

	EYFS	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
		<p>KS1 pupils should 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.</p>		<p>Key stage 2 Pupils should 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.</p>			
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	-	-	-	-	-	-	-
Controlling sounds through singing and playing (performing)	<ul style="list-style-type: none"> - Take part in signing - Follow instructions on when to sing or to play an instrument 	<ul style="list-style-type: none"> Take part in singing showing awareness of melody - Follow instructions on how and when to sing/play an instrument. - Take notice of others when performing. - Make and control long and short sounds (duration) in different ways including hitting, blowing and shaking - Imitate changes in pitch– high and low. 	<ul style="list-style-type: none"> Sing songs in ensemble following the tune (melody) well. - Use voice to good effect understanding the importance of warming up first. - Perform in ensemble with instructions from the leader. - Make and control long and short sounds using voices and instruments, playing by ear and including simple improvisation (duration). - Carefully choose instruments to combine layers of sound, showing awareness of the combined effect - Use own voice in different ways, including using a loud or soft voice and sing simple repeated phrases 	<ul style="list-style-type: none"> Sing songs from memory with accurate pitch and in tune. - Show control in voice and pronounce the words in a song clearly (diction). - Maintain a simple part within an ensemble. - Play notes on instruments clearly and including steps/ leaps in pitch. - Improvise (including call and response) within a group using 1 or 2 notes. - Perform own part with increased control or accuracy when singing or playing both tuned and untuned instruments - Sing songs confidently both solo and in groups 	<ul style="list-style-type: none"> Sing in tune, breathe well, pronounce words, change pitch and dynamics. - Sustain a rhythmic ostinato/ drone/ melodic ostinato (riff) (to accompany singing) on an instrument (tempo/ duration/ texture). - Perform with control and awareness of what others are singing/ playing. - Improvise within a group using more than 2 notes. - Perform significant parts from memory and from notation, either on a musical instrument or vocally ☑ Maintain a simple part within an ensemble 	<ul style="list-style-type: none"> - Show control, phrasing and expression in singing. - Hold part in a round (pitch/structure). - Perform in solo and ensemble contexts using a variety of techniques, confidently, expressively and in tune. - Improvise on own with increasing aural memory. - Maintain own part in a performance with confidence, accuracy and an awareness of what others are playing - Maintain a more complex part within an ensemble (e.g. sing in a round or use harmony) 	<ul style="list-style-type: none"> Sing or play from memory with confidence. - Take turns to lead a group. Maintain own part in a round/ sing a harmony/ play accurately with awareness of what others are playing. - Play more complex instrumental parts. - Take the lead in a performances and provide suggestions to others - Identify how sounds can be combined and used expressively, layering sounds and singing in tune with other performances - Improvise using 5 notes of the pentatonic scale

<p>Creating and developing musical ideas (composing)</p>	<p>Clap short, rhythmic patterns Make different sounds (high and low – pitch; loud and quiet – dynamics; fast and slow – tempo; quality of the sound – smooth, crisp, scratchy, rattling, tinkling etc...- timbre)</p>	<ul style="list-style-type: none"> - Carefully choose sounds to achieve an effect (including use of ICT). - Order sounds to create an effect (structure- beginnings/endings). - Create short musical patterns. - Create sequences of long and short sounds- rhythmic patterns (duration) in different ways – e.g hitting, blowing, shaking, clapping. - Control playing instruments so they sound as they should. - Use pitch changes to communicate an idea. - Start to compose with two or three notes. - Create a simple rhythm by clapping or using percussion 	<ul style="list-style-type: none"> - Compose and perform melodies using two or three notes. - Use sound to create abstract effects (including using ICT). - Create/ improvise repeated patterns (ostinato) with a range of instruments. - Effectively choose, order, combine and control sounds (texture/ structure). 	<ul style="list-style-type: none"> - Compose and perform melodies using three or four notes. - Make creative use of the way sounds can be changed, organised and controlled (including ICT). - Create accompaniments for tunes using drones or melodic ostinato (riffs). - Create (dotted) rhythmic patterns with awareness of timbre and duration. - Create and repeat extended rhythmic patterns, vocally or by clapping 	<ul style="list-style-type: none"> - Compose and perform melodies using four or five notes. - Use a variety of different musical devices including melody, rhythms and chords. - Record own compositions. - Create own songs (raps- structure). - Identify where to place emphasis and accents in a song to create effects (duration). - Create and repeat extended rhythmical patterns, using a range of percussion and tuned instruments 	<ul style="list-style-type: none"> - Compose and perform melodies using five or more notes. - Show confidence, thoughtfulness and imagination in selecting sounds and structures to convey an idea. - Create music reflecting given intentions and record using standard notation. - Use ICT to organise musical ideas (where appropriate). - (Combine all musical dimensions). - Create simple rhythmic patterns with an awareness of timbre (quality of sound) and duration (length of notes and intervals) 	<ul style="list-style-type: none"> - Make a sequence of long and short sounds with help (duration). - Clap longer rhythms with help. - Make different sounds (high and low– pitch; loud and quiet– dynamics; fast and slow-tempo; quality of the sound- smooth, crisp, scratchy, rattling, tinkling etc.– timbre). - Create complex rhythmic patterns using a variety of instrumentation with an awareness of timbre (quality of sound) and duration (length of notes and intervals) - Improvise using 5 or more notes to compose and perform melodies.
---	--	--	---	---	--	---	--

