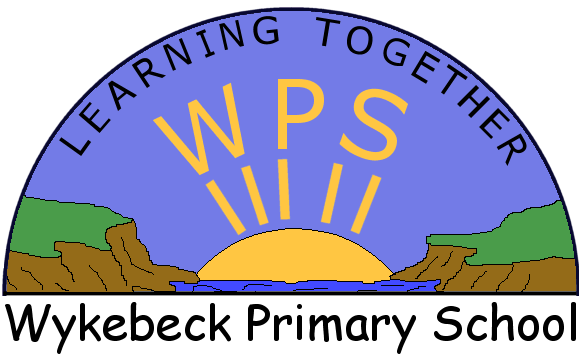
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MUSIC Progression of skills

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| **Music Progression of skills Year 1** | |
| **National Curriculum objectives. In KS1 children should be taught to:**   * use their voices expressively and creatively by singing songs and speaking chants and rhymes * play tuned and untuned instruments musically * listen with concentration and understanding to a range of high-quality live and recorded music * experiment with, create, select and combine sounds using the inter-related dimensions of music. | **Skills specific to the interrelated dimensions of music:**  **Texture**   * Perform simple accompaniments to a melody   **Duration**   * Keep a steady pulse and play at different speeds * Clap back a simple rhythm * Use a rhythmic ostinato to accompany a song   **Notation**   * Use pictures (fly, spider etc) to represent and organize sounds   **Pitch**   * Control changes in pitch with their voice and instruments – higher/lower * Create and perform simple melodies using two tones on a tuned instrument   **Timbre**   * Choose sounds to represent ideas (e.g. shakers for leaves falling off a tree   **Tempo**   * Control changes in tempo with their voice and instruments, e.g. faster/slower   **Dynamics**  • Control changes in dynamics with their voice and instruments, e.g. louder/quieter  **Structure**   * Know that a piece of music is made up of different sections, e.g. beginning, ending, verse, chorus |
| **Key Musical Skills:**  **Singing**   * Sing with an awareness of pitch and phrase, following the shape of the melody * Use big, clear mouth shapes to form words   **Performing**   * Sit silently with an instrument * Perform to people they don’t know   **Composing**   * Choose and order sounds and patterns   **Listening**   * Describe music and * express their feelings about the mood of music through words or pictures   **Reviewing**   * Use non-verbal methods to show their opinion e.g. thumbs up or down |

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| **Music Progression of skills Year 2** | |
| **National Curriculum objectives. In KS1 children should be taught to:**   * use their voices expressively and creatively by singing songs and speaking chants and rhymes * play tuned and untuned instruments musically * listen with concentration and understanding to a range of high-quality live and recorded music * experiment with, create, select and combine sounds using the inter-related dimensions of music. | **Skills specific to the interrelated dimensions of music:**  **Texture**   * Perform simple accompaniments to a melody   **Duration**   * Keep a steady pulse and play at different speeds * Clap back a simple rhythm * Use a rhythmic ostinato to accompany a song * Differentiate between pulse and rhythm * Differentiate between long and short sounds and use them when composing   **Notation**   * Use pictures (fly, spider etc) to represent and organize sounds * Write / draw patterns to represent long and short sounds * Use words / pictures to create rhythm patterns   **Pitch**   * Control changes in pitch with their voice and instruments – higher/lower * Create and perform simple melodies using two tones on a tuned instrument * Differentiate between high and low sounds * Show changes in pitch using tuned percussion e.g. steps, slides, jumps   **Timbre**   * Choose sounds to represent ideas (e.g. shakers for leaves falling off a tree * Accompany songs with thought to the meaning/mood   **Tempo**   * Control changes in tempo with their voice and instruments, e.g. faster/slower   **Dynamics**   * Control changes in dynamics with my voice and instruments, e.g. louder/quieter * Choose appropriate dynamics for songs and accompaniment   **Structure**   * Know that a piece of music is made up of different sections, e.g. beginning, ending, verse, chorus |
| **Key Musical Skills:**  **Singing**   * Sing with an awareness of pitch and phrase, following the shape of the melody * Use big, clear mouth shapes to form words * Internalise (the thinking voice) with some accuracy and control   **Performing**   * Sit silently with an instrument * Perform to people they don’t know * Practice and refine performances in groups and as a class   **Composing**   * Choose and order sounds and patterns * Compose in a small group with other children   **Listening**   * Describe music and express their feelings about the mood of music through words or pictures * Listen to music with increasing discernment saying what they like and dislike about the piece   **Reviewing**   * Use non-verbal methods to show their opinion e.g. thumbs up or down * Suggest changes to performances by using the opposites (faster/slower, louder/quieter, higher/lower) |

