

## Brookside Primary School Music Skills Progression



Key Stage 1 Pupils should be taught to:

- use their voices expressively by singing songs and speaking chants and rhymes
- play tuned and un-tuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- make and combine sounds using the inter-related dimensions of music

Skills	Controlling sounds through singing and playing (performing)	Creating and developing musical ideas (composing)	Responding and reviewing (appraising)	Listening and applying knowledge and understanding
<b>Year 1</b>	<p>Take part in singing. Follow instructions on how and when to sing/play an instrument.</p> <p>Take notice of others when performing.</p> <p>Make and control long and short sounds (duration).</p> <p>Imitate changes in pitch– high and low.</p> <p>Repeat short rhythmic patterns.</p>	<p>Make a sequence of long and short sounds with help (duration).</p> <p>Clap longer rhythms with help.</p> <p>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>	<p>Hear the pulse in music. Hear different moods in music.</p> <p>Identify texture– one sound or several sounds? Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.).</p>	<p>Listen for different types of sounds. Know how sounds are made and changed.</p> <p>Make sounds with a slight difference, with help.</p> <p>Use voice in different ways to create different effects</p>
<b>Year 2</b>	<p>Sing songs in ensemble following the tune (melody) with increasing accuracy.</p> <p>Use voice to good effect understanding the importance of warming up first.</p> <p>Perform in ensemble with instructions from the leader.</p> <p>Make and control long and short sounds (duration) using voices and instruments, playing by ear and including simple improvisation.</p>	<p>Carefully choose sounds to achieve an effect (including use of ICT).</p> <p>Order sounds to create an effect (structure- beginnings/endings).</p> <p>Create short musical patterns.</p> <p>Create sequences of long and short sounds-rhythmic patterns (duration).</p> <p>Control playing instruments so they sound as they should.</p> <p>Use pitch changes to communicate an idea.</p> <p>Start to compose with two or three notes.</p>	<p>Identify the pulse in music.</p> <p>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).</p> <p>Start to recognise different instruments.</p>	<p>Listen carefully and recall short rhythmic and melodic patterns. Use changes in dynamics, timbre and pitch to organise music.</p> <p>Change sounds to suit a situation.</p> <p>Make own sounds and symbols to make and record music.</p> <p>Start to look at, be aware of basic formal notation- but continue to play by ear.</p> <p>Know music can be played or listened to for a variety of purposes (in history/different</p>

Key Stage 2 Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds as part of an aural memory.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voice and playing musical instruments with increasing accuracy, control and expression
- improvise and compose music using the inter-related dimensions of music separately and in combination
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand the basics of staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers
- develop an understanding of the history of music.

Skills	Controlling sounds through singing and playing (performing)	Creating and developing musical ideas (composing)	Responding and reviewing (appraising)	Listening and applying knowledge and understanding
<b>Year 3</b>	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 parts	Compose and perform melodies using two or three notes. Use sound to create abstract effects (including using ICT). Create/ improvise repeated patterns (ostinati) with a range of instruments. Effectively choose, order, combine and control sounds (texture/ structure).	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.	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- then-symbol approach. Use silence for effect and know symbol for a rest (duration). Describe different purposes of music in history/ other cultures.
<b>Year 4</b>	Sing in tune, breathe with control, pronounce words clearly, 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.	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 ostinati (riffs).	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,	Combine sounds expressively (all dimensions). Read notes and know how many beats they represent (minim, crotchet, semibreve, quaver, dotted crotchet, rests). Know that notes can be organised on a staff. Know that sense of occasion affects performance. Describe different purposes of music in history/ other cultures.

		Create (dotted) rhythmic patterns with awareness of timbre and duration	structure, rhythm, metre, riff, ostinato, melody, harmony. Identify orchestral family timbres. Identify cyclic patterns.	
<b>Year 5</b>	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.	Compose and perform melodies using four or five notes. Use a variety of different musical devices including melody, rhythms and chords. Record own compositions.	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, metre, silence, riff, ostinato, melody, harmony, chord, flat, sharp, dotted rhythm, staccato, legato, crescendo, diminuendo).	Create music with an understanding of how lyrics, melody, rhythms and accompaniments work together effectively (pitch/texture/structure). Read/ work out the musical stave and the names of notes within that stave. Use the terms cleff and stave.
<b>Year 6</b>	Improvise on own with increasing aural memory.	Create own songs (raps-structure). Identify where to place emphasis and accents in a song to create effects (duration).	Use these words to identify strengths and weaknesses in own and others' music.	Perform songs in a way that reflects the meaning of the words, the venue and sense of occasion so that the audience appreciates it. Describe different purposes of music in history/ other cultures.
Singing: Key Stage 1	use their voices expressively by singing songs and speaking chants and rhymes listen with concentration and understanding to a range of high-quality recorded music develop a sense of pulse, rhythm, dynamics, tempo and pitch through singing develop a knowledge of instruments and occasion through singing and listening.			
Singing: Key Stage 2	reproducing sounds as part of an aural memory perform in ensemble contexts, using their voice listen with attention to detail and recall sounds with increasing aural memory appreciate and understand a wide range of high-quality recorded music from different traditions and from great musicians and composers develop an understanding of the history of music develop a sense of pulse, rhythm, dynamics, tempo and pitch through singing develop a knowledge of instruments, genre, style, texture, timbre, history and occasion through singing and listening. Develop a knowledge of commonly used musical terms through singing and listening.			