



## Progression of skills in MUSIC

<b>Skills:</b>	<b>Year R</b>	<b>Year 1</b>	<b>Year 2</b>
L I S T E N I N G	<ul style="list-style-type: none"> <li>• Responding to music through movement, altering movement to reflect the tempo, dynamics or pitch of the music.</li> <li>• Exploring lyrics by suggesting appropriate actions.</li> <li>• Exploring the story behind the lyrics or music.</li> <li>• Listening to and following a beat using body percussion and instruments.</li> <li>• Considering whether a piece of music has a fast, moderate or slow tempo.</li> <li>• Listening to sounds and matching them to the object or instrument.</li> <li>• Listening to sounds and identifying high and low pitch.</li> <li>• Listening to and repeating a simple rhythm.</li> <li>• Listening to and repeating simple lyrics.</li> <li>• Understanding that different instruments make different sounds and grouping them accordingly.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognising and understanding the difference between pulse and rhythm.</li> <li>• Understanding that different types of sounds are called timbres.</li> <li>• Recognising basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower).</li> <li>• Describing the character, mood, or 'story' of music they listen to, both verbally and through movement.</li> <li>• Describing the differences between two pieces of music.</li> <li>• Expressing a basic opinion about music (like/dislike).</li> <li>• Listening to and repeating short, simple rhythmic patterns.</li> <li>• Listening and responding to other performers by playing as part of a group.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognising timbre changes in music they listen to.</li> <li>• Recognising structural features in music they listen to.</li> <li>• Listening to and recognising instrumentation.</li> <li>• Beginning to use musical vocabulary to describe music.</li> <li>• Identifying melodies that move in steps.</li> <li>• Listening to and repeating a short, simple melody by ear.</li> <li>• Suggesting improvements to their own and others' work.</li> </ul>
	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
<ul style="list-style-type: none"> <li>• Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz).</li> <li>• Understanding that music from different parts of the world has different features.</li> <li>• Recognising and explaining the changes within a piece of music using musical vocabulary.</li> <li>• Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.</li> <li>• Beginning to show an awareness of metre.</li> <li>• Beginning to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognising the use and development of motifs in music.</li> <li>• Identifying gradual dynamic and tempo changes within a piece of music.</li> <li>• Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Samba, Rock and Roll).</li> <li>• Identifying common features between different genres, styles and traditions of music.</li> <li>• Recognising, naming and explaining the effect of the interrelated dimensions of music.</li> <li>• Identifying scaled dynamics (crescendo/decrescendo) within a piece of music.</li> <li>• Using musical vocabulary to discuss the purpose of a piece of music.</li> <li>• Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. (South African, West African, Musical, Theatre, Blues, Dance Remix.).</li> <li>• Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.</li> <li>• Comparing, discussing and evaluating music using detailed musical vocabulary.</li> <li>• Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.</li> <li>• Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts (Pop art, Film music).</li> <li>• Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.</li> <li>• Identifying the way that features of a song can complement one another to create a coherent overall effect.</li> <li>• Use musical vocabulary correctly when describing and evaluating the features of a piece of music.</li> <li>• Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. Detailed vocabulary</li> </ul>

