

Leicestershire Music Scheme of Work Progression of Skills

Progression of Skills						
Unit	Pulse	Voice	Rhythm	Pitch	Technology, Structure & Form	20 th Century Music
1	<p>I can keep a steady pulse with some accuracy (e.g. clapping, marching, tapping and playing instruments).</p> <p>I can follow and create simple musical directions for faster, slower, stopping and starting.</p> <p>I can create, explore, respond and identify long and short sounds.</p>	<p>I can sing and perform songs which contain a small range of notes (3-5 notes), with growing confidence.</p> <p>I can follow and use performance instructions including starting and stopping with accuracy.</p> <p>I can recognise and represent higher and lower sounds using graphic notation.</p>	<p>I can begin to play rhythmic patterns found in speech.</p> <p>I can confidently copy given rhythms.</p> <p>I can begin to understand the differences between pulse and rhythm through physical movement, playing and singing.</p> <p>I can use graphic notation to record rhythms.</p> <p>I can listen to ideas from others and use them to help improve my work.</p>	<p>I can sing in tune and perform songs which contain a small range of notes (3-5 notes) with growing confidence.</p> <p>I can recognise and broadly control changes in timbre, tempo, pitch and dynamics when playing instruments and vocally.</p> <p>I can use graphic notation to record pitch.</p> <p>I can listen to ideas from others and use them to help improve my work.</p>	<p>I can use technology to create and change sounds.</p> <p>I can demonstrate an understanding of musical structure</p> <p>I can comment and respond to recordings of own and other's compositions.</p>	<p>I can listen to recorded music, and use one element, from different traditions, genres, styles and times.</p>
2	<p>I can sing/play with good sense of pulse.</p> <p>I can demonstrate an understanding of the differences between pulse and rhythm through physical movement / playing / singing.</p> <p>I can begin to recognise rhythmic patterns found in speech, e.g. saying/ chanting names or syllables in names.</p> <p>I can respond to visual and aural cues.</p>	<p>I can sing with accuracy within a range of notes.</p> <p>I can follow and use performance instructions (inc. starting, stopping, dynamics and tempo).</p> <p>I can recognise and demonstrate the link between pitch and shape using graphic notation.</p>	<p>I am beginning to recognise rhythmic patterns found in speech.</p> <p>I can demonstrate I understand the differences between pulse and rhythm through physical movement, playing and singing. I can perform with a good sense of pulse and rhythm.</p> <p>I can use graphic notation to record rhythms.</p> <p>I can offer comments about others' work and accept suggestions from others.</p>	<p>I can sing/play within a given pitch range with a good sense of pulse and rhythm.</p> <p>I can demonstrate and respond when playing an awareness of musicality, tempo etc. and attempt to make adjustments.</p> <p>I have shown confidence using a range of musical vocabulary.</p> <p>I have shown an awareness and link between shape and pitch using graphical notation.</p>	<p>I can experiment changing and combining sounds, using technology.</p> <p>I can comment and respond to a variety of live and recorded music, making statements and observations about musical structure.</p> <p>I can demonstrate a deeper understanding of musical structure, through discussing musical structure.</p>	<p>I am beginning to recognise and describe some features of film music</p> <p>I can listen to sounds and draw symbols to represent them (graphic notation).</p> <p>I can perform songs altering the quality/mood of the song using my voice.</p> <p>I can offer comments about others' work and accept suggestions from others.</p>

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3	<p>I can sing and play confidently and fluently, maintaining a steady pulse.</p> <p>I can maintain a part in a piece/rhythm game consisting of more than two parts.</p> <p>I can offer comments about own and others' work and ways to improve, using appropriate musical vocabulary. I can accept feedback and suggestions from others.</p> <p>I can follow and lead simple performance directions, demonstrating my understanding of pulse.</p>	<p>I can sing fluently.</p> <p>I can create, use and lead a group with performance instructions (tempo, dynamics, start, stop).</p> <p>I can hear a melody and create a graphic score to represent it.</p>	<p>I can listen and copy rhythmic patterns.</p> <p>I can play rhythms confidently while maintaining an appropriate pulse.</p> <p>I can demonstrate I understand the differences between pulse and rhythm through playing an instrument.</p> <p>I can create graphic notation to represent rhythm.</p> <p>I can offer comments about my own and others' work and accept suggestions from others.</p>	<p>I can sing fluently.</p> <p>I can begin to create simple rhythmic patterns, melodies and accompaniments.</p> <p>I can begin to aurally identify, recognise, respond to and use musically graphics notation to represent basic changes in pitch within a limited range.</p> <p>I can offer comments about my own and others' work and accept suggestions from others.</p>	<p>I can use technology to create, change and combine sounds.</p> <p>I can recognise and use basic musical structure.</p> <p>I can offer comments about mine and other's work and accept suggestions from others with a focus on musical structure.</p>	<p>I can listen to and use features of recorded music from different traditions, genres, styles and times.</p>
4	<p>I can sing and play confidently and fluently, maintaining an appropriate pulse.</p> <p>I can follow and lead simple performance directions (e.g. call and response patterns).</p> <p>I can maintain an independent part in a small group when playing or singing (e.g. drone, ostinato, rhythm).</p> <p>I can offer comments about own and others' work and ways to improve, using appropriate musical vocabulary. I can accept feedback and suggestions from others.</p>	<p>I can sing with an awareness of breathing and pronunciation.</p> <p>I can sing fluently with confidence.</p> <p>I can use standard or graphic notation to create a melody.</p>	<p>I can create simple rhythmic patterns.</p> <p>I can confidently maintain an independent part when playing an instrument in a small group.</p> <p>I can play confidently and fluently, maintaining an appropriate pulse.</p> <p>I can aurally identify, recognise, respond to and use musically basic symbols including Western notation.</p> <p>I can offer comments about my own and others work and ways to improve, and I can accept feedback and suggestions from others.</p>	<p>I can sing within a given vocal range with clear diction, mostly accurate tuning, control of breathing and appropriate tone.</p> <p>I can aurally recognise, respond to and use musical symbols (standard notation and invented) and basic changes to pitch within a limited range.</p> <p>I can create simple melodies containing rhythmic patterns, and accompaniments (e.g. a regular pulse, ostinato, timbre, tempo).</p> <p>I can listen to and evaluate a range of live and recorded music from different traditions, genres, styles and</p>	<p>I can use my voice, sounds, technology and instruments in creative ways.</p> <p>I can recognise, respond and use basic musical structure.</p> <p>I can comment on and evaluate the features of own and other's music, with a focus on the structure used.</p>	<p>I can listen to and use features of recorded music from different traditions, genres, styles and times.</p> <p>I can demonstrate quality of key musical skills and elements.</p>

