

Progression in Music KS1 & 2 key skills

Year 1 ❖ Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.	Listening and evaluating - Listening with concentration, engaging and responding to pieces of music. - Beginning to articulate how a piece of music affects them (e.g it makes them feel sleepy, want to dance, happy) - Giving positive feedback relating to the tempo of practices and performances using the vocabulary of fast and slow. - To recognise and name up to three instruments. Improvising and composing - Improvising simple question and answer phrases, untuned percussion or voices. - Creating sound responses to a variety of physical stimuli such as, nature, artwork and stories.
❖ Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.	Creating sound - Singing simple songs, chants and rhymes from memory. - Practising singing songs with a wider pitch range (e.g. pentatonic melodies) which gradually gets higher or lower. - Breathing at appropriate times when singing. - Exploring changing their singing voice in different ways. - Singing attempting to match the pitch and tempo they hear. - Learning to use instruments to follow the beat by first observing and then mimicking modelling. - Using instruments imaginatively to create. - Maintaining a comfortable position when sitting or standing to sing and play instruments. Performing - Keeping head raised when singing. - Keeping instruments still until their part in the performance. - Performing actively as part of a group; keeping in time with the beat. - Showing awareness of leader particularly when starting or ending a piece.
❖ Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.	Notation - Reading different types of notation by moving eyes from left to right as sound occurs. - Using pictorial representations to stay in time with the pulse when singing or playing. - Confidently reading simple rhythmic patterns of one beat sounds (crotchets) and one beat rests (crotchet rests). Listening and evaluating - Coordinating the speed of their movements to match the speed of the music. - Beginning to move in time with the beat of the music. - Recognising simple patterns and repetition in rhythm. (e.g. where a pattern of beats is repeated). - Recognising simple patterns and repetition in pitch (e.g. do re mi). - Talking about the tempo of music using the vocabulary of fast and slow.
Key Vocabulary:	Pulse Tempo Rhythm Un-tuned instrument Symbol Beat Pattern Long/Short Loud/Soft Fast/Slow

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Year 2 ❖ Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.	Listening and evaluating • Listening with concentration, engaging and responding to short pieces of music or excerpts from longer pieces of music. • Confidently moving in time with the beat of the music when modelled. • Beginning to keep movements to the beat of different speeds of music. • Beginning to explain why the music has a certain effect on them, which could be related to the music or a personal experience. • Stating what they enjoyed about their peers' performances. • Giving positive feedback relating to the tempo of practices and performances using the vocabulary of fast and slow. • To recognise and name up to three instruments.
❖ Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.	Creating sound • Using instruments imaginatively to create soundscapes which convey a sense of place. • Singing a range of call and response chants, matching the dynamic and tempo they hear with accuracy. • Singing part of a given song in their head (using 'thinking voice'). • Developing an awareness of how dynamics are affected by the force with which an instrument is played. • Learning to use instruments to follow the beat by first observing and then mimicking the teacher's modelling. • Starting to understand how to produce different sounds on pitched instruments. • Maintaining a comfortable position when sitting or standing to sing and play instruments. Performing • Starting to maintain a steady beat throughout short singing performances. • Performing actively as a group, clearly keeping in time with the beat. • Following a leader to start and end a piece appropriately.
❖ Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.	Notation • Recognising pitch patterns using dots. • Know that in all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds. • Confidently reading simple rhythmic patterns comprising of one beat sounds (crotchets) and one beat rests (crotchet rests). • Beginning to read simple rhythmic patterns, which include two, half beats (quavers). • To know that pictorial representations of rhythm show sounds and rests. Improvising and composing • Experimenting with adapting rhythmic patterns by changing either the dynamics, tempo or instrument. • Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. • Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time. Listening and evaluating • Talking about the pitch of music, using the vocabulary of high and low. • Identifying some common instruments when listening to music. • Recognising simple patterns and repetition in rhythm. (e.g. where a pattern of beats is repeated).
Key Vocabulary:	Pitch Symbols Tempo Rhythm Rests Dynamics Audience Instrument Names (3 +) Respond High/Low Beat Half Beat Represent Repartition Leader Performance