Music Skills Progression Grid

St Aidan's RC Primary School

<p>Responding and reviewing (appraising)</p>	<ul style="list-style-type: none"> - Take note of others when performing 	<ul style="list-style-type: none"> - Hear the pulse in music. - Hear different moods in music. - Identify texture– one sound or several sounds? - Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.). - Say what they like or dislike about a piece of music 	<ul style="list-style-type: none"> - Identify the pulse in music. - Recognise changes in timbre (sound quality- smooth, crisp, scratchy, rattling, tinkling etc.), dynamics (loud and quiet), tempo (fast and slow) and pitch (high and low). - Start to recognise different instruments. - Explain what they like about a piece of music and why 	<ul style="list-style-type: none"> - Internalise the pulse in music. - Know the difference between pulse and rhythm. - Start to use musical dimensions vocabulary to describe music–duration, timbre, pitch, dynamics, tempo, texture, structure. - Use these words to identify where music works well/ needs improving. 	<ul style="list-style-type: none"> - Know how pulse stays the same but rhythm changes in a piece of music. - Listen to several layers of sound (texture) and talk about the effect on mood and feelings. - Use more musical dimensions vocabulary to describe music–duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, riff, ostinato, melody, harmony. - Identify orchestral family timbres. - Identify cyclic patterns. 	<ul style="list-style-type: none"> - Know how pulse, rhythm and pitch fit together. - Use a range of words to describe music (eg. duration, timbre, pitch, dynamics, tempo, texture, structure, beat, rhythm, silence, riff, ostinato, melody, harmony, chord, flat, sharp, dotted rhythm, staccato, legato, crescendo, diminuendo). - Use these words to identify strengths and weaknesses in own and others' music. 	<ul style="list-style-type: none"> - Know how the other dimensions of music are sprinkled through songs and pieces of music. - Use musical vocabulary confidently to describe music. - Work out how harmonies are used and how drones and melodic ostinato (riffs) are used to accompany singing. - Use knowledge of how lyrics reflect cultural context and have social meaning to enhance own compositions. - Refine and improve own/ others' wo
<p>Listening and applying knowledge and understanding</p>	<ul style="list-style-type: none"> - Choose sounds to represent different things (the thunder, sea etc) 	<ul style="list-style-type: none"> - Listen for different types of sounds. - Know how sounds are made and changed. - Make sounds with a slight difference, with help. - Use voice in different ways to create different effects. - Begin to represent sounds with drawing - Listen to a piece of music, describing if it is fast or slow, happy or sad 	<ul style="list-style-type: none"> - Listen carefully and recall short rhythmic and melodic patterns. - Use changes in dynamics, timbre and pitch to organise music. - Change sounds to suit a situation. - Make own sounds and symbols to make and record music. - Start to look at basic formal notation- play by ear first. - Know music can be played or listened to for a variety of purposes (in history/ different cultures). - Follow a simple piece of written rhythmic notation - Describe basic elements of a piece of music (e.g. pace, volume, emotion) 	<ul style="list-style-type: none"> - Use musical dimensions together to compose music. - Know number of beats in a minim, crotchet, quaver and semibreve and recognise symbols (duration). - Play with a sound-thensymbol approach. - Use silence for effect and know symbol for a rest (duration). - Describe different purposes of music in history/ other cultures. - Use written symbols both standard and invented to represent sounds - Use relevant musical vocabulary (e.g. pitch, rhythm, tempo and pulse 	<ul style="list-style-type: none"> - Combine sounds expressively (all dimensions). - Read notes and know how many beats they represent (minim, crotchet, semibreve, quaver, dotted crotchet, rests). - Know that sense of occasion affects performance. - Describe different purposes of music in history/ other cultures. - Follow a basic melody line, using standard notation. 	<ul style="list-style-type: none"> - Combine sounds expressively (all dimensions). - Read notes and know how many beats they represent (minim, crotchet, semibreve, quaver, dotted crotchet, rests). - Know that sense of occasion affects performance. - Describe different purposes of music in history/ other cultures. 	<ul style="list-style-type: none"> - Use increased aural memory to recall sounds accurately. - Use knowledge of musical dimensions to know how best to combine them - Know and use standard musical notation to perform and record music. - Combining all musical dimensions - To describe different purposes of music in history and other cultures. - Describe how music can be used to create dramatic effect and convey emotion. - identify and explore the relationship between sounds and how different meanings can be expressed through music.

			<ul style="list-style-type: none"> - Describe how an instrument has been used to represent a sound or object (e.g. a flute for a bird or a drum for thunder) 	<ul style="list-style-type: none"> - Recognise changes in the music using word like 'pitch' (high/low), 'timbre' (sound quality), 'dynamics' (loud or soft) and 'tempo' (fast or slow) 	<ul style="list-style-type: none"> - Describe how a piece of music makes them feel, making an attempt to explain why. Recall sounds with increasing aural memory 	<ul style="list-style-type: none"> - Perform from simple notation on tuned/untuned instruments - Use musical vocabulary to explain some of the reasons why a piece of music might have been composed - Explain how different musical elements (pitch, tempo, rhythm, melody and dynamics) have been used to create mood and effect 	
--	--	--	---	---	---	---	--

