

Robert Arkenstall Primary School
Key Stage 1 and 2 Progression of Skills
Music

Learning Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>'Performing' focus</p> <p style="text-align: center;">Singing</p> <p><u>Key Stage 1 N.C</u> Pupils should be taught to: <i>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</i></p> <p><u>Key Stage 2 N.C</u> Pupils should be taught to: <i>Sing and play musically with increasing confidence and control.</i> <i>Play and perform in solo and ensemble contexts, using their voice with increasing accuracy, fluency, control and expression.</i></p>	<p><u>3-4 year olds</u> <i>Communication and language</i> Sing a large repertoire of songs.</p> <p><i>Expressive Arts and Design</i> Remember and sing entire songs Sing the pitch of a tone sung by another person (pitch match) Sing the melodic shape (moving melody such as up and down).</p> <p><u>Reception</u> <i>Communication and language</i> Learn rhymes, poems and songs.</p> <p><i>Expressive Arts and Design</i> Sing in a group or on their own, increasingly matching the pitch and following the melody Use their voice to speak/chant/ sing</p>	<p>Sing and chant together keeping in time with a steady pulse</p> <p>Sing songs with some control of</p> <ul style="list-style-type: none"> • Breathing • Tuning • Clarity of words • Different moods of song e.g happy, sad, angry 	<p>Sing a range of songs and perform to an audience</p> <ul style="list-style-type: none"> • With accuracy of pitch • With clear words • Understanding of when to breathe • Control over dynamics (loud and soft) and tempo • With some coordinated actions 	<p>Sing songs from different times and place with confidence, some from memory.</p> <p>Sing with a wider range of dynamics</p> <p>Control pitch and tuning accurately with the range of an octave but mainly moving by step.</p> <p>Sing with awareness of the shape of the melody, phrasing in the song and the character and style of the song</p> <p>Copy back phrases with accuracy in rhythm and pitch</p> <p>Understand why posture, breathing and diction are important in singing</p> <p>Sing a round in two parts with an awareness of the</p>	<p>Sing using breathing to support longer phrases.</p> <p>Sing with musical expression and use of subtle dynamics.</p> <p>Sing confidently as part of a small group or as a solo.</p> <p>Control pitch and tuning accurately within the range of an octave mainly moving by step.</p>	<p>Sing confidently in a wide variety of styles, songs from memory with accurate pitch, fluency, control and expression</p> <p>Sing using breathing to support longer phrases and good diction</p> <p>Sing songs in two or more parts with an awareness of the other performers in the group and how their part fits in.</p>	<p>Sing confidently a wide variety of styles, songs from memory with accurate pitch, fluency, control and expression. Songs with a wider range than an octave.</p> <p>Sing using expression and a sense of shape and direction. An even tone across the dynamic range with clear open vowel sounds.</p> <p>Sing songs in two or more secure parts with an awareness of how the parts fit together and how their part fits in.</p>

