

Purleigh Community Primary School Progression of Skills: Music

	EFYS	Y1	Y2	Y3	Y4	Y5	Y6
Listening and Appraising	<p>Can they join in with 5 songs or nursery rhymes, especially with repeated refrains?</p> <p>Can they say why they like some songs more than others?</p> <p>Do they know that others don't always enjoy the same thing and are sensitive to this?</p> <p>Do they understand someone else's point of view can be different from theirs?</p> <p>Can they listen attentively to a range of songs?</p> <p>Can they listen and respond to ideas expressed by others?</p>	<p>Do they know 5 songs off by heart and know what they are about?</p> <p>Do they know and recognise the sounds and names of some instruments?</p> <p>Can they enjoy moving to music and say how the music makes them feel or describe the mood of the music?</p> <p>Can they recognise that parts of the song may keep being repeated?</p>	<p>Do they know five songs off by heart and know what they are about?</p> <p>Do they know and recognise the sounds and names of some instruments?</p> <p>Can they enjoy moving to music and say how the music makes them feel or describe the mood of the music?</p> <p>Do they know that some songs have a chorus and that this will be repeated?</p> <p>Do they know that songs have a musical style?</p> <p>Can they learn how songs can tell a story or describe an idea?</p>	<p>Do they know five songs from memory and who sang them or wrote them?</p> <p>Do they know the style of the five songs?</p> <p>Can they choose one song and: talk about its lyrics: what the song is about? talk about musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch)? identify the main sections of the song (introduction, verse, chorus etc.)? name some of the instruments they heard in the song?</p> <p>Can they identify and move to the pulse confidently?</p> <p>Can they think about what the words of a song mean?</p>	<p>Do they know five songs from memory and who sang them or wrote them?</p> <p>Do they know the style of the five songs?</p> <p>Can they choose one song and: talk about some of the style indicators of that song? talk about the lyrics: what the song is about? talk about any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch)? identify the main sections of the song (introduction, verse, chorus etc.)? name some of the instruments they heard in the song?</p> <p>Can they identify and move to the pulse confidently?</p> <p>Can they talk about the musical</p>	<p>Do they know five songs from memory, who sang or wrote them, when they were written and, if possible, why?</p> <p>Do they know the style of the five songs and can they name some other songs in those styles?</p> <p>Can they choose two or three songs and be able to talk about: some of the style indicators of the songs? the lyrics: what the songs are about? any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre)? the structure of the songs (intro, verse, chorus etc.)? the names of some of the instruments used in the songs? the historical context of the songs; what else was going on at this time, musically and historically?</p>	<p>To know five songs from memory, who sang or wrote them, when they were written and why?</p> <p>To know the style of the songs and name other songs in those styles</p> <p>To choose three or four songs and be able to talk about: the style indicators of the songs? the lyrics: what the songs are about? any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre)? the structure of the songs (intro, verse, chorus etc.)? the names of some of the instruments used in the songs? the historical context of the songs; what else was going on at this time, musically and historically?</p>

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				<p>Can they discuss how a song makes them feel?</p> <p>Can they listen carefully and respectfully to other people's thoughts about the music?</p> <p>Do they recognise the work of at least one famous composer?</p>	<p>dimensions working together e.g. the song gets louder in the chorus (dynamics)?</p> <p>Can they talk about the music and how it makes them feel; what is the purpose of this piece of music?</p> <p>Can they listen carefully and respectfully to other people's thoughts about the music?</p> <p>Can they begin to identify music by classical composers e.g. Beethoven, Mozart or Elgar?</p>	<p>songs; what else was going on at this time?</p> <p>which they prefer and why; compare and evaluate using musical vocabulary? the composers and share their preferences?</p> <p>Can they identify and move to the pulse with ease?</p> <p>Can they think about the message of songs?</p> <p>Can they compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences?</p> <p>Can they listen carefully and respectfully to other people's thoughts about the music?</p> <p>Can they talk about how the musical dimensions work together in different songs?</p>	<p>the impact different composers would have had at the time, comparing and contrasting?</p> <p>Do they know and can they talk about that fact that we each have a musical identity?</p> <p>Can they identify and move to the pulse with ease?</p> <p>Can they think about the message of songs?</p> <p>Can they compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences?</p> <p>Can they listen carefully and respectfully to other people's thoughts about the music?</p> <p>Can they use musical words when talking about the songs?</p>
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						Talk about the music and how it makes you feel	Can they talk about the musical dimensions working together in songs? Can they talk about the music and how it makes them feel, using musical language to describe the music?
