



Childwall CE Primary School - Music Progression Ladder



<p>Skills of a Year 1 Musician:</p> <ul style="list-style-type: none"> • Uses their voice to speak, sing and chant. • Uses instruments to perform. • Can clap short rhythmic patterns. • Makes different sounds with their voice and with instruments. • Repeats short rhythmic and melodic patterns. • Can make a sequence of sounds. • Responds to different moods in music. • Can say whether they like or dislike a piece of music. • Chooses sounds to represent different things. • Follows instructions about when to play and sing. 	<p>Skills of a Year 2 Musician:</p> <ul style="list-style-type: none"> • Sings and follows a melody. • Performs simple patterns and accompaniments keeping a steady pulse. • Plays simple rhythmic patterns on an instrument. • Sings or claps increasing and decreasing tempo. • Orders sounds to create a beginning, middle and an end. • Creates music in response to different starting points. • Chooses sounds which create an effect. • Uses symbols to represent sounds. • Makes connections between notations and musical sounds. • Listens out for particular things when listening to music. • Improves their own work. 	<p>Skills of a Year 3 Musician:</p> <ul style="list-style-type: none"> • Can sing a tune with expression. • Plays clear notes on instruments. • Uses different elements in their composition. • Creates repeated patterns with different instruments. • Composes melodies and songs. • Creates accompaniments for tunes. • Combines different sounds to create a specific mood or feeling. • Uses musical words to describe a piece of music and compositions. • Uses musical words to describe what they like and do not like about a piece of music. • Recognises the work of at least one famous composer. • Improves their work; explaining how it has been improved.
<p>Skills of a Year 4 Musician:</p> <ul style="list-style-type: none"> • Performs a simple part rhythmically. • Sings songs from memory with accurate pitch. • Improvises using repeated patterns. • Uses notation to record and interpret sequences of pitches. • Uses notation to record compositions in a small group or on their own. • Can explain why silence is often needed in music and explain what effect it has. • Identifies the character in a piece of music. • Identifies and describes the different purposes of music. • Can begin to identify the style of work of some famous composers (e.g. Beethoven, Mozart and Elgar etc). 	<p>Skills of a Year 5 Musician:</p> <ul style="list-style-type: none"> • Breathes in the correct place when singing. • Maintains their part whilst others are performing their part. • Improvises within a group using melodic and rhythmic phrases. • Changes sounds or organises them differently to change the effect. • Composes music which meets specific criteria. • Uses notation to record groups of pitches (chords). • Uses a music diary to record aspects of the composition process. • Chooses the most appropriate tempo for a piece of music. • Describes, compares and evaluates music using musical vocabulary. • Explains why they think music is successful or unsuccessful. • Suggests improvements to their own work and that of others. • Contrasts the work of a famous composer and explains their preferences. 	<p>Skills of a Year 6 Musician:</p> <ul style="list-style-type: none"> • Sings in harmony confidently and accurately. • Performs parts from memory. • Takes the lead in a performance. • Uses a variety of different musical devices in their composition (including melody, rhythms and chords). • Evaluates how the venue, occasion and purpose affects the way a piece of music is created. • Analyses features within different pieces of music. • Compares and contrasts different composers from different times.