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				<p>times, responding appropriately.</p> <p>I can share opinions about own and others' music and be willing to justify these.</p>		
5	<p>I can maintain a strong sense of pulse throughout pieces with and without syncopation.</p> <p>I can create simple rhythmic pieces which demonstrate understanding of rhythm / melodies / accompaniments.</p> <p>I can maintain an independent part in a group when singing or playing.</p> <p>I can offer comments about own and others' work and ways to improve, using appropriate musical vocabulary. I can accept feedback and suggestions from others.</p>	<p>I can sing and maintain an independent part.</p> <p>I can experiment and perform sounds made by my voice.</p> <p>I can follow and perform a vocal piece using a graphic / notated score.</p>	<p>I have a strong sense of starting and ending with the rest of the group.</p> <p>I can maintain a regular pulse and tempo throughout my group performance.</p> <p>I have played my bars of music accurately in my group performance.</p> <p>I played my part accurately according to my group arrangement.</p>	<p>I can begin to demonstrate increasing confidence, expression, skill and level of musicality through taking different roles in performance and rehearsal (solo melody, group ostinato, conductor, evaluator, pulse keeper).</p> <p>I can begin to create music which demonstrates understanding of basic structure (focusing on contrasting pitches and melodies) and evaluate the choices made.</p> <p>I can begin to use a variety of musical devices, timbres, textures, techniques etc. when creating and making music.</p> <p>I can listen to and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately through composition, discussion, mind map etc.</p> <p>I can begin to critique own and others' work, offering specific comments and justifying these with musical examples and technical vocabulary.</p>	<p>I can use my voice, sounds, technology and instruments in creative ways.</p> <p>I can use and identify key features of basic musical structure.</p> <p>I can comment on and evaluate the features of own and other's music, with a focus on the structure used.</p>	<p>I can use a variety of musical devices, timbres, textures, techniques etc. when creating and making music.</p> <p>I can experiment with voice, sounds, technology and instruments in creative ways to explore new techniques.</p> <p>I can listen to and evaluate a variety of recorded music from different traditions, genres, styles and times.</p> <p>I can critique own and other's work offering specific comments and justifying these.</p>

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6	<p>I can recognise a strong sense of pulse and recognise when going out of time.</p> <p>I can maintain an independent part in a group when singing or playing with an awareness of other parts/performers.</p> <p>I can share opinions about own and others' music and be willing to justify these using musical vocabulary.</p> <p>I can listen to and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context.</p>	<p>I can experiment with and refine sounds with my voice.</p> <p>I can maintain a part in a performance with my voice.</p> <p>I can create and perform a vocal piece by following a graphic / notated score.</p>	<p>I can use a variety of musical devices, timbres, textures, techniques when creating and playing music.</p> <p>I can confidently maintain an independent part when playing an instrument (smaller groups/more parts).</p> <p>I can follow staff and other notations while playing short passages of music.</p> <p>I can critique my own and others' work, offering specific comments and justifying these.</p>	<p>I can demonstrate increasing confidence, expression, skill and level of musicality through taking different roles in performance and rehearsal (playing a solo melody, group ostinato, conductor, evaluator, pulse keeper).</p> <p>I can critique own and others' work, offering specific comments and justifying these with musical examples and technical vocabulary.</p> <p>I can create music which demonstrates understanding of basic structure (focusing on contrasting pitches and melodies) and evaluate the choices made.</p> <p>I can listen to and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately through composition, discussion, mind map etc.</p> <p>I can use a variety of musical devices, timbres, textures, techniques when creating and making music.</p>	<p>I can experiment with voice, sounds, and technology and instruments in creative ways and to explore new techniques</p> <p>I can use a variety of musical devices when making music to include timbres, textures, techniques etc.</p> <p>I can create music which demonstrates an understanding of structure and discuss the choices made.</p> <p>I can listen, evaluate and share opinions about range of live and recorded music from different traditions, genres, styles and times with a focus on structure, using technical.</p> <p>I can share opinions about own and others music and be willing to justify these, using technical vocabulary.</p>	<p>I can use a variety of musical devices, timbres, textures, techniques etc. when creating and making music.</p> <p>I can experiment with voice, sounds, technology and instruments in creative ways to explore new techniques.</p> <p>I can listen to and evaluate a variety of recorded music from different traditions, genres, styles and times.</p> <p>I can critique own and other's work offering specific comments and justifying these.</p>
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