				other performers in the group.			
<p>'Performing' focus</p> <p>Playing an instrument</p> <p>Key stage 1 N.C. Pupils should be taught to: <i>Play tuned and untuned instruments musically.</i></p> <p>Key stage 2 N.C. Pupils should be taught to: <i>Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression.</i></p>	<p>3-4 year olds Expressive Arts and Design Play instruments with increasing control to express their feelings and ideas.</p> <p>Reception Expressive Arts and Design Explore and engage in music making and dance, performing solo or in groups. Explore different sounds created on tuned and untuned percussion instruments. Clap back a simple rhythm.</p>	<p>Maintain a pulse using tuned or untuned percussion.</p> <p>Copy back a rhythm pattern.</p> <p>Control playing to be able to produce the longest, shortest, quietest, loudest note.</p> <p>Follow hand signals for start/stop and quieter/louder.</p> <p>Perform from graphic notation.</p> <p>Explore the different sounds that can be produced from a range of instruments.</p>	<p>Maintain a pulse at different tempi.</p> <p>Copy back longer rhythmic phrases (can use one note on a tuned percussion instrument) keeping a steady pulse.</p> <p>Perform expressively changing dynamics and timbre to alter sounds as appropriate</p> <p>Follow hand signals from a leader for pitch getting higher and lower or staying the same.</p> <p>Perform from graphic notation which shows changes in duration and dynamics.</p>	<p>Perform from basic staff notation including rhythm and pitch. Crotchets and minims. Using G, A, B on a recorder and a range of 5 notes on the tuned percussion.</p> <p>Play simple Samba rhythms using Samba instruments.</p>	<p>Perform from basic staff notation including rhythms and pitch. Crotchets, minims, semi breve and quavers. Including symbols for time signatures, rests and repeats. Be able to identify these using music terminology.</p> <p>Control basic recorder playing technique e.g tonguing</p> <p>Pitch the first 5 recorder notes accurately G, A, B, C, D</p> <p>Play more complex Samba rhythms which include some syncopation.</p> <p>Be able to follow the leader (conductor) to make accurate entries and endings.</p>	<p>Perform from basic staff notation and graphic notations including rhythms and pitch. Crotchets, minims, semi breve, quavers and dotted rhythms. Be able to identify these using music terminology.</p> <p>Learn to play a basic 3 chord, chord sequence</p> <p>Control basic recorder/ukulele playing for a range of an octave or 3 chords.</p> <p>Play syncopated Samba rhythms whilst maintaining a pulse.</p>	<p>Perform from basic staff notation and graphic notations including rhythms and pitch. Crotchets, minims, semi breve, quavers and dotted rhythms. Be able to identify these using music terminology.</p> <p>Control basic recorder technique for a range of an octave or Ukulele technique for up to 6 chords.</p> <p>Play complex Samba rhythms following the leader for accurate entries and exits.</p>
<p>'Performing' focus</p> <p>Playing with others (Ensemble skills)</p>		<p>Sing and play in time with others in unison.</p>	<p>Sing and play in time with others in unison.</p>	<p>Singing and playing in time with others in an ensemble with some awareness of their part in the ensemble performance.</p>	<p>Singing and playing in time with others in the group with awareness of their part in the ensemble.</p>	<p>Working as a group to perform a piece of music, adjusting dynamics and pitch to enhance the performance. Keep in time with others in the group.</p>	<p>Working as a group to perform a piece of music adjusting the interrelated elements of music as required. Keep in time with others in the group. Communicating with others in the</p>