Embedding the Dimensions of Music	<p>Do they know that music has a steady pulse?</p> <p>Can they recognise when the music is fast or slow, loud or quiet?</p> <p>Can they clap along to rhythms, identifying similarities, differences, patterns and change?</p> <p>Can they use some musical vocabulary correctly?</p>	<p>Do they know that music has a steady pulse, like a heartbeat and can they practise finding it in different ways?</p> <p>Can they recognise when the music is fast or slow, loud or quiet?</p> <p>Do they know that we can create rhythms from words, our names, favourite food, colours and animals?</p> <p>Can they practise listening to rhythms and clapping them back, creating rhythms for others to copy, listening and singing back e.g. "la, la, la"?</p>	<p>Do they know that music has a steady pulse, like a heartbeat and practise finding it in different ways?</p> <p>Can they recognise when the music is fast or slow, loud or quiet?</p> <p>Do they know that we can create rhythms from words, our names, favourite food, colours and animals?</p> <p>Can they practise listening to rhythms and clapping them back, creating rhythms for others to copy, listening and singing back e.g. "la, la, la"?</p>	<p>Do they know how to find and demonstrate the pulse?</p> <p>Do they know the difference between pulse and rhythm?</p> <p>Do they know how pulse, rhythm and pitch work together to create a song?</p> <p>Do they know that every piece of music has a pulse/steady beat?</p> <p>Do they know the difference between a musical question and answer?</p> <p>Can they practise listening to rhythms and clapping them back, creating rhythms for others</p>	<p>Do they know how pulse, rhythm and pitch work together?</p> <p>Do they understand the terms; 'pulse' and 'rhythm' and the differences between them?</p> <p>Do they know how to keep the internal pulse?</p> <p>Do they understand the term 'pitch'?</p> <p>Are they able to create simple musical ideas for a group to copy or respond to?</p> <p>Can they practise listening to rhythms and clapping them back, creating rhythms for</p>	<p>Do they know and are they able to talk about how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song?</p> <p>Do they know how to keep the internal pulse?</p> <p>Are they able to create musical ideas for a group to copy or respond to?</p> <p>Can they copy back rhythms based on the words of the main song that include syncopation/off beat?</p>	<p>Do they know and are they able to talk about how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music?</p> <p>Do they know how to keep the internal pulse?</p> <p>Can they create musical ideas for a group to copy or respond to?</p> <p>Can they copy back rhythms based on the words of the main song that include syncopation/off beat?</p> <p>Can they copy back one-note riffs using</p>

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			<p>Do they know that rhythms are different from the steady pulse?</p> <p>Do they understand that we can add high and low sounds (pitch) when we sing and play our instruments?</p>	<p>to copy (perhaps leading the class), listening and singing back, listening and playing back without, and then with, notation?</p>	<p>others to copy (perhaps leading the class), listening and singing back, listening and playing back without, and then with, notation?</p>	<p>Can they copy back one-note riffs using simple and syncopated rhythm patterns?</p> <p>Can they invent rhythms for others to copy back?</p> <p>Can they copy back two-note and three-note riffs by ear and with notation?</p> <p>Can they play question and answer games using two or three different notes?</p>	<p>simple and syncopated rhythm patterns?</p> <p>Can they invent rhythms for others to copy back?</p> <p>Can they copy back two-note and three-note riffs by ear and with notation?</p> <p>Can they play question and answer games using two or three different notes?</p>
