



Progression skills in Music

A Christian Ethos. A Nurturing Community. A Place to Thrive.



	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Singing		Sing songs and say chants and rhymes.	Sing songs, chants and rhymes and use simple vocal patterns as accompaniments.	Sing rounds and partner songs, maintaining own part.	Sing rounds and partner songs with control, maintaining own part.	Sing simple part songs with control and an awareness of phrasing and dynamics.	Confidently sing part songs with control, expression and an awareness of phrasing.
Playing an instrument		<p>Understand how to play an instrument with care and attention.</p> <p>Begin to use correct technique.</p> <p>Begin to play simple given tunes and rhythms on tuned and un-tuned instruments.</p> <p>Begin to play sounds linked with symbols.</p>	<p>Understand how to control playing a musical instrument so that it sounds as it should.</p> <p>Play simple patterns and accompaniments keeping to a steady pulse.</p> <p>Practise playing sounds linked with symbols in time with others.</p>	<p>Use correct technique for a range of percussion instruments, keyboards, plus own instruments of 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>Maintain rhythmic and melodic ostinato in 2, 3, and 4 metre.</p> <p>Play notes on instruments so that they sound clear.</p>	<p>Accurately maintain an independent part within a group using controlled playing techniques.</p>	<p>Play more significant parts from memory and notation with accuracy and awareness of pitch, metre and balance.</p> <p>Play with expression.</p>

<p>Improvising and Composing</p>		<p>Repeat and investigate simple beats and rhythms.</p> <p>Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.)</p>	<p>Choose, create and order sounds to show simple contrasts.</p> <p>Choose, create and remember higher and lower sound patterns and rhythmic patterns. Invent symbols to represent sounds.</p>	<p>Choose carefully and order sounds within simple structures such as beginning, middle and end.</p> <p>Create and play layered music.</p> <p>Represent sounds with symbols.</p> <p>Staff notation: begin to recognise and use different rhythms.</p> <p>Know that positioning on the staff represents pitch.</p>	<p>Improvise and compose within known structures featuring musical changes.</p> <p>Staff notation: recognise and use simple rhythms (crotchet, minim), and a limited number of pitches. (G, A B)</p> <p>Know the symbols for a rest and use silence for effect.</p>	<p>Improvise and compose including the use of simple root chords.</p> <p>Improvise, compose and refine with an awareness of context and purpose.</p> <p>Staff notation: recognise and use simple rhythms (crotchet, minim, semibreve), rests and a limited number of pitches. (G, A B, C, D)</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>Staff notation: recognise eight notes and their duration.</p>
<p>Listening and Understanding</p>		<p>Reflect on music and say how it makes people feel using some given musical vocabulary.</p> <p>Respond to changes in musical character through movement, words or art.</p>	<p>Give opinions, justifying musical ideas with appropriate vocabulary.</p> <p>Develop responses to changes in mood through movement, words or art.</p>	<p>Identify some of the structural and expressive aspects of music heard.</p> <p>Identify some of the instruments heard and how they are played.</p> <p>Describe the different purposes of music throughout history and in other cultures.</p>	<p>Compare music and express growing tastes in music.</p> <p>Give opinions, using appropriate musical vocabulary to justify these.</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>Listen to and compare music with a variety of textures.</p> <p>Identify structural aspects. (ABACA)</p> <p>Identify expressive aspects. (major and minor keys)</p> <p>Identify different ensemble combinations and the role of the different instruments. (chords, melody, rhythm)</p>	<p>Explain and evaluate how musical elements, features and styles can be used together to compose music.</p>

Performing		Sing a selection of songs, rounds or chants in front of an audience.	Begin to perform songs in unison with a group, concentrating on pitch and rhythm.	Understand that the sense of occasion affects the performance.	Perform with control and awareness of what others in the group are singing or playing.	Express views on how a performance might be given. (changes in dynamics, speed)	Analyse and give feedback on the performances of others. Take turns to lead a group.
Knowledge of the dimensions		<p><u>Pitch:</u> Recognise and respond to high and low sounds.</p> <p><u>Duration:</u> Recognise and respond to steady beats and patterns of long and short sounds.</p> <p><u>Dynamics:</u> Understand loud, quiet and silent.</p> <p><u>Tempo:</u> Understand fast and slow.</p> <p><u>Timbre:</u> Identify instruments similar in sound.</p> <p><u>Texture:</u> Recognise and respond to one sound and many sounds.</p> <p><u>Structure:</u> Understand and identify the beginning, middle and end.</p>	<p><u>Pitch:</u> Recognise and respond to high and low sounds. Begin to recognise steps, leaps and repeated notes.</p> <p><u>Duration:</u> Distinguish between beat and rhythm.</p> <p>Understand that rhythmic patterns fit the beat.</p> <p><u>Dynamics:</u> Understand getting louder and getting quieter.</p> <p><u>Tempo:</u> Understand getting faster and getting slower.</p> <p><u>Timbre:</u> Identify the way sounds are made.</p> <p><u>Texture:</u> Recognise and respond to different layers in music.</p> <p><u>Structure:</u> Understand and identify repetition and contrast.</p>	<p><u>Pitch:</u> Identify steps, leaps and repeated notes.</p> <p><u>Duration:</u> Begin to understand 2, 3 and 4 metre.</p> <p><u>Dynamics:</u> Understand getting louder and quieter in finer graduations.</p> <p><u>Tempo:</u> Understand getting faster and slower in finer graduations.</p> <p><u>Timbre:</u> Identify and name a range of percussion instruments by name and say how they are played.</p> <p><u>Texture:</u> Recognise changes in the combinations of layers in music.</p> <p><u>Structure:</u> Develop understanding of repetition and contrast structures (ABA)</p>	<p><u>Pitch:</u> Identify melodic shape.</p> <p><u>Duration:</u> Understand 2, 3 and 4 metre and how rhythms fit into a steady beat.</p> <p><u>Dynamics:</u> Identify getting louder and quieter and explore these in own compositions.</p> <p><u>Tempo:</u> Identify getting louder and quieter and explore these in own compositions.</p> <p><u>Timbre:</u> Identify a wide range of non-percussion instruments by name and the way they are played.</p> <p><u>Texture:</u> Identify solo, unison, drone, layers and simple harmony. (e.g. drone; melodic ostinati).</p> <p><u>Structure:</u> Develop understanding of conventional musical structures. ABACAB)</p>	<p><u>Pitch:</u> Identify different scale patterns. (major minor, pentatonic)</p> <p><u>Dynamics:</u> Understand how dynamics can be changed for effect.</p> <p><u>Tempo:</u> Understand how tempo can be changed for effect.</p> <p><u>Timbre:</u> Identify families of instruments and different ensemble combinations – samba band, orchestra, rock band, choir.</p> <p><u>Structure:</u> Understand a wider range of musical structures. (e.g. rondo)</p>	<p><u>Pitch:</u> Identify a range of different scale patterns. (pentatonic, major and minor, chromatic)</p> <p><u>Duration:</u> Understand more complex rhythms and metres, e.g. counting in 6, 8, 5 or 7.</p> <p><u>Dynamics:</u> Understand how a wide range of dynamics can be manipulated for expressive effect.</p> <p><u>Tempo:</u> Understand how a wide range of tempi can be manipulated for expressive effect.</p> <p><u>Timbre:</u> Further identify families of instruments and different ensemble combinations (e.g. jazz band, blues group).</p> <p><u>Texture:</u> Begin to understand types of harmony (e.g. simple parts; use of chords as an accompaniment),</p>

							and how they can be used for effect. <u>Structure:</u> Understand a wider range of musical structures (e.g 12 bar blues).
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