



## St Edward's Catholic First School Music Progression 2023-24

EYFS Music Assessment Statements	
Singing	Sing a few familiar songs.
	Sing to myself and make up simple songs.
Listening	Choose favourite songs/music.
	Listen carefully and respond to music with actions.
Composing	Explore different sounds on instruments
	Explore and learn how sounds can be changed
	Make up rhythms
	Make up songs and dances
Musicianship	Imitate movement in response to music
	Tap out simple repeated rhythms
	Hold and play an instrument with care

Year 1 Music Assessment Statements	
Singing	Sing simple songs, chants and rhymes
	Sing songs using a small pitch range (mi-so)
	Sing songs using a large pitch range (pentatonic scale)
	Sing call and response songs
Listening	Listen to a range of high quality recorded performances
	Listen to and experience live music making
Composing	Improvise simple vocal chants
	Create and explore musical sound effects to accompany a story
	Understand the difference between creating a rhythm pattern and a pitch pattern
	Invent, retain and recall rhythm and pitch patterns
	Use music technology to capture, change and combine sounds
Recognise how graphic scores can represent sounds	
Musicianship	Respond to the pulse using movement and dance, changing tempo where necessary
	Use body percussion, classroom percussion and tuned instruments to play repeated patterns
	Perform short copycat and/or repeating rhythm patterns
	Create and perform word pattern chants
	Listen to a variety of sounds and sing familiar songs, comparing high and low
Follow pictures and symbols to guide singing and playing	

Year 2 Music Assessment Statements	
Singing	Sing songs using a pitch range of do-so with increasing vocal control
	Understand and demonstrate different dynamics and tempo when singing
Listening	Listen to a range of high quality recorded performances
	Listen to and experience live music making
Composing	Create music in response to a non-musical stimulus
	Work with a partner to improvise question and answer phrases to be sung and played on untuned percussion
	Use graphic scores, dot notation and stick notation to record compositions
	Use music technology to capture, change and combine sounds
Musicianship	Show an understanding of tempo when marking the beat of the music with tapping or clapping, and recognise changes in tempo
	Walk in time to the beat of the music, showing an understanding of the difference between left and right



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	Show how to group the beat into twos and threes using body percussion
	Identify the beat groupings in familiar pieces of music
	Play copycat rhythms, being both leader and follower on untuned percussion
	Create rhythms using word patterns
	Read and respond to chanted rhythm patterns and represent them with stick notation
	Create and perform own rhythms using stick notation
	Play a range of singing games using the cuckoo or fire engine interval (so-mi)
	Sing short phrases independently within a song or game
	Use movement to show pitch changes within a melody
	Recognise dot notation and match it to 3 note tunes played on tuned percussion

### Year 3 Music Assessment Statements

<b>Singing</b>	Sing songs in unison using a pitch range of do-so tunefully and with expression
	Sing using forte (loud) and piano (soft)
	Perform actions songs confidently and in time
	Sing as a choir in school assemblies
<b>Listening</b>	Listen to a range of high quality recorded performances
	Listen to and experience live music making
<b>Composing</b>	Improvise short phrases on untuned and tuned instruments using a limited note range
	Compose music in response to different stimuli, e.g. stories, verse, images and musical sources
	Structure musical ideas to create music that has a beginning, middle and end
	Combine known rhythms with three notes to create melodic patterns
	Compose song accompaniments on untuned percussion using known rhythms and note values
<b>Musicianship</b>	Learn to play a musical instrument
	Play melodies on a musical instrument, following staff notation, that use a pitch range of do-mi
	Use listening skills to correctly order dot note phrases using do-re-mi
	Individually copy stepwise melodic phrases, at different speeds: allegro (fast) and adagio (slow)
	Introduction to the stave and clef, using dot notation to show high and low
	Understand the difference between crochets and paired quavers
	Apply word chants to rhythms, linking each syllable to one note

### Year 4 Music Assessment Statements

<b>Singing</b>	Sing songs in unison with a range of an octave
	Sing with accurate pitching using crescendo (getting louder) and diminuendo (getting quieter)
	Sing rounds and partner songs in different time signatures (2, 3 and 4 time)
	Sing a range of songs in school assemblies
<b>Listening</b>	Listen to a range of high quality recorded performances
	Listen to and experience live music making
<b>Composing</b>	Improvise on their musical instrument, using a limited range of notes, and using legato (smooth) and staccato (detached) playing
	Combine known rhythms using a pentatonic (five note) scale to create melodic patterns



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	Arrange individual rhythm cards (featuring crochets, paired quavers, minims and crotchet rests) to create sequences that fit into bars of 2, 3, or 4 time
	Compose music to accompany a photo, drawing or film clip
	Introduce major and minor chords
	Record creative ideas using graphic symbols, rhythm notation (with time signatures), staff notation and/or technology
<b>Musicianship</b>	Develop basic skills in playing a musical instrument within a whole class setting
	Play melodies on a musical instrument, following staff notation, that use a pitch range of do-so
	Play in two or more parts within a whole class setting
	Copy short melodic phrases using a pentatonic scale (do-so)
	Understand the difference between minims, crochets, paired quavers and rests
	Play using pitch notation of a pentatonic scale (do-so) and follow simple rhythmic scores to achieve a sense of ensemble