Singing	<p>Can they sing a few familiar songs?</p> <p>Do they know 4 nursery rhymes and 2 action songs?</p> <p>Can they sing songs in different pitches (high and low)?</p>	<p>Can they sing or rap five songs in unison and from memory?</p> <p>Can they learn about singing notes of different pitches (high and low)?</p> <p>Can they learn that they can make different types of sounds with their voices e.g. you can rap or say words in rhythm?</p> <p>Can they learn how to start and stop</p>	<p>Can they sing confidently five songs from memory, following the melody?</p> <p>Can they learn about singing notes of different pitches (high and low) and begin to sing at the correct pitch?</p> <p>Do they know that unison is everyone singing at the same time?</p> <p>Do they know that songs can include</p>	<p>Do they know that singing in a group can be called a choir?</p> <p>Do they understand that the leader or conductor is the person who the choir or group follow?</p> <p>Do they understand that songs can make you feel different things e.g. happy, energetic or sad?</p> <p>Do they recognise that singing as part</p>	<p>Do they know that singing in a group can be called a choir?</p> <p>Do they understand that the leader or conductor is the person who the choir or group follow?</p> <p>Do they understand that songs can make you feel different things e.g. happy, energetic or sad?</p> <p>Do they recognise that singing as part</p>	<p>Do they know and can sing confidently five songs and their parts from memory, and to sing them with a strong internal pulse?</p> <p>Can they choose a song and be able to talk about: its main features? singing in unison, the solo, lead vocal, backing vocals or rapping?</p> <p>Do they know what the song is about</p>	<p>Do they know and can they sing confidently five songs and their parts from memory, and sing them with a strong internal pulse?</p> <p>Do they know about the style of the songs so they can represent the feeling and context to your audience?</p> <p>Can they choose a song and are they able to talk about: its main features?</p>

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		<p>when following a leader?</p>	<p>different ways of using the voice e.g. rapping?</p> <p>Can they learn to start and stop singing when following a leader, beginning to understand that phrases are where we breathe in a song?</p> <p>Do they know why we need to warm up our voices?</p> <p>Can they learn that they can make different types of sounds with their voices e.g. you can rap (spoken word with rhythm)?</p> <p>Can they learn to find a comfortable singing position?</p>	<p>of an ensemble or large group is fun, but that you must listen to each other?</p> <p>Do they know why you must warm up your voice?</p> <p>Can they sing in unison and in simple two-parts?</p> <p>Can they demonstrate a good singing posture?</p> <p>Can they follow a leader when singing?</p> <p>Can they begin to enjoy exploring singing solo?</p> <p>Can they sing with awareness of being 'in tune'?</p> <p>Do they have an awareness of the pulse internally when singing?</p>	<p>of an ensemble or large group is fun, but that you must listen to each other?</p> <p>Do they know why you must warm up your voice?</p> <p>Do they know about 'texture' e.g. a solo singer makes a thinner texture than a large group?</p> <p>Can they sing in unison and in simple two-parts?</p> <p>Do they demonstrate a good singing posture?</p> <p>Can they follow a leader when singing?</p> <p>Do they enjoy exploring singing solo?</p> <p>Can they sing with awareness of being 'in tune'?</p> <p>Can they re-join the song if lost?</p> <p>Do they listen to the group when singing?</p>	<p>and the meaning of the lyrics?</p> <p>Do they know and can they explain the importance of warming up your voice?</p> <p>Can they sing in unison and sing backing vocals?</p> <p>Do they enjoy exploring singing solo?</p> <p>Can they listen to the group when singing?</p> <p>Do they demonstrate a good singing posture and breathe in the correct places?</p> <p>Can they follow a leader when singing?</p> <p>Have they experienced rapping and solo singing?</p> <p>Can they listen to each other and be aware of how they fit into the group?</p>	<p>Singing in unison, the solo, lead vocal, backing vocals or rapping?</p> <p>Do they know what the song is about and the meaning of the lyrics?</p> <p>Do they know and can they explain the importance of warming up their voice?</p> <p>Can they sing in unison and sing backing vocals, beginning to sing in harmony?</p> <p>Do they demonstrate a good singing posture?</p> <p>Can they follow a leader when singing?</p> <p>Have they experienced rapping and solo singing?</p> <p>Can they listen to each other and be aware of how they fit into the group?</p>
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						Can they sing with awareness of being 'in tune'?	Can they sing with awareness of being 'in tune'?
