Music: Progression of Skills

By area of music · Years 3 to 6

Our music strands

Musical community | **Musical celebration** | **Musical creativity** | **Musical foundations** | **Music appreciation**

What children can do in each area of music, by year group.

	Listening and Appraising	Singing	Improvising	Composing	Performing
Year 3	• I can discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz). • I can understand that music from different parts of the world has different features. • I can recognise and explain the changes within a piece of music using musical vocabulary. • I can describe the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. • I can begin to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to my own and others' work.	• I can sing songs with a recognised structure. • I can sing with awareness of being 'in tune'. • I can sing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.	• I can begin to improvise a simple rhythm.	• I can compose a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing). • I can combine melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). • I can use letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record my compositions. • I can suggest and implement improvements to my own work, using musical vocabulary.	• I can sing and play in time with peers, with some degree of accuracy and awareness of my part in the group performance. • I can perform from basic staff notation, incorporating rhythm and pitch and am able to identify these symbols using musical terminology.
Year 4	• I can recognise the use and development of motifs in music. • I can identify gradual dynamic and tempo changes within a piece of music. • I can recognise and discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary (Samba, Rock and Roll) and identify common features between different genres, styles and traditions of music. • I can recognise, name and explain the effect of the interrelated dimensions of music. • I can identify scaled dynamics (crescendo/decrescendo) within a piece of music. • I can use musical vocabulary to discuss the purpose of a piece of music. • I can use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to my own and others' work.	• I can sing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes.	• I can begin to improvise coherently within a given style.	• I can compose a coherent piece of music in a given style with voices, bodies and instruments. • I can develop melodies using rhythmic variation, transposition, inversion, and looping. • I can create a piece of music with at least four different layers and a clear structure. • I can use letter name, graphic and rhythmic notation and key musical vocabulary to label and record my compositions. • I can suggest improvements to others' work, using musical vocabulary.	• I can sing and play in time with peers with accuracy and awareness of my part in the group performance. • I can play melody parts on tuned instruments with accuracy and control and developing instrumental technique. • I can play syncopated rhythms with accuracy, control and fluency.
Year 5	• I can recognise and confidently discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary. (South African, West African, Musical Theatre, Blues, Dance Remix). • I can represent the features of a piece of music using graphic notation, and colours, justifying my choices with reference to musical vocabulary. • I can compare, discuss and evaluate music using detailed musical vocabulary. • I can use detailed musical vocabulary with developing confidence (related to the inter-related dimensions of music) to discuss and evaluate my own and others' work.	• I can sing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.	• I can improvise coherently within a given style.	• I can compose a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama). • I can combine rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. • I can use staff notation to record rhythms and melodies. • I can select, discuss and refine musical choices both alone and with others, using musical vocabulary with confidence. • I can suggest and demonstrate improvements to my own and others' work.	• I can work within an ensemble to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with each other and communicating with the ensemble. • I can perform with accuracy and fluency from graphic and simple staff notation. • I can play a simple chord progression with accuracy and fluency.
Year 6	• I can discuss musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. • I can recognise and confidently discuss the stylistic features of music and relate them to other aspects of the Arts (Pop art, Film music). • I can represent changes in pitch, dynamics and texture using graphic notation, justifying my choices with reference to musical vocabulary. I can identify the way that features of a song can complement one another to create a coherent overall effect. • I can use musical vocabulary correctly when describing and evaluating the features of a piece of music. • I can evaluate how the venue, occasion and purpose affect the way a piece of music sounds. • I can confidently use detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate my own and others' work.	• I can confidently sing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.	• I can improvise coherently and creatively within a given style, incorporating given features.	• I can compose a multi-layered piece of music from a given stimulus with voices, bodies and instruments. • I can compose an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure. • I can develop melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. • I can record my own compositions using appropriate forms of notation and/or technology. • I can constructively critique my own and others' work, using musical vocabulary.	• I can work within an ensemble to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group. • I can perform a solo or take a leadership role within a performance. • I can perform with accuracy and fluency from graphic and staff notation and from my own notation. • I can perform by following a conductor's cues and directions.