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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
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| **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
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| **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
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| **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
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| **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.
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| **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
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| **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.
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