Playing	<p>Can they name some musical instruments correctly?</p> <p>Do they handle instruments carefully and effectively, and with respect?</p> <p>Can they take turns with each other?</p> <p>Can they play un-tuned instruments matching the pulse/ rhythm of a song?</p> <p>Can they listen to and follow musical instructions from a leader e.g. start, stop, faster, slower, louder, quieter?</p>	<p>Can they learn the names of the notes they are playing?</p> <p>Can they learn the names of the instruments they are playing?</p> <p>Do they treat instruments carefully and with respect?</p> <p>Can they play a tuned instrumental part within the song they perform (this can be differentiated to match their musical ability)?</p> <p>Can they listen to and follow musical instructions from a leader?</p>	<p>Can they learn the names of the notes they are playing?</p> <p>Do they know the names of some untuned percussion instruments played in class?</p> <p>Do they treat instruments carefully and with respect?</p> <p>Can they play a tuned instrumental part within the song they perform (this can be differentiated to match their musical ability)?</p> <p>Can they play the part in time with the steady pulse?</p> <p>Can they listen to and follow musical instructions from a leader?</p>	<p>Do they know and can they talk about the instruments used in class e.g. a glockenspiel, a recorder?</p> <p>Do they treat instruments carefully and with respect?</p> <p>Can they play a tuned instrumental part within the song they perform (this can be differentiated to match their musical ability) from memory or using notation?</p> <p>Can they rehearse and perform their part within the song?</p> <p>Can they listen to and follow musical instructions from a leader?</p>	<p>Are they able to talk about the instruments used in class (a glockenspiel, recorder or xylophone)?</p> <p>Can they begin to talk about other instruments they might play or that are played in a band or orchestra or by their friends?</p> <p>Do they treat instruments carefully and with respect?</p> <p>Can they play a tuned instrumental part within the song they perform (this can be differentiated to match their musical ability) from memory or using notation?</p> <p>Can they rehearse and perform their part within the song?</p>	<p>Do they know and can they talk about the different ways of writing music down – e.g. staff notation, symbols?</p> <p>Do they know about the notes C, D, E, F, G, A, B + C on the treble staff?</p> <p>Do they know and can they talk about the instruments they might play or which are played in a band or orchestra or by their friends?</p> <p>Can they play a musical instrument with the correct technique?</p> <p>Can they select and learn an instrumental part that matches their musical challenge by ear or by using notation?</p> <p>Can they rehearse and perform their part, maintain their</p>	<p>Do they know and can they talk about the different ways of writing music down – e.g. staff notation, symbols?</p> <p>Do they know about the notes C, D, E, F, G, A, B + C on the treble staff?</p> <p>Do they know and can they talk about the instruments they might play or which are played in a band or orchestra or by their friends?</p> <p>Can they play a musical instrument with the correct technique?</p> <p>Can they select and learn an instrumental part that matches their musical challenge by ear or by using notation?</p> <p>Can they rehearse and perform their part?</p>

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					<p>Can they listen to and follow musical instructions from a leader?</p> <p>Have they experienced leading the playing by making sure everyone plays in the playing section of the song?</p>	<p>part while others perform theirs?</p> <p>Can they listen to and follow musical instructions from a leader?</p> <p>Can they lead a rehearsal session?</p>	<p>Can they listen to and follow musical instructions from a leader?</p> <p>Can they lead a rehearsal session?</p>
Improvising	<p>Do they understand that improvisation is about making up your own tunes on the spot?</p> <p>Can they improvise their own tune / rhythm?</p> <p>Can they make music and experiment with ways of changing it?</p> <p>Can they listen to and clap back rhythms?</p>	<p>Do they understand that improvisation is about making up your own tunes on the spot? When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</p> <p>Can they learn to listen to, copy and clap back rhythms and then improvise their own?</p> <p>Can they use voices and instruments, listen and copy back, then improvise own answers?</p> <p>Can they take turns to improvise using</p>	<p>Do they understand that improvisation is about making up your own tunes on the spot? When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</p> <p>Can they learn to listen to, copy and clap back rhythms and then improvise their own?</p> <p>Can they use voices and instruments, listen and copy back, then improvise own answers using one or two notes?</p>	<p>Do they understand that improvisation is about making up your own tunes on the spot? When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</p> <p>Do they know that using one or two notes confidently is better than using five?</p> <p>Do they know that if you improvise using the notes you are given, you cannot make a mistake?</p> <p>Can they use voices and instruments,</p>	<p>Do they understand that improvisation is about making up your own tunes on the spot? When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</p> <p>Do they know that using one or two notes confidently is better than using five?</p> <p>Do they know that if you improvise using the notes you are given, you cannot make a mistake?</p> <p>Do they know that they can use some</p>	<p>Do they understand that improvisation is about making up your own tunes on the spot? When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</p> <p>Do they know that using one or two notes confidently is better than using five?</p> <p>Do they know that if you improvise using the notes you are given, you cannot make a mistake?</p> <p>Do they know that they can use some</p>	<p>Do they understand that improvisation is about making up your own tunes on the spot? When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</p> <p>Do they know that using one or two notes confidently is better than using five?</p> <p>Do they know that if you improvise using the notes you are given, you cannot make a mistake?</p> <p>Do they know that they can use some</p>