# COMPOSING

Skills:	EYFS	Year 1	Year 2	
	<ul style="list-style-type: none"> <li>• Experimenting with playing instruments in different ways.</li> <li>• Clap in time with a piece of music.</li> <li>• Selecting classroom objects to use as instruments.</li> <li>• Experimenting with body percussion and vocal sounds to respond to music.</li> <li>• Selecting appropriate instruments to represent action and mood.</li> </ul>	<ul style="list-style-type: none"> <li>• Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.</li> <li>• Combining instrumental and vocal sounds within a given structure.</li> <li>• Creating simple melodies using a few notes.</li> <li>• Choosing dynamics, tempo and timbre for a piece of music.</li> <li>• Creating a simple graphic score to represent a composition.</li> <li>• Beginning to make improvements to their work as suggested by the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.</li> <li>• Successfully combining and layering several instrumental and vocal patterns within a given structure.</li> <li>• Creating simple melodies from five or more notes.</li> <li>• Choosing appropriate dynamics, tempo and timbre for a piece of music.</li> <li>• Using letter name and graphic notation to represent the details of their composition.</li> <li>• Beginning to suggest improvements to their own work.</li> </ul>	
	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> <li>• Composing a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing).</li> <li>• Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).</li> <li>• Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.</li> <li>• Suggesting and implementing improvements to their own work, using musical vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Composing a coherent piece of music in a given style with voices, bodies and instruments.</li> <li>• Beginning to improvise musically within a given style.</li> <li>• Developing melodies using rhythmic variation, transposition, inversion, and looping.</li> <li>• Creating a piece of music with at least four different layers and a clear structure.</li> <li>• Using letter name, graphic and rhythmic notation and key musical vocabulary to label and record their compositions.</li> <li>• Suggesting improvements to others'</li> </ul>	<ul style="list-style-type: none"> <li>• Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama).</li> <li>• Improvising coherently within a given style.</li> <li>• Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.</li> <li>• Using staff notation to record rhythms and melodies.</li> <li>• Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.</li> <li>• Suggesting and demonstrating improvements to own and others' work.</li> </ul>	<ul style="list-style-type: none"> <li>• Improvising coherently and creatively within a given style, incorporating given features.</li> <li>• Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments.</li> <li>• Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure.</li> <li>• Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.</li> <li>• Recording own composition using appropriate forms of notation and/or technology and incorporating.</li> <li>• Constructively critique their own and others' work, using musical vocabulary.</li> </ul>

P  
E  
R  
F  
O  
R  
M  
I  
N  
G

Skills:	EYFS	Year 1	Year 2	
	<ul style="list-style-type: none"> <li>Using their voices to join in with well-known songs from memory.</li> <li>Remembering and maintaining their role within a group performance.</li> <li>Moving to music with instruction to perform actions.</li> <li>Participating in performances to a small audience.</li> <li>Stopping and starting playing at the right time.</li> </ul>	<ul style="list-style-type: none"> <li>Using their voices expressively to speak and chant.</li> <li>Singing short songs from memory, maintaining the overall shape of the melody and keeping in time.</li> <li>Maintaining the pulse (play on the beat) using hands, and tuned and untuned instruments.</li> <li>Copying back short rhythmic and melodic phrases on percussion instruments.</li> <li>Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.</li> <li>Performing from graphic notation.</li> </ul>	<ul style="list-style-type: none"> <li>Using their voices expressively when singing, including the use of basic dynamics (loud and quiet).</li> <li>Singing short songs from memory, with melodic and rhythmic accuracy.</li> <li>Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse.</li> <li>Performing expressively using dynamics and timbre to alter sounds as appropriate.</li> <li>Singing back short melodic patterns by ear and playing short melodic patterns from letter notation.</li> </ul>	
	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> <li>Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.</li> <li>Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.</li> <li>Performing from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology.</li> </ul>	<ul style="list-style-type: none"> <li>Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes.</li> <li>Singing and playing in time with peers with accuracy and awareness of their part in the group performance.</li> <li>Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.</li> <li>Playing syncopated rhythms with accuracy, control and fluency.</li> </ul>	<ul style="list-style-type: none"> <li>Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.</li> <li>Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.</li> <li>Performing with accuracy and fluency from graphic and simple staff notation.</li> <li>Playing a simple chord progression with accuracy and fluency.</li> </ul>	<ul style="list-style-type: none"> <li>Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.</li> <li>Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group.</li> <li>Performing a solo or taking a leadership role within a performance.</li> <li>Performing with accuracy and fluency from graphic and staff notation and from their own notation.</li> <li>Performing by following a conductor's cues and directions.</li> </ul>

Skills:	Year 3	Year 4	Year 5	Year 6
<p style="text-align: center;">H I S T O R Y (KS2)</p>	<ul style="list-style-type: none"> <li>• Understanding that music from different times has different features.</li> </ul> <p><i>(Also part of the Listening strand)</i></p>	<ul style="list-style-type: none"> <li>• Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</li> </ul> <p><i>(Also part of the Listening strand)</i></p>	<ul style="list-style-type: none"> <li>• Confidently discussing the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time.</li> </ul> <p><i>(Also part of the Listening strand)</i></p>	<ul style="list-style-type: none"> <li>• Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.</li> </ul> <p><i>(Also part of the Listening strand)</i></p>