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| **Music Progression of skills Year 3** | |
| **National Curriculum objectives. *In KS2 children should be taught to*** *sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.*  **Pupils should be taught to:**   * play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression * improvise and compose music for a range of purposes using the inter-related dimensions of music * listen with attention to detail and recall sounds with increasing aural memory * use and understand staff and other musical notations * appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians * develop an understanding of the history of music. | **Skills specific to the interrelated dimensions of music:**  **Texture**   * Create their own ostinati and riffs (rhythmic and melodic) and play them in time with others   **Duration**   * Create and perform simple rhythmic patterns * Improvise a rhythm over a steady pulse Keep a steady pulse and play at different speeds   **Notation**   * Perform sounds (including pitch and rhythm) from a simple graphic score, (1 or 2 line)   **Pitch**   * Explore and create melodies that use steps and leaps and a wider range of notes   **Timbre**   * Select a sound or instrument to achieve an effect, e.g. quiet playing on chime bars to create something peaceful |
| **Key Musical Skills:**  **Singing**   * Sing in tune with expression (using dynamics, phrasing) * Perform a song both on my own and as part of a group, to an audience, with increasing clarity (diction)   **Performing**   * Perform as part of a team * Carry on if they make a mistake in a performance Practice and refine performances in groups and as a class   **Composing**   * Share ideas and listen to others when working on a composition   **Listening**   * listen to short extracts and respond to specific questions, eg about the genre, structure.   **Reviewing**   * Improve their own work, stating how it has been improved using musical vocabulary * Use an extended musical vocabulary to express personal taste * Recognise ensembles – orchestra, choir, etc |

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| **Music Progression of skills Year 4** | |
| **National Curriculum objectives. *In KS2 children should be taught to*** *sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.*  **Pupils should be taught to:**   * play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression * improvise and compose music for a range of purposes using the inter-related dimensions of music * listen with attention to detail and recall sounds with increasing aural memory * use and understand staff and other musical notations * appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians * develop an understanding of the history of music. | **Skills specific to the interrelated dimensions of music:**  **Texture**   * Create their own ostinati and riffs (rhythmic and melodic) and play them in time with others   **Duration**   * Create and perform simple rhythmic patterns * Improvise a rhythm over a steady pulse Keep a steady pulse and play at different speeds   **Notation**   * Perform sounds (including pitch and rhythm) from a simple graphic score, (1 or 2 line) * Recognise crotchets, crotchet rests, quavers, minims, semibreves and use them to compose and perform rhythms   **Pitch**   * Explore and create melodies that use steps and leaps and a wider range of notes * Show an understanding of scales in their compositions and performances, e.g. pentatonic, blues etc   **Timbre**   * Select a sound or instrument to achieve an effect, e.g. quiet playing on chime bars to create something peaceful * Identify families of instruments and world instruments, e.g. wind, brass, African drums |
| **Key Musical Skills:**  **Singing**   * Sing in tune with expression (using dynamics, phrasing) * Perform a song both on their own and as part of a group, to an audience, with increasing clarity (diction) * Sing with good posture and breathing * Sing songs with a more complicated texture e.g. partner songs and 2-part rounds * Set a starting pitch for a song   **Performing**   * Perform as part of a team * Carry on if they make a mistake in a performance Practice and refine performances in groups and as a class * Perform by ear and by using forms of notation   **Composing**   * Share ideas and listen to others when working on a composition * Be in charge of a group and take directions when working on a composition   **Listening**   * listen to short extracts and respond to specific questions, eg about the genre, structure. * listen and comment on music from different historical periods, displaying understanding of how music has developed over time * I can recognise ensembles – orchestra, choir, etc   **Reviewing**   * Improve their own work, stating how it has been improved using musical vocabulary * Use an extended musical vocabulary to express personal taste * Recognise ensembles – orchestra, choir, etc |