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		<p>one or two notes on a tuned instrument?</p>	<p>Can they take turns to improvise using one or two notes?</p>	<p>listen and copy back, then improvise own answers using one or two notes?</p> <p>Can they take turns to improvise using up to three notes?</p>	<p>riffs they have heard in their improvisations?</p> <p>Can they use voices and instruments, listen and copy back, then improvise own answers using one or two notes?</p> <p>Can they take turns to improvise using up to three notes?</p> <p>Can they use repeated patterns within their improvisations?</p>	<p>riffs they have heard in their improvisations?</p> <p>Do they know three well-known improvising musicians?</p> <p>Can they practise listening and copying back on an instrument using one, two or three notes?</p> <p>Can they play Question and Answer games on an instrument using one, two or three notes, always starting on a G?</p> <p>Can they improvise using one, two or three notes?</p> <p>Can they improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)?</p>	<p>riffs they have learnt in their improvisations?</p> <p>Do they know that they can use some of the riffs and licks they have learnt in their improvisations?</p> <p>Do they know three well-known improvising musicians?</p> <p>Can they practise listening and copying back on an instrument using one, two or three notes?</p> <p>Can they play Question and Answer games on an instrument using one, two or three notes, always starting on a G?</p> <p>Can they improvise using one, two or three notes?</p> <p>Can they improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B</p>
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							(pentatonic scale/a five-note pattern)?
Composing	<p>Do they understand that composing is like writing a story with music?</p> <p>Can they help to create a simple melody using one or two notes?</p> <p>Can they represent their own ideas, thoughts and feelings through music?</p>	<p>Do they understand that composing is like writing a story with music?</p> <p>Can they help to create a simple melody using one, two or three notes?</p> <p>Can they learn how the notes of the composition can be written down and changed if necessary?</p>	<p>Do they understand that composing is like writing a story with music and can be from a stimulus or to create particular effects?</p> <p>Can they help to create three simple melodies using one, three or five different notes?</p> <p>Can they learn how the notes of the composition can be written down and changed if necessary?</p> <p>Can they begin to understand that their composition should have a beginning, middle and end?</p>	<p>Do they know that a composition is music that is created by them and kept in some way? It is like writing a story. It can be played or performed again to their friends.</p> <p>Can they learn about different ways of recording compositions (letter names, symbols, audio etc.)?</p> <p>Can they help create at least one simple melody using one, three or five different notes?</p> <p>Can they plan and create a section of music that can be performed and talk about how it was created?</p> <p>Can they listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch,</p>	<p>Do they know that a composition is music that is created by them and kept in some way? It is like writing a story. It can be played or performed again to their friends.</p> <p>Can they learn about different ways of recording compositions (letter names, symbols, audio etc.)?</p> <p>Can they help create at least one simple melody using one, three or five different notes?</p> <p>Can they plan and create a section of music that can be performed and talk about how it was created?</p> <p>Can they listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch,</p>	<p>Do they know that a composition is music that is created by them and kept in some way? It is like writing a story. It can be played or performed again to their friends?</p> <p>Do they understand that a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure?</p> <p>Do they recognise the connection between sound and symbol (notation)?</p> <p>Can they create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song?</p> <p>Can they explain the keynote or home note and the structure of the melody?</p>	<p>Do they know that a composition is music that is created by them and kept in some way? It is like writing a story. It can be played or performed again to their friends.</p> <p>Do they understand that a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure?</p> <p>Do they recognise the connection between sound and symbol (notation)?</p> <p>Can they create simple melodies using up to five different notes, and simple rhythms that work musically with the style of the Unit song?</p> <p>Can they explain the keynote or home note and the structure of the melody?</p>

