

## Music Progression of Skills

### KS1

Performing		Improving and Composing	Listening and Understanding	Dimensions
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.
<b>Year 1</b>	Vocal: Sing songs building rhythmic and melodic memory. Instrumental: Begin to use correct technique for a range of percussion instruments. Keep a steady beat and copy simple rhythm patterns.	Keep a steady beat and copy simple rhythm patterns. Choose, create and remember higher and lower sound patterns and simple rhythmic patterns. Invent symbols to represent sounds.	Respond to changes in character through movement, words or pictures. Talk about music heard with appropriate vocabulary, giving opinions.	Pitch: recognise and respond to high and low sounds. Duration: recognise and respond to steady beats and patterns of long and short sounds. Dynamics: Understand loud, quiet and silence Tempo: Understand fast and slow. Timbre: Identify families of school percussion instruments and their properties by sound. Texture: Recognise and respond to one sound and to many sounds. Structure: Understand and identify the use of beginning, middle, end and the use of introduction and repetition

## KS1 Music

KS1 Music			
Performing	Improving and Composing	Listening and Understanding	Dimensions
use their voices expressively and creatively by singing songs and speaking chants and rhymes		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.
<b>Year 2</b>	Vocal Sing songs, rounds and chants and use simple vocal patterns as accompaniments. Instrumental- Use correct technique for a range of percussion instruments. Choose and play patterns with increasing confidence.	Choose, create and order sounds to show simple contrasts. Choose, create and remember higher and lower sound patterns and rhythmic patterns. Invent symbols to represent sounds.	Respond to changes in mood through movement, words or pictures. Give opinions, justifying musical ideas with appropriate vocabulary.
			Pitch: recognise and respond to higher and lower sounds and general shapes of melodies; begin to recognise steps, leaps and repeated notes. Duration: recognise, respond and distinguish between beat and rhythm. Understand that rhythmic patterns fit to the beat. Dynamics: Understand getting louder and quieter. Tempo: Understand getting faster and slower. Timbre: Identify the way sounds are made. Texture: Recognise and respond to different layers in music. Structure: Understand and identify repetition and contrast.

## LKS2

		Performing	Improving and Composing	Listening and Understanding	Dimensions
		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.
<b>Year 3</b>	<p>Vocal Sing rounds and partner songs, maintaining own part.</p> <p>Instrumental Use correct technique for a range of percussion instruments, keyboards, plus own instruments if applicable.</p> <p>Copy and match simple patterns in 2, 3, and 4 metre.</p> <p>Keep to a steady beat.</p> <p>Maintain an independent part within a group.</p>	<p>Choose carefully and order sounds within simple structures such as beginning, middle, end, and in response to given starting points.</p> <p>Within a group, create and play layered music with an awareness of how the layers fit together.</p> <p>Represent sounds with symbols.</p> <p>Staff notation: begin to recognise and use different rhythms and that positioning represents pitch.</p>	<p>Develop an awareness of the music's context and purpose.</p> <p>Identify some of the structural and expressive aspects of music heard (e.g.starts quiet and gets gradually louder).</p> <p>Identify instruments heard and how they are played</p>	<p>Pitch: identify steps, leaps and repeated notes in melodies.</p> <p>Duration: begin to understand 2, 3 and 4 metre and how rhythms fit into a steady beat.</p> <p>Dynamics: Understand getting louder and quieter in finer graduations.</p> <p>Tempo: Understand getting faster and slower in finer graduations.</p> <p>Timbre: Identify a range of percussion and non-percussion instruments by name and the way they are played.</p> <p>Texture: Recognise different combinations of layers in music.</p> <p>Structure: Develop understanding of repetition (e.g. ostinato) and contrast (e.g.verse/chorus) structures.</p>	

