

Bacon Garth Primary School
Music Progression of Skills

This is a reference point when planning and teaching units of work, drawing on later or earlier skills to support and extend children. There will be a focus on one of these skills each half term, although some objectives may cross over into other units too.

 Controlling Sounds Through Singing and Playing (Sing & Perform)						
	Use voices expressively (KS1)		Sing Songs in Unison & in two parts (KS2)			
FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sing a range of well-known nursery rhymes and songs.	Use voices in different ways such as speaking, singing and chanting	Use voices expressively and creatively. To sing with the sense of shape of the melody	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, controlled pitch and with sense of phrase
	Play tuned and untuned instruments (KS1)		To play tuned and un-tuned instruments with control and accuracy (KS2)			
Chooses particular movements, instruments/ sounds, for their own imaginative purposes	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. To perform rhythmical patterns and accompaniments, keeping a steady pulse	To perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes.	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 (KS1)		To practise, rehearse and present performances with an awareness of the audience (KS2)			
Perform songs with others, and – when appropriate – try to move in time with music.	To think about others when performing.	To think about others while performing	To think about others while performing.	To think about others while performing.	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.



Creating and Developing Musical Ideas

	Create musical patterns (KS1)		Improvise, developing rhythmic and melodic material when performing (KS2)			
FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences	To know about and experiment with sounds	Repeat short rhythmic and melodic patterns	To create simple rhythmic patterns that use a small range of notes.	To create rhythmic 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 & musical ideas		Explore, choose, combine and organise musical ideas with musical structures (KS2)			
	To recognise and explore how sounds can be organized To identify and organise sounds using simple criteria e.g. loud, soft, high low.	To begin to explore and choose and order sounds using the inter-related dimensions of music*.	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	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



Responding and Reviewing Appraising Skills

FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Responding to music	Explore & express ideas and feelings about music using movement, dance and expressive and musical language (KS1)		Analyse and compare sounds Explore and explain ideas and feelings about music using movement, dance and expressive and musical language (KS2)			
Responds imaginatively to art works and objects, e.g. this music sounds like dinosaurs.	To talk about how music makes you feel or want to move. E.g. it makes me want to jump/sleep/shout etc.	To respond to different moods in music and explain thinking about changes in sound	To explore and comment on the ways sounds can be used expressively.	To recognise and explore the ways sounds can be combined and used expressively and comment on this effect	To describe, compare and evaluate different types of music beginning to use musical words.	To describe, compare and evaluate different types of music using a range of musical vocabulary including the inter-related dimensions of music*.
	To make improvements to my own work (KS1)		To reflect on and improve own and others work in relation to its intended effect (KS2)			
	To think about and make simple suggestions about what could make their own work better. E.g. play faster or louder.	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 comment on the effectiveness of own work, identifying and making improvements.	To comment on the effectiveness of own work, identifying and making improvements based on its intended outcome.	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.



Listening and Applying Knowledge and Understanding

FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To listen to patterns within music (FS2)	To listen with concentration and recall sounds within increasing aural memory (KS1)		To listen with attention to detail and to internalise and recall sounds (KS2)			
To begin to repeat short, rhythmic patterns.	To begin to identify simple repeated patterns and follow basic musical instructions.	To identify and recognise repeated patterns and follow a wider range of musical instructions	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 sounds and patterns of sounds confidently.	To listen to, internalise and recall sounds and patterns of sounds with accuracy and confidence.
To begin to understand volume and tempo (FS2)	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.(KS1)		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 (KS2)			
To begin to describe the sounds? (e.g. loud, quiet, high, low, fast, slow)	To begin to understand that musical elements can be used to create different moods and effects.	To understand how musical elements create 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 and music can be produced in different ways (FS2)	To understand that sounds can be made in different ways and described using given and invented signs and symbols (KS1)		To know that music is produced in different ways and described through relevant established and invented notations. (KS2)			
To make a range of sounds with their voice To make a range of sounds with instruments	To begin to represent sounds with simple sounds including shapes and marks	To confidently represent sounds with a range of symbols, shapes or marks	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, revise and refine musical material
To begin to respond to music, giving opinions (FS2)	To know how music is used for particular purposes (KS1)		To understand how time and place can influence the way music is created (KS2)			
To begin to say whether they like or dislike a piece of music and think about how it makes them feel.	To listen to short, simple pieces of music and talk about when and why they may hear it. E.g: a lullaby or Wedding march.	To listen to pieces of music & discuss where & when they may be heard using simple musical vocabulary. E.g. It's quiet and smooth so it would be good for a lullaby	To listen to and begin to respond to music drawn from different traditions and great composers and musicians.	To listen to, understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians	To listen to a range of high quality, live & recorded music from different traditions, composers & musicians & begin to discuss their differences & how music has changed over time.	To develop an understanding of music history from cultures, traditions, composers & musicians evaluating how venue, occasion & purpose affects music is created & performed.

Inter-related dimensions of music (dynamics):

PULSE: the steady beat of a piece of a piece of music

PITCH: the melody and the way the notes change from low to high and vice versa.

RHYTHM: or duration is the pattern of long and short sounds in a piece of music

DYNAMICS: Loud and soft

TEMPO: Fast and slow

TIMBRE: The type of sound - whisper/hum/sing/talk (examples with the voice) or twinkly/hard/soft (examples with instruments)

TEXTURE: Layers of sound (number of instruments or voices playing together)

STRUCTURE: The way the music is laid out -e.g. Verse, chorus, verse.