

## Skills Progression in Music

<p>KS1 Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• play tuned and untuned instruments musically</li> <li>• 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</li> </ul>	<p>KS 2 Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>• listen with attention to detail and recall sounds with increasing aural memory</li> <li>• use and understand staff and other musical notations</li> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• develop an understanding of the history of music.</li> </ul>
--	---

EYFS	Being Imaginative	Exploring and Using Media and Materials
30-50 months	<ul style="list-style-type: none"> <li>• Uses movement to express feelings.</li> <li>• Creates movement in response to music.</li> <li>• Sings to self and makes up simple songs.</li> <li>• Makes up rhythms.</li> <li>• Captures experiences and responses with a range of media, such as music and dance.</li> </ul>	<ul style="list-style-type: none"> <li>• Sings a few familiar songs.</li> <li>• Joins in with dancing and ring games.</li> <li>• Beginning to move rhythmically.</li> <li>• Imitates movement in response to music.</li> <li>• Taps out simple repeated rhythms.</li> <li>• Explores and learns how sounds can be changed.</li> </ul>
40-60 months	<ul style="list-style-type: none"> <li>• Imitates new combination of movement and gesture in order to express feelings, ideas and experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to build a repertoire of songs and dances.</li> <li>• Explores the different sounds of instruments.</li> </ul>
ELG	<ul style="list-style-type: none"> <li>• They represent their own ideas, thoughts and feelings through dance and music.</li> </ul>	<ul style="list-style-type: none"> <li>• Children sing songs, make music and dance, and experiment with ways of changing them.</li> </ul>



## Skills Progression in Music

KS1 Skills	Year 1	Year 2	KS2 Skills	Year 3	Year 4	Year 5	Year 6
<b>Controlling Sounds through singing and playing (Play and Perform)</b>							
<b>Use voices expressively</b>	Use voices in different ways such as speaking, singing and chanting	Use voices expressively and creatively. To sing with the sense of shape of the melody	<b>Sing songs in unison and two parts</b>	To sing in unison, becoming aware of pitch.	To sing in unison maintaining the correct pitch and using increasing expression.	To sing in unison with clear diction, controlled pitch and sense of phrase.	To sing in solo, unison and in parts with clear diction, controlled pitch and with sense of phrase
<b>Play tuned and un-tuned instruments</b>	To create and choose sounds To perform simple rhythmical patterns, beginning to show an awareness of pulse.	To create and choose sounds for a specific effect. To perform rhythmical patterns and accompaniments, keeping a steady pulse.	<b>To play tuned and un-tuned instruments with control and accuracy</b>	To perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes.	To play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics.	To play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression.	To play and perform with accuracy, fluency, control and expression
<b>Rehearse and perform with others</b>	To think about others when performing.	To think about others while performing	<b>To practise, rehearse and present performances with an awareness of the audience</b>	To think about others while performing.	To think about others while performing.	To maintain my own part and be aware how the different parts fit together.	To think about the audience when performing and how to create a specific effect.
<b>Creating and developing musical ideas (Create and Compose)</b>							
<b>Create musical patterns</b>	To know about and experiment with sounds	Repeat short rhythmic and melodic patterns	<b>Improvise, developing rhythmic and melodic material when performing</b>	To create simple rhythmic patterns that use a small range of notes.	To create rhythmical and simple melodic patterns using an increased number of notes.	To create increasingly complicated rhythmic and melodic phrases within given structures.	To create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures.
<b>Explore, choose and organise sounds and</b>	To recognise and explore how sounds can be organised, To identify and	To Begin to explore and choose and order sounds using the inter-related	<b>Explore, choose, combine and organise musical ideas with musical</b>	To begin to join simple layers of sound, e.g. a background	To join layers of sound, thinking about musical dynamics of each layer and		



