <p>Describe all parts in a round</p> <p>Use vocabulary - eg pitch, tempo, crochet, quavers, pulse, rhythm, minims, rest</p>	<p>Understand and describe how music reflects time and place e.g. 20th Century music jazz/wartime/pop</p> <p>Explore and discuss different genres in music</p>

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Composing Skills	<p>Explore how sounds can be made using body percussion</p> <p>Explore how sounds can be made using instruments</p> <p>Explore how sounds can be changed</p> <p>Start to say what they like about their work</p>	<p>Use instruments to make long, short, loud and quiet sounds</p> <p>Choose sounds to create different effects with instruments/body percussion, e.g. to accompany a story - chair breaking, snoring, animals</p> <p>Comment positively about other peoples work</p>	<p>Use pulse, rhythm and given notes (pentatonic notes) to create repeating patterns</p> <p>Choose sounds to create different effects with instruments/body percussion, e.g. to accompany a story - create tension and mood</p> <p>Reflect on and improve own work</p>	<p>Use pulse, rhythm and pitch to create different effects</p> <p>Use pulse, rhythm and given notes (pentatonic notes) to create simple songs/accompaniments</p> <p>Use layers of sound with awareness of the effect (paired and group work)</p> <p>Improve work by commenting on the intended effect</p>	<p>Compose music for a range of purposes eg whole school topic, geography, history, Christian calendar</p> <p>Start to compose musical phrases to include use of: Melody Rhythm Timbre Dynamics Structure</p> <p>Start to evaluate music by using appropriate vocabulary</p> <p>Suggest improvements on own and others work</p>	<p>Compose, record and perform music for a range of purposes eg whole school topic, geography, history, Christian calendar</p> <p>Compose music/songs to include use of: Chords Melody Rhythm Timbre Dynamics Structure</p> <p>Evaluate all music and compositions by using appropriate vocabulary</p> <p>Refine and improve own and others work</p>

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Notation	<p>Copy simple rhythmic patterns</p> <p>Follow simple symbols to represent sounds</p>	<p>Copy rhythmic patterns in time with the beat</p> <p>Follow symbols which represent sounds in a simple repeated rhythm</p> <p>Start to devise own simple symbols to represent sounds</p> <p>Follow notation for steady beat</p>	<p>Follow pictorial notation for simple rhythms e.g. red, yellow for crotchets and quavers</p> <p>Improvise repeating patterns based on words (tea, coffee, coca cola)</p> <p>Follow hand movements to indicate pitch changes (high, low)</p>	<p>Follow traditional notation for simple rhythms (crotchets, rests and quavers)</p> <p>Use letter names for different notes ABCDEFG</p> <p>Use hand movements to indicate pitch changes (high, low)</p>	<p>Follow traditional rhythmic notation for crotchets, rests, quavers, minims</p> <p>Look at traditional notation - position of notes on the staff FACE, EGBDF</p> <p>Recognise high and low notes when looking at a visual traditional staff</p>	<p>Understand musical notation including, time signatures and bars, flats and sharps</p> <p>Use graphic notation</p> <p>Follow a simple tune from traditional notation (eg Twinkle, Twinkle)</p> <p>Play a simple tune from traditional notation (eg Twinkle, Twinkle)</p>

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Ability Group: _____

Names: _____

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Performing Skills	<p>Sing songs, speak chants and rhymes</p> <p>Add actions to songs, rhymes and chants</p> <p>Explore making different sounds with their voices</p>	<p>Sing songs, speak chants and rhymes</p> <p>Keep a steady beat when singing, speaking and chanting</p> <p>Know how to make their voice high and low</p>	<p>Sing songs as a group which have a chorus</p> <p>Start to sing in tune</p> <p>Sing in time with the music</p> <p>Begin to add a simple accompaniment</p>	<p>Sing confidently in tune as part of a group</p> <p>Hold a part in a two part round (with errors)</p> <p>Hold a part in a two part round (without errors)</p> <p>Sustain a single not/sound to accompany singing</p> <p>Sustain a repeated beat to accompany singing</p>	<p>Sing confidently alone and in tune</p> <p>Sing confidently in a group and in tune</p> <p>Sing in a 4 part round or 2 part song (with errors)</p> <p>Sing in a 4 part round or 2 part song (without errors)</p>	<p>Sing confidently and expressively alone, in tune with control and expression</p> <p>Sing confidently in a group, in tune with control and expression</p> <p>Perform confidently in a 4 part round or 2 part song without errors</p>