**Progression of skills in Music**

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| **Area of learning** | **Early Years** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Curriculum aim one: Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians**  **KS1 – Listen to appreciate and understanding there are different styles music.**  **To understand how a piece of music makes them feel.** | For Early Years progressions see separate document linked to Development Matters in the Early Years | To respond to different moods of music.  To say how a piece of music makes them feel.  To say whether they like or dislike a piece of music. | To respond to different types of music.  To say how a piece makes them feel.  Draw a sound map to express the feelings a piece of music creates.  To improve their own work. | - To recognise the work of at least one famous composer - To use musical words (the elements of music) to describe a piece of music and compositions  - To use musical words to describe what they like and dislike | - To start to identify the character of a piece of music  - To describe and identify the different purposes of music  - To begin to identify with the style of work of different composers, such as Beethoven, Mozart and Elgar  - Comment and discuss interpretation of music from different styles respectfully  - Watch a performance and give suggestions for improvement | - Listen with concentration to a variety of music from all over the world  - To describe, compare and evaluate music using musical vocabulary  - To contrast the work of famous composers and show preferences | - Recognise different style indicators (folk, gospel etc), different instruments and their sounds  - To be able to analyse musical features (rhythm, duration etc) within different pieces of music  - To be able to compare and contrast the impact that different composers from different times will have had on the people of the time.  - Watch a performance and give constructive feedback |
| **Curriculum aim two: Develop an understanding of the history of music** |  |  |  | - Listen to a variety of music from different styles, traditions, times and places and begin to place its historical context | - Listen with concentration to a variety of music from different styles, traditions, times and places and identify its historical context | - Begin to make comparisons between musical genres from different time periods  - describe the history and purpose of a song | - To be able to compare and contrast the impact that different composers from different times will have had on the people of the time. |
| **Curriculum aim three: Improvise and compose music for a range of purposes using the inter-related dimensions of music.**  **KS1 – Composing, including notation for Y2.** | Can identify and match an instrumental sound to an instrument.  Describe the sound an instrument makes e.g. scratchy, soft.  Mark making to represent sounds.  Begin to anticipate when music is going to get faster/slower. | To make different sound with their voices.  To make different sound with instruments.  To identify changes in sounds.  To change the sound.  To make rhythmic and melodic patterns.  To make a sequence of sounds.  To show sounds using pictures.  Challenge:  Pupils can tell the difference between short, long, high and low sounds.  They can give a reason for choosing an instrument. | To use sounds to create a beginning, middle and end.  To create music in response to different starting points.  To choose sound which create an effect.  To use symbols to represent sounds,  To make connections between notations and music sounds.  Challenge:  Pupils can use simple structures in a piece of music.  They know that phrases are where we breathe in a song. | - To use different musical elements in their composition (pitch, duration etc)  - To create repeated patterns with different instruments  - To compose melodies and songs  - To create accompaniments i.e. using percussion instruments) for songs  - To combine different sounds to create a specific mood or feeling - To improve their work explaining how it has improved | - To improvise using repeated patterns  - Improvise and/or compose own rhythms and simple melodies using own voice  - Begin to use different dynamics, pitch, tempo and timbre in compositions More able: - Pupils can explore and use sets of pitches, e.g. 4 or 5 note scales  - They can show how they can use dynamics to provide contrast | - To improvise within a group using melodic and rhythmic phrases  - To change sounds or organise them differently to change the effect  - To compose music which meets specific criteria  - To use their notations to record groups of pitches (chords)  - To use a music diary to record aspects of the composition process  - To choose the most appropriate tempos for a piece of music - To explain why they think their music is successful or unsuccessful  - To suggest improvements to their own or others' work  More able pupils: - Use pitches simultaneously to produce harmony by building up simple chords  - Devise and play a repeated sequence of pitches on a tuned instrument to accompany a song - Identify how (and use) patterns of repetitions, contrasts and variations, organised to give structure to a melody, rhythm, dynamic and timbre | - Create more complex rhythms and melodies  - Begin to compose using 3-5 notes  - To be able to use a variety of different musical devices in their composition (including melody, rhythms and chords)  - To be able to combine groups of beats - To be able to refine and improve their work More able:  - Show how a small change of tempo can make a piece of music more effective |