## Skills Progression in Music

<b>musical ideas</b>	organise sounds using simple criteria e.g. loud, soft, high low.	dimensions of music*.	<b>structures</b>	rhythm and a solo melody.	understanding the effect.		
<b>Responding and reviewing appraising skills</b>							
<b>Explore and express ideas and feelings about music using movement, dance and expressive and musical language.</b>	To talk about how music makes you feel or want to move. E.g. it makes me want to jump/sleep/shout etc.	To respond to different moods in music and explain thinking about changes in sound explain ideas and feelings about music using movement, dance and expressive and musical language.	<b>Analyse and compare sounds Explore and explain ideas and feelings about music using movement, dance and expressive and musical language.</b>	To explore and comment on the ways sounds can be used expressively.	To recognise and explore the ways sounds can be combined and used expressively and comment on this effect.	To describe, compare and evaluate different types of music beginning to use musical words.	To describe, compare and evaluate different types of music using a range of musical vocabulary including the inter-related dimensions of music*.
<b>Listening and applying knowledge and understanding</b>							
<b>To listen with concentration and recall sounds within increasing aural memory.</b>	To begin to identify simple repeated patterns and follow basic musical instructions.	To identify and recognise repeated patterns and follow a wider range of musical instructions	<b>To listen with attention to detail and to internalise and recall sounds.</b>	To listen with attention and begin to recall sounds.	To listen to and recall patterns of sounds with increasing accuracy.	To listen to and recall a range of sounds and patterns of sounds confidently.	To listen to, internalise and recall sounds and patterns of sounds with accuracy and confidence.
<b>To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised</b>	To begin to understand that musical elements can be used to create different moods and effects.	To understand how musical elements create different moods and effects.	<b>To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures and used to communicate different moods</b>	To begin to understand how different musical elements are combined and used to create an effect.	To understand how different musical elements are combined and used expressively.	To begin to identify the relationship between sounds and how music can reflect different meanings.	To identify and explore the relationship between sounds and how music can reflect different meanings.

### Skills Progression in Music

and used expressively within simple structures.			and effects.				
To understand that sounds can be made in different ways and described using given and invented signs and symbols.	To begin to represent sounds with simple sounds including shapes and marks.	To confidently represent sounds with a range of symbols, including shapes and marks.	To know that music is produced in different ways and described through relevant established and invented notations.	To begin to recognise simple notations to represent music, including pitch and volume.	To understand and begin to use established and invented musical notations to represent music.	To recognise and use a range of musical notations including staff notation.	To use and apply a range of musical notations including staff notation, to plan, revise and refine musical material.
To know how music is used for particular purposes	To listen to short, simple pieces of music and talk about when and why they may hear it. E.g: a lullaby or Wedding march.	To listen to pieces of music and discuss where and when they may be heard explaining why using simple musical vocabulary. E.g. It's quiet and smooth so it would be good for a lullaby.	To understand how time and place can influence the way music is created.	To listen to and begin to respond to music drawn from different traditions and great composers and musicians.	To listen to, understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians.	To listen to a range of high quality, live and recorded music from different traditions, composers and musicians and begin to discuss their differences and how music may have changed over time.	To develop an understanding of the history of music from different, cultures, traditions, composers and musicians evaluating how venue, occasion and purpose effects the way that music is created and performed.

*\*Inter-related dimensions of music (dynamics):*

*PULSE: the steady beat of a piece of music*



## Skills Progression in Music

**PITCH:** the melody and the way the notes change from low to high and vice versa.

**RHYTHM:** or duration is the pattern of long and short sounds in a piece of music

**DYNAMICS:** Loud and soft

**TEMPO:** Fast and slow

**TIMBRE:** The type of sound – whisper/hum/sing/talk (examples with the voice) or twinkly/hard/soft (examples with instruments)