<b>Key knowledge Progression</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Pitch</b>	<p>To know that the group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad.</p> <p>To know that some traditional music around the world is based on five-notes called a 'pentatonic' scale.</p> <p>To understand that a pentatonic melody uses only the five notes C D E G A.</p>	<p>To know that a bass line is the lowest pitch line of notes in a piece of music, and a walking bassline (where patterns of notes go up then down again) is common in rock and roll.</p> <p>To know that a glissando in music means a sliding effect played on instruments or made by your voice.</p> <p>To know that 'transposing' a melody means changing its key, making it higher or lower pitched.</p>	<p>To understand that a minor key (pitch) can be used to make music sound sad.</p> <p>To understand that major chords create a bright, happy sound.</p> <p>To know that a 'bent note' is a note that varies in its pitch, e.g. the pitch may slide up or down.</p> <p>To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.</p>	<p>To understand that a minor key (pitch) can be used to make music sound sad.</p> <p>To understand that major chords create a bright, happy sound.</p> <p>To know that a 'bent note' is a note that varies in its pitch, e.g. the pitch may slide up or down.</p> <p>To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.</p>
<b>Duration</b>	<p>To know that different notes have different durations, and that crotchets are worth one whole beat.</p> <p>To know that written music tells you how long to play a note for.</p>	<p>To know that combining different instruments playing different rhythms creates layers of sound called 'texture'.</p> <p>To know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed.</p> <p>To know that a motif in music can be a repeated rhythm.</p>	<p>To know that 'poly-rhythms' means many different rhythms played at once.</p> <p>To know that the duration of a note or phrase in music can be shown using a repeated symbol or the size of a symbol on a graphic score.</p>	<p>To understand that all types of music notation show note duration, including the Kodaly method which uses syllables to indicate rhythms.</p> <p>To understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly.</p> <p>To know that a quaver is worth half a beat.</p>
<b>Tempo</b>		<p>To know that playing in time means all performers playing together at the same speed.</p>	<p>To understand that a slow tempo can be used to make music sound sad.</p> <p>To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.</p>	<p>To know that a melody can be adapted by changing its dynamics, pitch or tempo.</p>
<b>Dynamics</b>	<p>To know that the word 'crescendo' means a sound getting gradually louder.</p>	<p>To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music.</p>	<p>To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.</p>	<p>To know that a melody can be adapted by changing its dynamics.</p>
<b>Timbre</b>	<p>To understand that the timbre of instruments played affects the mood and style of a piece of music.</p>	<p>To know that grouping instruments according to their timbre can create contrasting 'textures' in music.</p> <p>To understand that both instruments and voices can create audio effects that describe something you can see.</p>	<p>To understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways.</p>	<p>To know that timbre can also be thought of as 'tone colour' and can be described in many ways e.g. warm or cold, rich or bright.</p>
<b>Texture</b>	<p>To know that many types of music from around the world consist of more than one layer of sound; for example a 'tala' and 'rag' in traditional Indian music.</p>	<p>To know that combining different instruments and rhythms when we compose can create layers of sound we call 'texture'.</p> <p>To understand that harmony means playing two notes at the same time, which usually sound good together.</p>	<p>To understand that a chord is the layering of several pitches played at the same time.</p> <p>To know that poly-rhythms means many rhythms played at once.</p>	<p>To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change.</p> <p>To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes.</p>

<p><b>Structure</b></p>	<p>To know that in a ballad, a 'stanza' means a verse.</p> <p>To know that music from different places often has different structural features, e.g. traditional Chinese music is based on the five-note pentatonic scale.</p>	<p>To know that deciding the structure of music when composing can help us create interesting music with contrasting sections.</p> <p>An ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice.</p> <p>To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music</p>	<p>To know that a loop is a repeated rhythm or melody, and is another word for ostinato.</p> <p>To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords.</p>	<p>To know that a chord progression is a sequence of chords that repeats throughout a song.</p> <p>To know that a 'theme' in music is the main melody and that 'variations' are when this melody has been changed in some way.</p>
<p><b>Notation</b></p>	<p>To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play.</p>	<p>To know that 'performance directions' are words added to music notation to tell the performers how to play.</p>	<p>To know that simple pictures can be used to represent the structure (organisation) of music.</p> <p>To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.</p>	<p>To know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'.</p> <p>To know that chord progressions are represented in music by Roman numerals.</p>