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| **Music Progression of skills Year 5** | |
| **National Curriculum objectives. *In KS2 children should be taught to*** *sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.*  **Pupils should be taught to:**   * play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression * improvise and compose music for a range of purposes using the inter-related dimensions of music * listen with attention to detail and recall sounds with increasing aural memory * use and understand staff and other musical notations * appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians * develop an understanding of the history of music. | **Skills specific to the interrelated dimensions of music:**  **Duration**   * Understand the music is given character by the use of metre and rhythm patterns, and select them as appropriate in their compositions   **Notation**   * Use a graphic score with a more complex texture * Use a variety of note values to compose, notate and perform.   **Pitch**   * Use an octave to compose and improvise melodies * Understand the concept of, and use, the ‘home note’ when composing.   **Timbre**   * Select appropriate sounds to achieve an effect for a purpose, e.g. strong beat on drum for dance music. |
| **Key Musical Skills:**  **Singing**   * Sing expressively to a variety of audiences in different types of venue (e.g. outside, in a large hall) * Demonstrate control of vocal techniques - breathing, posture, good tuning and diction   **Performing**   * Play confidently to a variety of audiences * Lead a group by counting in, beating time etc * Recover from mistakes in a performance   **Composing**   * Bear in mind the purpose of a piece and the ability of the players * Plan a composition, alone or in a group, and monitor its development   **Listening**   * Compare music of contrasting styles and genres using appropriate vocabulary   **Reviewing**   * Suggest and implement improvements to compositions and performances, saying whether the changes have worked in achieving the intended effect and why/not |

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| **Music Progression of skills Year 6** | |
| **National Curriculum objectives. *In KS2 children should be taught to*** *sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.*  **Pupils should be taught to:**   * play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression * improvise and compose music for a range of purposes using the inter-related dimensions of music * listen with attention to detail and recall sounds with increasing aural memory * use and understand staff and other musical notations * appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians * develop an understanding of the history of music. | **Skills specific to the interrelated dimensions of music:**  **Duration**   * Understand the music is given character by the use of metre and rhythm patterns, and select them as appropriate in their compositions * Create and perform more complicated rhythms (semiquavers, syncopation), aurally and from notations * Tap a pulse in different metres (2, 3, 4, 5)   **Notation**   * Use a graphic score with a more complex texture * Use a variety of note values to compose, notate and perform. * Recognise and use simple staff notation.   **Pitch**   * Use an octave to compose and improvise melodies * Understand the concept of, and use, the ‘home note’ when composing. * Understand that particular sets of notes give music its characteristic sound – e.g. minor chords for sad music * Understand and use chords in sequences   **Timbre**   * Select appropriate sounds to achieve an effect for a purpose, e.g. strong beat on drum for dance music. * Create music that uses appropriate sounds to achieve an intention, e.g. creating a sea soundscape |
| **Key Musical Skills:**  **Singing**   * Sing expressively to a variety of audiences in different types of venue (e.g. outside, in a large hall) * Demonstrate control of vocal techniques - breathing, posture, good tuning and diction * Maintain their own part with accurate pitch whilst hearing other parts * Use the inter-related dimensions to improve the quality of their singing   **Performing**   * Play confidently to a variety of audiences * Lead a group by counting in, beating time etc * Recover from mistakes in a performance * Play in an ensemble, taking an individual part and showing an awareness of balance * Use the inter-related dimensions to improve the quality of their performances   **Composing**   * Bear in mind the purpose of a piece and the ability of the players * Plan a composition, alone or in a group, and monitor its development * Use the inter-related dimensions to improve the quality of their compositions   **Listening**   * Compare music of contrasting styles, eras and genres using appropriate vocabulary * listen to longer extracts and describe using knowledge of inter-related dimensions of music   **Reviewing**   * Suggest and implement improvements to compositions and performances, saying whether the changes have worked in achieving the intended effect and why/not. |