**TEXTURE:** Layers of sound (number of instruments or voices playing together)

**STRUCTURE:** The way the music is laid out –e.g. Verse, chorus, verse

## Musical Progression – KS1

Units of Work			Differentiated Instrumental Progression							Progression for Improvisation			Progression for Composition			
Year	Term	Unit Title	Key	Easy note range (concert)	Medium note range (concert)	Melody note range (concert)	Easy note values	Medium note values	Melody note values	Easy	Medium	More difficult	Easy	Medium	More difficult	
1	Autumn 1	Hey You!	C	C	C,G	C,G	Crotchets	Crotchets	Semi-quavers, Quavers and Crotchets	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G	
1	Autumn 2	Rhythm In The Way We Walk and Banana Rap	C	Singing and performing only							Singing and performing only			Singing and performing only		
1	Spring 1	In The Groove	C	C,D	C,D	C,G,A,C	Crotchets	Crotchets	Quavers and Crotchets	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G	
1	Spring 2	Round And Round	D Minor	C,D,F	D,E,F,G,A	D,E,F,G,A,B	Semibreves	Crotchets and Minims	Crotchets, Minims and Quavers	D,E	D,E,F	D,E,F,G,A	Not applicable			
1	Summer 1	Your Imagination	C	G	C E G	E G A	Semibreves	Crotchets, Minims and Semibreves	Crotchets, Quavers, Minims and Semibreves	C,D using instruments and/or clap and sing			C,D	C,D,E	C,D,E,G,A	
1	Summer 2	Reflect, Rewind And Replay	Consolidation and Revision							Consolidation and Revision			Consolidation and Revision			
2	Autumn 1	Hands, Feet, Heart	C	G,A,C	G,A,B,C	F,G,A,B,C	Crotchets	Minims	Quavers and Crotchets	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G	
2	Autumn 2	Ho Ho Ho	G	C,E,G	B,A,G	N/a	Crotchets and rests	Crotchets and rests	Not applicable	Not applicable			Not applicable			
2	Spring 1	I Wanna Play In A Band	F	C,D	C,F,G	C,D,F	Minims	Minims	Quavers and Crotchets	F,G	F,G,A	F,G,A,C,D	F,G	F,G,A	F,G,A,C,D	
2	Spring 2	Zootime	C	C,D	C,D	C,D	Crotchets	Crotchets	Quavers and Crotchets	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G	
2	Summer 1	Friendship Song	C	G,E	E,G,A,B	C,D,E,F,G,A,B	Crotchet, Dotted Minim and Rests	Crotchets and Rests	Crotchets, Quavers, Minims	C	C,D	C,D	C,D	C,D,E	C,D,E,G,A	
2	Summer 2	Reflect, Rewind And Replay	Consolidation and Revision							Consolidation and Revision			Consolidation and Revision			



## Skills Progression in Music



### Musical Progression – KS2

Units of Work			Differentiated Instrumental Progression							Progression for Improvisation			Progression for Composition		
Year	Term	Unit Title	Key	Easy note range (concert)	Medium note range (concert)	Melody note range (concert)	Easy note values	Medium note values	Melody note values	Easy	Medium	More difficult	Easy	Medium	More difficult
3	Autumn 1	Let Your Spirit Fly	C	C,F,C	E,F,G,A,B,C	N/a	Semibreves and rests	Minims and rests	Not applicable	Not applicable			Not applicable		
3	Autumn 2	Glockenspiel 1	Multiple songs	C,D,E,F	C,D,E,F	C,D,E,F	Crotchets and Minims and rests	N/a	N/a	C, D	C, D	N/a	C,D,E,F	C,D,E,F	N/a
3	Spring 1	Three Little Birds	G	G	B,C	G,A,B,C,D,E,F	Crotchets and rests	Crotchets and rests	Quavers, Crotchets, Minims and rests	G,A	G,A,B	G,A,B,D,E	G,A	G,A,B	G,A,B,D,E
3	Spring 2	The Dragon Song	G	G	G,A,B	B,C,D,E,F,G	Crotchets and Minims	Crotchets and Minims	N/a	C	C,D	C,D,E	G,A	G,A,B	D,E,G,A,B
3	Summer 1	Bringing Us Together	C	C	G,A,C	G,A,C	Minims and Minim rests	Minims, Crotchet rests and Quavers	Crotchets and rests, Quavers, Dotted Quavers	C	C sometimes A	C and A	C,A	C,A,G	C,D,E,G,A
3	Summer 2	Reflect, Rewind And Replay	Consolidation and Revision							Consolidation and Revision			Consolidation and Revision		
4	Autumn 1	Mamma Mia	G	G	G,A	G,A,B,C	Crotchets	Crotchets	Quavers, Crotchets	G,A	G,A,B	G,A,B,D,E	G,A	G,A,B	G,A,B,D,E
4	Autumn 2	Glockenspiel 2	Multiple songs	C,D,E,F,G	C,D,E,F,G	C,D,E,F,G	Semibreves and rests	Crotchets, Minims and rests	Quavers, Crotchets, Minims, Semibreves and rests	N/a	N/a	N/a	C,D,E	C,D,E	C,D,E
4	Spring 1	Stop!	Singing, rapping and lyric composition							Singing, rapping and lyric composition			Singing, rapping and lyric composition		
4	Spring 2	Lean On Me	C	C,F	E,F,G	G,A,B,C,D	Crotchets	Minims	Quavers, Crotchets, Dotted Crotchets and Minims	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G
4	Summer 1	Blackbird	C	D,C	C,D,E	C,D,E,F,G	Dotted minims, Minims, Semibreves	Crotchets, Semibreves, Minims	N/A	C	C,D	C,D,E	C,D	C,D,E	C,D,E,G,A
4	Summer 2	Reflect, Rewind And Replay	Consolidation and Revision							Consolidation and Revision			Consolidation and Revision		