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				<p>dynamics and tempo?</p> <p>Can they record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)?</p> <p>Can they use repeated patterns within their composed pieces?</p> <p>Can they combine sounds to create specific moods or feelings?</p>	<p>dynamics and tempo?</p> <p>Can they record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)?</p> <p>Can they begin to use standard notation?</p> <p>Do they understand the place of rests or moments of silence within music?</p>	<p>Can they listen to and reflect upon their developing composition (and others') and make musical decisions about how the melody connects with the song, can they suggest improvements to their own and others' work?</p> <p>Can they record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)?</p> <p>Can they use basic structural forms e.g. rounds, variations, rondo?</p>	<p>Can they listen to and reflect upon their developing composition (and others') and make musical decisions about how the melody connects with the song, refine and improve their work?</p> <p>Can they choose the best way to record the composition so it recognises the connection between sound and symbol (e.g. graphic/pictorial notation)?</p> <p>Can they compose using different combinations of beats?</p> <p>Can they begin to use chords in their compositions?</p>
Performing	<p>Do they understand that a performance is sharing music with other people, called an audience?</p> <p>Can they perform a song they have</p>	<p>Do they understand that a performance is sharing music with other people, called an audience?</p> <p>Can they perform a song they have learnt trying hard to</p>	<p>Do they understand that a performance is sharing music with an audience, which can include your parents and/or friends?</p>	<p>Do they know that performing is sharing music with other people, an audience?</p> <p>Do they understand that the performance needs</p>	<p>Do they understand that performing is sharing music with other people, an audience?</p> <p>Do they understand that the performance needs</p>	<p>Do they understand that performing is sharing music with other people, an audience?</p> <p>Do they understand that the performance needs</p>	<p>Do they understand that performing is sharing music with other people, an audience?</p> <p>Do they understand that the performance needs</p>

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	<p>learned to an audience?</p> <p>Can they show good control and coordination in large and small movements, moving confidently in a range of ways, safely negotiating space?</p>	<p>look at their audience while they are performing?</p> <p>Can they learn to add their own ideas to the performance?</p> <p>Can they record the performance and say how they were feeling about it</p>	<p>Do they have an understanding that a performance can be a special occasion and involve a class, a year group or a whole school?</p> <p>Can they perform a song they have learnt, trying hard to look at their audience while they are performing?</p> <p>Can they learn to add their own ideas to the performance?</p> <p>Can they record the performance and say how they were feeling about it</p>	<p>to be planned for and rehearsed?</p> <p>Do they understand the need to sing clearly, in tune and with confidence, control and expression when performing?</p> <p>Do they understand the need to play clear notes with confidence when performing?</p> <p>Do they know that a performance can be a special occasion and involve an audience including people you do not know?</p> <p>Do they understand that a performance may involve communicating feelings, thoughts and ideas?</p>	<p>to be planned for and rehearsed?</p> <p>Do they understand the need to sing clearly, in tune and with confidence, control and expression when performing?</p> <p>Do they understand the need to play clear notes rhythmically and with confidence when performing?</p> <p>Do they know that a performance can be a special occasion and involve an audience including people you do not know?</p> <p>Do they understand that a performance may involve communicating feelings, thoughts and ideas?</p> <p>Can they perform from memory and begin to perform from notation?</p> <p>Can they present a musical</p>	<p>to be planned for and rehearsed?</p> <p>Do they understand the need to sing clearly, in tune and with confidence, control and expression when performing?</p> <p>Do they understand the need to play clear notes rhythmically and with confidence when performing?</p> <p>Do they know that a performance can be a special occasion and involve an audience including people you do not know?</p> <p>Do they understand that a performance may involve communicating feelings, thoughts and ideas?</p> <p>Do they communicate the meaning of the words and clearly articulate them?</p>	<p>to be planned for and rehearsed?</p> <p>Do they understand the need to sing clearly, in tune and with confidence, control and expression when performing?</p> <p>Do they understand the need to play clear notes rhythmically and with confidence when performing?</p> <p>Do they know that a performance can be a special occasion and involve an audience including people you do not know?</p> <p>Do they understand that a performance may involve communicating feelings, thoughts and ideas?</p> <p>Do they communicate the meaning of the words and clearly articulate them?</p> <p>Can they talk about the venue and how</p>
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					<p>performance designed to capture the audience?</p> <p>Can they communicate the meaning of the words and clearly articulate them?</p> <p>Can they talk about the best place to be when performing and how to stand or sit?</p> <p>Can they record the performance and say how they were feeling, what they were pleased with what they would change and why?</p>	<p>Can they talk about the venue and how to use it to best effect?</p> <p>Can they record the performance and compare it to a previous performance?</p> <p>Can they discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</p>	<p>to use it to best effect?</p> <p>Can they record the performance and compare it to a previous performance?</p> <p>Can they discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</p>
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