## LKS2 Music

		Performing	Improving and Composing	Listening and Understanding	Dimensions
		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.
<b>Year 4</b>	<p>Vocal: Sing rounds and partner songs, maintaining own part</p> <p>Instrumental Use correct technique for a range of percussion instruments, keyboards, plus own instruments if applicable.</p> <p>Copy and match simple patterns in 2, 3, and 4 metre.</p> <p>Keep to a steady beat. Maintain an independent part within a group.</p>	<p>Improvise and compose within known structures featuring musical changes.</p> <p>Improvise and compose with an awareness of context and purpose.</p> <p>Staff notation: recognise and use simple rhythms and a limited number of pitches.</p>	<p>Listen to music with layered parts, noticing how the layers fit together.</p> <p>Develop an awareness of the music's context, purpose and the composer's intent.</p> <p>Identify some of the structural and expressive aspects of music heard (e.g. rhythmic ostinato on the drum).</p> <p>Give opinions, using appropriate musical vocabulary to justify these.</p>	<p>Pitch: identify melodic shape and different scale patterns (pentatonic, major and minor).</p> <p>Duration: understand 2, 3 and 4 metre and how rhythms fit into a steady beat.</p> <p>Dynamics: Identify getting louder and quieter.</p> <p>Tempo: Understand getting faster and slower in finer graduations.</p> <p>Timbre: Identify a wide range of nonpercussion instruments by name and the way they are played.</p> <p>Texture: Identify solo, unison, drone, layers and simple harmony (e.g. drone; melodic ostinati).</p> <p>Structure: Develop understanding of conventional musical structures (e.g. rondo, theme and variations, drone/ostinato).</p>	

## UKS2 Music

		Performing	Improving and Composing	Listening and Understanding	Dimensions
		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.
<b>Year 5</b>	<p>Vocal Sing simple part songs with control and an awareness of phrasing.</p> <p>Instrumental Play simple parts with accuracy. Accurately maintain an independent part within a group, using controlled playing techniques.</p>	<p>Improvise and compose including the use of simple chord structures. Improvise, compose and refine with an awareness of context and purpose. Represent sounds with detailed symbols.</p> <p>Staff notation: recognise and use simple rhythms, rests and a limited number of pitches.</p>	<p>Listen to music with a variety of textures, noticing different types of harmony. Compare and contrast different music, with an awareness of the music's context, purpose and the composer's intent. Identify some of the structural and expressive aspects of music heard (e.g. major or minor chords used). Identify different ensemble combinations, instruments heard and their role within the ensemble</p>	<p>Pitch: identify a range of different scale patterns (pentatonic, major and minor, chromatic).</p> <p>Duration: understand more complex rhythms and metres, e.g. counting in 6 or 8.</p> <p>Dynamics: Understand how a wide range of dynamics can be manipulated for expressive effect.</p> <p>Tempo: Understand how a wide range of tempi can be manipulated for expressive effect.</p> <p>Timbre: Identify families of instruments and different ensemble combinations (e.g. samba band, orchestra, choir).</p> <p>Texture: Begin to understand types of harmony (e.g. simple parts; use of chords as an accompaniment).</p> <p>Structure: Understand a wider range of musical structures (e.g. rondo, theme and variations, drone/ostinato, leitmotifs).</p>	

## UKS2 Music

Performing		Improving and Composing	Listening and Understanding	Dimensions
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.
<b>Year 6</b>	<p>Vocal Confidently sing part songs with control, expression and an awareness of phrasing.</p> <p>Instrumental</p> <p>Play simple parts with accuracy and awareness of pitch, metre and balance.</p> <p>Accurately maintain an independent part within a group, using controlled playing techniques in a variety of metres.</p>	<p>Improvise and compose including the use of scales, complex rhythm patterns and simple chord structures.</p> <p>Within a group, create and play with an awareness of balance.</p> <p>Represent sounds with detailed symbols.</p> <p>Staff notation: recognise and use simple rhythms, rests and an increased number of pitches.</p>	<p>Listen to music with a range of different metres.</p> <p>Identify some of the structural and expressive aspects of music heard (e.g. chromatic scales used in the melody).</p> <p>Give opinions, using appropriate and extended vocabulary to justify these</p>	<p>Pitch: identify a range of different scale patterns (pentatonic, major and minor, chromatic, modes, raga).</p> <p>Duration: understand more complex rhythms and metres, e.g. counting in 6, 8, 5 or 7.</p> <p>Dynamics: Understand how a wide range of dynamics can be manipulated for expressive effect.</p> <p>Tempo: Understand how a wide range of tempi can be manipulated for expressive effect.</p> <p>Timbre: Identify families of instruments and different ensemble combinations (e.g. jazz band, orchestra, choir, blues group).</p> <p>Texture: Begin to understand types of harmony (e.g. simple parts; use of chords as an accompaniment), and how they can be used for effect.</p> <p>Structure: Understand a wider range of musical structures (e.g. rondo, theme and variations, drone/ostinato, leitmotifs, 12 bar blues).</p>