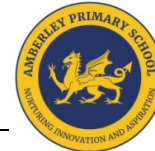




Amberley Music Progression Map of Skills



	YEAR 1	YEAR 2	YEAR 3
Singing and playing	I can sing simple chants and rhymes from memory. I can sing collectively and at the same pitch as other and I can respond to simple visual directions e.g. stop, start, loud, quiet and counting in. I can sing songs with a very small range (mi-so).	I can sing songs with a pitch range of (do-so) (C G) with increasing vocal control, pitching accurately. I know the meaning of dynamics (loud / quiet) and tempo (fast / slow) and am starting to demonstrate these when singing by responding to a leader's direction and I can follow visual symbols e.g. crescendo, decrescendo and pause.	I can sing a widening range of unison songs of varying styles and structures with a pitch range of (do – so), tunelessly and with expression. I can perform these at either forte or piano, loud or soft. I can perform actions confidently and in time to a range of action songs.
Musicianship; pulse /beat, rhythm, pitch and notation	I can walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. I can use body percussion and classroom percussion, playing repeated patterns (ostinato) and short pitched patterns on tuned instrument to maintain a steady beat. I can respond to the pulse in recorded music through movement and dance. I can perform short copycat rhythm patterns accurately, led by the teacher. I can perform short repeating patterns while keeping in time with a steady beat. I can perform word – pattern chants, create retain and perform my own rhythm pattern.	I can understand that the speed of the beat can change, creating a faster or slower pace (tempo). I can mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo. I can walk in time to the beat of a piece of music or song. I can begin to group beats in two and three by tapping knees on the first (strongest) beat and clapping the remaining beats. I can identify the beat grouping in familiar music. I can play copycat rhythms, copying a leader and invent rhythms for other to copy on untuned percussion. I can read and respond to chanted rhythms patterns and represent them with stick notation including crotchets, quavers and crotchet rests. I can play a range of singing games based on the cuckoo intervals (so – mi) matching my voice accurately to the leader. I can respond independently to pitch changes.	I can understand the differences between crotchets and paired quavers. I can apply word chants to rhymes, understanding how to link each syllable to one musical note. I can play and perform melodies following staff notation, showing different arrangements of notes (C-D-E / do-re-mi).

Improvise and Compose	I can experiment with, create, select and combine sounds using the inter related dimensions of music; pitch, duration, dynamics, tempo, timbre, texture, structure and notions. I can improvise simple vocal chants using question and answer phrases. I can create musical sound effects and short sequences of sounds in response to a stimulus e.g. a rainstorm and combine these to make a story using classroom instruments or sound-makers. I can understand the difference between creating a rhythm pattern and a pitch pattern. I can invent, retain and recall rhythm and pitch patterns and perform these for others.	I can work with a partner to improvise simple question and answer phrases to be sung and played on untuned percussion instruments, creating a musical conversation. I can use graphic symbols, dot notation, and stick notation as appropriate to keep a record of composed pieces.	I am becoming more skilled in improvising using my voice, tuned and untuned percussion and other instruments. I can invent short 'on the spot' responses using a limited note range. I can structure musical ideas e.g. using echo or question and answer phrases to create music that has a beginning, middle and end. I can compose in response to different stimuli e.g. stories, verses images and musical sources. I can combine know rhythmic notation with letter names to create rising and falling phrases using just three notes (do – re and mi).
Listen and Appraise	I can listen to music with some concentration. I can recognise some instruments. I can discuss feelings and emotions linked to different pieces of music.	I can listen with sustained concentration and understanding to a range of high-quality live and recorded music I am developing an understanding of melody, the words and their importance in the music being listened to. My knowledge of musical instruments and their identification is developing.	I can listen with direction to a range of high-quality music. I can confidently recognise a range of musical instruments I can begin to listen to and recall sounds with increasing aural memory. I am developing a knowledge and understanding of the stories, origins, traditions, history and social context of music that I am listening to and singing and playing.

	YEAR 4	YEAR 5	YEAR 6
Singing and playing	I can sing a broad range of unison songs with the range of an octave (do - do), pitching my voice accurately and following directions for getting louder / crescendo and quieter decrescendo. I can sing in rounds and sing songs in different time signatures (2,3, and 4 times) and I am beginning to sing a repertoire of songs with small and large leaps as well as a simple second part to introduce vocal harmony.	I can play and perform in solo and ensemble contexts, using my voice and musical instruments with increasing accuracy, fluency, control and expression. I can sing three-part rounds, partner songs and songs with a verse and a chorus.	I can sing as part of an ensemble with full confidence and precision. I can play and perform in solo or ensemble contexts with increasing accuracy, control, fluency and expression I can sing a broad range of songs, including those that involve syncopated rhythms. I can observe rhythm, phrasing, accurate pitching and appropriate styles. I am continuing to sing three- and four-part rounds or partner songs.
Musicianship	I can copy increasingly challenging rhythms using body percussion and untuned instruments where appropriate using the inter dimensions of music. I can talk about pitch etc with increasing confidence and understanding.	I can use and understand staff and other musical notations. I can read and perform pitch notation within an octave e.g. (C-C do – do).	I can use all previous knowledge of musicianship to develop my own sense of music.
Improvise and Compose	I can improvise using a limited range of pitches and use musical features including smooth, <i>legato</i> and detached <i>staccato</i>. I am beginning to make compositional decisions about the overall structure of improvisations and can combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches. I am developing an understanding of formal, written notation which includes minims and quavers	I can improvise and compose music for a range of purpose using the inter related dimensions of music. I can improvise freely over a drone, developing a sense of shape and character, using tuned percussion instruments. I can improvise over a simple groove, responding to the beat, creating a satisfying melodic shape, experiment with using a wider range of dynamics, including very loud <i>fortissimo</i>, very quiet <i>pianissimo</i> moderately loud <i>mezzo forte</i> and moderately quiet <i>mezzo piano</i>. I can compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. I can then enhance these	I can plan and improvise melodies beyond 8 beats over a fixed groove creating a satisfying melodic shape. I can plan and compose an 8 or 16 beat melodic phrase using a pentatonic scale e.g. C, D, E, G, A and incorporate rhymical variety and interest.

		melodies with rhythmic or chordal accompaniment. I can record creative ideas using any of: graphic symbols, rhythm notation and time signatures and staff notation.	
Listen and Appraise	I can confidently recognise a range of musical instruments and the different sounds they make. I can confidently recognise and explore a range of musical styles and traditions and know their basic style indicators. I can listen to and recall sounds with increasing aural memory. I am developing a knowledge and understanding of the stories, origins, tradition, history and social context of music.	I am continuing to develop my knowledge and understanding of the stories, origins, tradition, history and social context of music. I can confidently recognise a range of instruments and state how they are being played with regard to the inter dimensions of music.	I appreciate and understand a wide range of high-quality music drawn from different traditions and from great composers and musicians. I am developing an understanding of the history of music. I am starting to critique music, paying close attention the inter dimensions of music.