| **Curriculum aim four: Listen with attention to detail and recall sounds with increasing aural memory**  **KS1 – Appraise – listen with attention to detail and recall different instruments and musical structures.** |  | To choose a sound to represent different things.  To recognise repeated patterns.  To follow instructions about when to play or sing.  Challenge:  Pupils can tell the difference between a fast, slow tempo, loud and quiet.  To identify two types of sound happening at the same time. | To listen out for things when listening to music, e.g. identify different instruments, repeating phrases of music.  Challenge  Pupils recognise sounds that move by steps and by leaps. | - They understand how the use of tempo can provide contrast within a piece of music - To use musical words (the elements of music) to describe a piece of music and compositions  - Be able to find the pulse when listening to a piece of music  More able:  - Pupils can tell whether a change in tempo is gradual or sudden  - They identify repetition, contrasts and variations | - To explain the place of silence and say what effect it has  More able:  - Pupils can identify how a change in timbre can change the effect of a piece of music  - identify the number of bars in phrases of different lengths | - Pupils understand the relation between pulse and syncopated patterns - They can identify how (and use) patterns of repetitions, contrasts and variations can be organised to give structure to a melody, rhythm, dynamic and timbre - To recognise basic structural forms e.g. rounds, variations, rondo form More able: - Pupils can explain how tempo changes the character of music  - They identify where a gradual change in dynamics has helped to shape a phrase of music - can correctly identify the change of chord | - To be able to analyse features within different pieces of music - Pupils can appraise the introductions, interludes and endings for songs and compositions that they have created |
| **Curriculum aim five: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression**  **KS1 Musical Activities** |  | Introductions to different styles of music, blues, Latin, Folk, Funk,  Baroque,  Bhangra, Latin  American and Western Cultural link to history, geography, cou8ntries and cultures.  Playing clapping sounds and developing rhythms and patterns pace and tempo and awareness of loud and soft. | Exploring more sounds; Reggae, Motown, Rock and South African music.  Dancing to a beat and practicing pulse and tempo, walking, marching and running.  Keeping own song steady and in tune whilst another sings an alternative. | - To sing in tune with expression  - To control their voice when singing  - To play clear notes on instruments  - Find and clap the pulse in a piece of music - Maintain a steady rhythm when playing a percussion instrument | - To perform a simple part rhythmically  - To sing songs from memory with accurate pitch  - Pronounce words correctly when singing  - Be able to keep the pulse when singing  - Play instruments starting and ending when directed by a leader  - Look after instruments and play thoughtfully  - Begin to perform with an awareness of the audience  - Clap rhythms accurately More able:  - Pupils can use selected pitches simultaneously to produce simple harmony | - To breathe in the correct place when singing  - To sing with clear diction, control of pitch and projection - To sing and use their understanding of meaning to add expression  - To maintain their part whilst others are performing their part  - To perform 'by ear' and from simple notations  - To recognise and use basic structural forms e.g. rounds, variations, rondo form  - Find and internalise the pulse of the music  - Clap more complex rhythms  - Play instruments in ensemble contexts - perform in a group, keeping in time together  - sing phrases in tune, sustaining long notes for their full length  - perform different rhythmic patterns on instruments to accompany a song  - change tone and dynamics of the voice when singing to suit the meaning of the words More able: - Pupils play a repeated sequence of pitches on a tuned instrument to accompany a song | - To sing with clear diction, accurate timing, control of breathing and appropriate tone  - To sing a harmony part confidently and accurately  - To perform parts from memory  - To perform using notations  - To provide rhythmic support  - Maintain a strong sense of pulse and recognise when you are going out of time  - Play instruments with increasing accuracy, control and fluency  - Practise, rehearse and present performances with understanding of an audience  More able pupils:  - Can take the lead in a performance  - Take on a solo part  - Pupils can perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the part will fit together |
| **Curriculum aim six: Use and understand staff and other musical notations**  **KS1 Curriculum Links** |  | Music of the Morning. Special events e.g. Easter Bonnet Parade, Christmas Production.  History of Music  Space Music  Carnival of the Animals for listening. Seaside Music Music to accompany stories in retelling. | Music of the Morning. Special events e.g. Easter Bonnet Parade, Christmas Production.  History of Music  Space Music  Carnival of the Animals for listening. Seaside Music Music to accompany stories in retelling. | - Use simple diagrams as a method of notation  More able: - Pupils understand metre in 2 and 3 beats; then 4 and 5 beats | - To use notations to record compositions in a small group or on their own  - To use notations to record and interpret sequences of pitches  - To use standard notation  - To use notations to record compositions in a small group or on their own - To use their notation in a performance | - To perform from simple notations  - To use their notations to record groups of pitches (chords) | - To perform using notations  - To recognise that different forms of notation serve different purposes  - To use different forms of notation |