						Communicating with others in the group.	groupTake a lead role within the ensemble performance.
<p>'Composing' focus</p> <p>Key stage 1 N.C. Pupils should be taught to: <i>Experiment with, create, select and sounds using the inter-related dimensions of music.</i></p> <p>Key stage 2 N.C. Pupils should be taught to: <i>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</i></p>	<p>3-4 year olds Expressive Arts and Design Create their own songs, or improvise a song around one they know.</p> <p>Reception Expressive Arts and Design Create collaboratively, sharing ideas, resources and skills Explore, use and refine a variety of instruments to express their ideas and feelings Make a range of sounds using their voice and classroom percussion instruments. Represent sounds in pictures.</p>	<p>Select and create short sequences of sound with voices or instruments to represent a given idea or character.</p> <p>Combine instrumental and vocal sounds within a given structure.</p> <p>Create simple melodies using a few notes</p> <p>Choose suitable dynamics, tempo and timbre for a piece of music.</p> <p>Create a simple graphic score to represent notation.</p>	<p>Create and combine sounds to illustrate a picture or character.</p> <p>Successfully combine instrumental and vocal sounds within a given structure.</p> <p>Create simple melodies using 5 or less notes.</p> <p>Choose appropriate dynamics, tempo, and timbre for a piece of music.</p> <p>Use letter name and graphic notation to represent their composition.</p> <p>Begin to suggest improvements for their own work.</p>	<p>Compose pieces of music within a given style with voices and instruments.</p> <p>Explore and combine melodies and rhythms to compose multi layered compositions.</p> <p>Use letter name and graphic notation to represent their pieces.</p> <p>Suggest and implement improvements to their own and others work.</p>	<p>Compose coherent pieces of music within a given style using voices, bodies and instruments.</p> <p>Begin to improvise musically within a given style (for example, pentatonic blues)</p> <p>Create pieces of music with at least 3 different layers.</p> <p>Use letter, graphic and some staff notation to label and record their compositions.</p> <p>Suggest improvements to their own and others work.</p>	<p>Compose a more detailed piece of music from a given stimulus.</p> <p>Improvise coherently within a given style (blues)</p> <p>Combine rhythmic and melodic patterns (ostinato) in to a multi layered composition</p> <p>Using staff notation to record rhythms and melodies.</p> <p>Select, discuss and refine musical choices both individually and as part of an ensemble.</p> <p>Suggest improvements to others work using music vocabulary.</p>	<p>Improvise coherently and creatively within a given style.</p> <p>Compose multi layered pieces of music from a given stimulus using bodies, voices and instruments.</p> <p>Develop melodic and rhythmic ideas using changes in dynamics, pitch and tempo.</p> <p>Record compositions using appropriate notation.</p>
<p>'Listening and Appraising' focus</p> <p>'Listening'</p> <p>Key Stage 1 N.C. Pupils should be taught to: Listen with concentration and understanding to a range of high-</p>	<p>3-4 year olds Expressive Arts and Design Listen with increased attention to sounds Respond to what they have heard, expressing their thoughts and feelings (like/dislike)</p> <p>Reception Expressive Arts and Design</p>	<p>Recognise the difference between pulse and rhythm.</p> <p>Listen to pieces of music and move or clap in time to the pulse.</p> <p>Show awareness when the mood or character or a piece changes.</p> <p>Express how music makes them feel.</p>	<p>Recognise changes in the timbres.</p> <p>Listen to and recognise instruments being used.</p> <p>Identify melodies that move by step.</p> <p>Begin to use music vocabulary to describe music.</p>	<p>Discuss stylistic features of different genres (Samba, Chinese, Blues etc...</p> <p>Understand that music from different parts of the world have different features.</p> <p>Recognise changes in music using music vocabulary e.g the tempo has increased</p>	<p>Identify gradual tempo and dynamic changes within a piece of music.</p> <p>Recognise stylistic features of music from different styles, genres and traditions.</p> <p>Identify similarities and differences between different genres, styles and traditions</p>	<p>Confidently recognise the stylistic features of different styles, genres and musical traditions</p> <p>Represent pieces of music using graphic notation</p> <p>Compare, discuss and evaluate music using more detailed music vocabulary</p>	

<p>quality live and recorded music.</p> <p>Key stage 2 N.C. Pupils should be taught to: Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians.</p>	<p>Listen carefully to rhymes and songs. Move to and talk about music, expressing their feelings and responses (describe how the music makes them feel) Begin to describe the sounds e.g high/low, loud/quiet</p>	<p>Listen for signals for stop/start</p>		<p>or the dynamics have become quieter.</p> <p>Begin to show an awareness of metre</p>	<p>Describe the interrelated dimensions of music using a music vocabulary.</p> <p>Identify crescendo/diminuendo</p> <p>Use a music vocabulary to discuss and describe the purpose of a piece of music.</p>		
<p>‘Listening and Appraising ‘ focus</p> <p>‘Reading notation’</p> <p>Key stage 2 N.C. Pupils should be taught to: Use and understand staff and other musical notations.</p>		<p>Perform pieces from graphic notation.</p> <p>Perform rhythms following a simple rhythm grid using T and F (T = tree for crotchet) (F = flower for paired quaver)</p>	<p>Perform music from graphic notation and short melodic patterns from letter names.</p>	<p>Understand the stave, lines and spaces and clef.</p> <p>Understand that notes fall on the lines or in the spaces.</p> <p>Understand the difference between crotchets and quavers.</p> <p>Apply word chants to rhythms ensuring that each syllable is linked to each musical note.</p> <p>Read and perform simple notation within 5 notes – pentatonic scale.</p>	<p>Understand the difference between minims, crotchets, paired quavers and rests.</p> <p>Understand the difference between 2/4, 3/4 and 4/4 time signatures</p> <p>Read and perform simple notation within 5 notes – pentatonic scale.</p>	<p>Further understand the difference between semibreves, minims, crotchet, paired quavers and crotchet rests.</p> <p>Understand the difference between 2/4, 3/4 and 4/4 time signatures.</p> <p>Read and perform pitch notation within an octave including one sharp and one flat.</p>	<p>Further understand the difference between semibreves, minims, crotchets, paired quavers and their equivalent rests.</p> <p>Further develop the skills to read and perform pitch notation within an octave.</p> <p>Read and play simple rhythmic notations.</p>

