

Gladstone Road Primary School - Music Progression of Skills Grid

National Curriculum Skills

Key Stage 1

Pupils should be taught to:

- 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.

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 from aural memory.

Pupils should be taught to:

- 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.

Gladstone Road Primary School - Music Progression of Skills Grid

KS1 Skills	Year 1	Year 2	KS2 Skills	Year 3	Year 4	Year 5	Year 6
Listen and Appraise							
To listen with concentration and recall sounds with increasing aural memory.	To begin to identify simple repeated patterns and follow instructions about when to play and sing.	To identify and recognise repeated patterns and follow a wider range of musical instructions.	To listen with attention to detail and to internalise and recall sounds.	To listen with attention and begin to recall sounds.	To listen to and recall patterns of sounds with increasing accuracy.	To listen to and recall a range of sound, and patterns of sounds, confidently.	To listen to, internalise and recall sounds and patterns of sounds with accuracy and confidence.
To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures.	To begin to understand that musical elements can be used to create different moods and effects.	To understand and discuss how musical elements create different moods and effects.	To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures and used to communicate different moods and effects.	To begin to understand how different musical elements are combined and used to create an effect.	To understand how different musical elements are combined and used expressively.	To begin to identify the relationship between sounds and how music can reflect different meanings.	To identify and explore the relationship between sounds and how music can reflect different meanings.
To understand that sounds can be made in different ways and described using given and invented signs and symbols.	To begin to represent sounds with simple symbols, including shapes and marks.	To confidently represent sounds with a range of symbols, shapes and marks. (graphic scores)	To know that music is produced in different ways and described through relevant established and invented notations.	To begin to recognise simple notations to represent music, including pitch and volume.	To understand and begin to use established and invented musical notations to represent music.	To recognise and use a range of musical notations including staff notation.	To use and apply a range of musical notations including staff notation, to plan, refine musical material.

Gladstone Road Primary School - Music Progression of Skills Grid

To know how music is used for particular purposes.	To listen to short, simple pieces of music and talk about when and why they may hear it and whether they like or dislike it.	To listen to pieces of music. Discuss where and when they may be heard explaining why using simple musical vocabulary. e.g. It's fast and lively so it would be good for a dance.	To understand how time and place can influence the way music is created.	To listen to and begin to respond to music drawn from different traditions and great composers and musicians. (eg 10 pieces) Recognise the work of at least one famous composer.	To listen to and understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians eg Beethoven, Mozart and Elgar.	To listen to a range of high quality, live and recorded music from different traditions, composers and musicians. Contrast the work of a famous composer with another.	To develop an understanding of the history of music from different, cultures, traditions, composers and musicians. Evaluate how purpose effects the way music is performed.
--	--	---	--	--	---	--	---

Explore and express ideas and feelings about music using movement, dance and expressive and musical language.	To talk about how music makes you feel or want to move, e.g. it makes me want to jump, be still.	To respond to different moods in music talk about pitch, rhythm, dynamics and tempo (speed)	Analyse and compare sounds. Explore and explain ideas and feelings about music using movement, dance and expressive and musical language.	To explore and comment on the ways sounds can be used expressively including silence.	To recognise and explore the ways sounds can be combined and used expressively and explain why the music was successful or unsuccessful.	To describe, compare and evaluate different types of music beginning to use musical words eg dynamics, tempo, and rhythm.	To describe, compare and evaluate different types of music using a range of musical vocabulary.

Performance: Singing & Instruments

Gladstone Road Primary School - Music Progression of Skills Grid

Use voices expressively	Use voices in different ways such as speaking, singing and chanting.	Use voices in different ways such as speaking, singing and chanting.	Sing songs in unison and two parts	To sing in unison, becoming aware of pitch.	To sing in unison maintaining the correct pitch and using increasing expression.	To sing in unison with clear diction, controlled pitch and sense of phrase.	To sing in solo, unison and in parts with clear diction and controlled pitch.
Play tuned and untuned instruments	To create and choose sounds to perform simple rhythmical patterns, beginning to show an awareness of pulse.	To create and choose sounds for a specific effect and to perform rhythmical patterns (ta teh teh) and accompaniments, keeping a steady pulse.	To play tuned and un-tuned instruments with control and accuracy	To perform simple rhythmic and musical parts. Create accompaniments for tunes.	To play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics.	To play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression.	To play and perform with accuracy, fluency, control and expression.
Rehearse and perform with others	To think about others when performing.	To think about others while performing	To practise, rehearse and present performances with an awareness of the audience	To think about others while performing with an increasing awareness of the audience.	To think about others while performing with an awareness of the audience.	To maintain my own part and be aware how the different parts fit together.	To think about the audience when performing and how to create a specific effect.

*Vocabulary

Pulse – the regular heartbeat of the music; the steady beat.

Rhythm – long and short sounds or patterns that happen over the pulse.

Gladstone Road Primary School - Music Progression of Skills Grid

Improvisation and Composition							
Create musical patterns.	To know about and experiment with sounds.	To repeat short rhythmic and melodic patterns by using body movements or instruments.	Improvise, developing rhythmic and melodic material when performing.	To create simple rhythmical patterns that uses a small range of notes.	To create rhythmical and simple melodic patterns using an increased number of notes.	To create increasingly complicated rhythmic and melodic phrases within given structures.	To create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures.
Explore, choose and organise sounds and musical ideas.	To recognise and explore how sounds can be organised and to identify and organise sounds using simple criteria e.g. loud, soft, high low.	To begin to explore and choose and order sounds using more complex criteria, eg tempo, pitch, pulse.	Explore, choose, combine and organise musical ideas with musical structures.	To begin to join simple layers of sound, e.g. a background rhythm and a solo melody.	To join layers of sound, thinking about musical dynamics of each layer and understanding the effect.		
Share and Evaluate							
To make improvements to my own work.	To think about and make simple suggestions about what could make their own work better. e.g. play faster or louder. (tempo or dynamics)	To identify what improvements could be made to own work and make these changes, including altering use of voice, playing of and choice of instruments.	To reflect on and improve own and others work in relation to its intended effect.	To comment on the effectiveness of own work, identifying and making improvements.	To comment on the effectiveness of own work, identifying and making Improvements.	To comment on the success of own and others work, suggesting improvements based on intended outcomes.	To evaluate the success of own and others work, suggesting specific improvements based on intended outcomes and comment on how this could be achieved.

Pitch – high and low sounds.

Tempo – the speed of the music; fast or slow or in-between.

Gladstone Road Primary School - Music Progression of Skills Grid

Dynamics – how loud or quiet the music is.

Timbre – all instruments, including voices, have a certain sound quality e.g. the flute has a very different sound quality to the violin.

Texture – layers of sound. Layers of sound working together make music very interesting to listen to.

Structure – every piece of music has a structure e.g. an introduction, verse and chorus ending.

Notation – the link between sound and symbol.