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Year 3 ❖ Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.	Listening and evaluating • Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. • Understanding that music from different parts of the world, and different times, has different features. • 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.
❖ Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.	Improvising and composing • Composing a piece of music in a given style with voices and instruments. • Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). • Suggesting and implementing improvements to their own work, using musical vocabulary. Performing • Offering constructive feedback on others' performances. • Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. • Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.
❖ Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.	Notation • Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. • Performing from basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology. Listening and evaluating • Explaining their preferences for a piece of music using musical vocabulary. • Recognising and explaining the changes within a piece of music using musical vocabulary. • Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. • Beginning to show an awareness of metre. • Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work.
Key Vocabulary:	Ballad Stanza Lyrics Key Crescendo Pentatonic Scale Melody Tala Rag Sitar Drone

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Year 4 ❖ Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.	Listening and evaluating • Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. • Using musical vocabulary when discussing improvements to their own and others' work.
❖ Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.	Improvising and composing • Composing a coherent piece of music in a given style with voices, bodies and instruments. • Beginning to improvise musically within a given style using an instrument. • Developing melodies using rhythmic variation, transposition, inversion, and looping. • Creating a piece of music with at least four different layers and a clear structure. Performing • 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. • Singing and playing in time with peers with accuracy and awareness of their part in the group performance. • Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.
❖ Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.	Notation • To know that 'performance directions' are words added to music notation to tell the performers how to play. • Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions. Listening and evaluating • Explaining their preferences for a piece of music using musical vocabulary. • Recognising the use and development of motifs in music. • Identifying gradual dynamic and tempo changes within a piece of music. • Identifying common features between different genres, styles and traditions of music. • Recognising, naming and explaining the effect of the interrelated dimensions of music. • Identifying scaled dynamics (crescendo/decrescendo) within a piece of music. • Using musical vocabulary to discuss the purpose of a piece of music.
Key Vocabulary:	Structure Compose Contrast Texture Combine Rhythms Loop Melody Musical phrase Motif A Capella Harmony Ostinato Vocal Ostinato Performance Directions Notation Transposing

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Year 5 ❖ Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.	Listening and evaluating - Understanding the impact music has on them and starting to articulate the reasons for this effect using musical vocabulary. - Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. - Confidently discussing the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time.
❖ Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.	Improvising and composing - Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama). - Improvising coherently within a given style. - Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. - Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. - Suggesting and demonstrating improvements to own and others' work. Performing - Offer constructive and precise feedback on others' performances. - Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. - 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. - Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.
❖ Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.	Notation - To know that simple pictures can be used to represent the structure (organisation) of music. - To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note. - Using staff notation to record rhythms and melodies. Listening and evaluating - Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. - Comparing, discussing and evaluating music using detailed musical vocabulary. - Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.
Key Vocabulary:	Structure/Organisation Tempo Key/Pitch Staff Notation Chord Layering Bar of Music Blues Style Bent Note Unfamiliar Sounds/Languages Tradition Major Chords Poly-Rhythms

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Year 6 ❖ Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.	Listening and evaluating - Understanding the impact music has on them and starting to articulate the reasons for this effect using musical vocabulary. - 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 - Identifying the way that features of a song can complement one another to create a coherent overall effect. - Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. - 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.
❖ Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.	Improvising and composing - Improvising coherently and creatively within a given style, incorporating given features. - Composing a multi-layered piece of music from a given stimulus with voices, bodies and instruments. - Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. - Constructively critique their own and others' work, using musical vocabulary. Performing - Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. - Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group. - Performing a solo or taking a leadership role within a performance. - Performing by following a conductor's cues and directions.
❖ Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.	Notation - Recording own composition using appropriate forms of notation and/or technology and incorporating the inter-related dimensions of music. - Performing with accuracy and fluency from graphic and staff notation and from their own notation. Listening and evaluating - Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts - Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. - Use musical vocabulary correctly when describing and evaluating the features of a piece of music. - Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.
Key Vocabulary:	Conductor Performer Improvisation Texture Dynamic Change Timbre Theme Melody Rest Variation Orchestra Rhythm Polyphonic Layers Canon Counter-Subject/Counter-Melody Contrast Harmony Rhythm Complimentary Opening