Inter-related dimensions of music 'Pitch'	High sound Low sound	High sound Low sound	Changes in pitch: Getting higher Getting lower Staying the same	High pitch Low pitch Rising pitch, falling pitch 5 note scale (do – so) Representated by music being vertically higher or lower on the board.	Pentatonic scale 5 note scale (do – so)	Full diatonic scale Blues scale (including flattened blues notes)	Full diatonic scale Blues scale (including flattened blues notes) How a triad is formed of the three primary triads in C major (C major, F major and G major)
Inter-related dimensions of music 'Duration' (pulse and rhythm)	Long sound Short sound	Long sound Short sound	Difference between pulse and rhythm Crotchets/paired quavers	Crotchets Paired quavers Minims Notes lasting for different lengths of time	Crotchets Paired quavers Minims Rests	Crotchets Paired quavers Minims Semibreves Rests Time signatures 4/4 and 3/4	Crotchets Paired quavers Minims Semibreves Rests Time signatures 4/4 and 3/4
Inter-related dimensions of music 'Dynamics'	Loud sound Quiet sound	Loud sound Quiet sound	Changes in dynamics: Getting louder Getting quieter	Loud (forte) Soft (piano) Gradations from very quiet to very loud	Loud (forte) Soft (piano)	Getting louder (crescendo) Getting quieter (diminimuyendo)	Getting louder (crescendo) Getting quieter (diminimuyendo)
Inter-related dimensions of music 'Tempo'	Slow fast	Slow Fast	Music with a fast pulse Music with a slow pulse	Fast (allegro) Slow (adagio)	Fast (allegro) Slow (adagio)	Getting faster (accelerando) Getting slower (rallantando)	Getting faster (accelerando) Getting slower (rallantando)
Inter-related dimensions of music 'Texture'			Recognise that music can have more than one layer.	Unison Layered, Solo	Duet Melody Accompaniment	Music in 3 parts Music in 4 parts	Music in 3 parts Music in 4 parts

<p>Inter-related dimensions of music</p> <p>'Instruments and playing techniques'</p>		<p>Experiment with different sounds through voice, body percussion, classroom instruments.</p> <p>Difference between wood and metal (timbre)</p>	<p>Different sounds created by hitting, blowing, plucking, bowing)</p>	<p>Recognising families of instruments in the orchestra.</p> <p>Recognising some instruments within each family.</p>	<p>Recognising families of instruments in the orchestra.</p> <p>Recognising some instruments within each family.</p> <p>Staccato/legato</p>	<p>Understanding playing techniques such as pizzicato, tremolo, muted brass.</p> <p>Understanding the effect these playing techniques have.</p>	<p>Understanding playing techniques such as pizzicato, tremolo, muted brass.</p> <p>Understanding the effect these playing techniques have.</p>
<p>Inter-related dimensions of music</p> <p>'Structure'</p>			<p>Repeated patterns</p>	<p>Call and response</p> <p>Echo</p> <p>Repetition</p> <p>Rounds and partner songs</p>	<p>Call and response</p> <p>Echo</p> <p>Repetition</p> <p>Rounds and partner songs</p>	<p>Music with multiple sections.</p> <p>Ostinato</p> <p>Verse and chorus form</p>	<p>Music with multiple sections.</p> <p>Ostinato</p> <p>Verse and chorus form</p>