

Music Whole School Progression of Skills

Providing a first class education for our children is our core purpose. Within the primary phase we seek to lay the foundations of knowledge, skills and attitudes that prepare children extremely well for their next stage of education so that transition from one stage to another is natural, seamless and timely. We seek to develop in children a life-long love of learning and the underlying skills to enable them to succeed. Our curriculum aims to go beyond the merely academic, but also into the behaviours and attitudes we wish our children to demonstrate as citizens of the world.

At CHANGE Schools Partnership we believe that:

- The curriculum in our schools is everything that our pupils experience including the school and classroom environment, their interactions with staff and pupils and the quality of the daily pedagogy used in the delivery of a course of study.
- The content of our curriculum should build 21st century skills such as collaboration, critical thinking and communication, and will continue to evolve responding to our ever-changing world.
- We have a moral duty to our most vulnerable pupils for whom we know education is the best route for a successful future.
- All children are capable of excellence through becoming reflective and independent learners within an environment that exposes them to great outcomes.
- We seek to promote children's intrinsic motivation by giving them ownership over the direction of their learning.
- Children should love coming to school each day where their time will be filled with fun, purposeful and challenging learning.
- Children deserve learning experiences that will stick with them for a lifetime.

Purpose of study (from the National Curriculum)

Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Aims (from the National Curriculum)

- 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
- 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
- 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.

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| Music Skills Progression | | | | | | | | |
|--|--|---|---|---|--|--|---|--|
| EYFS & KS1 | EYFS | Year 1 | Year 2 | KS2 Skills | Year 3 | Year 4 | Year 5 | Year 6 |
| Controlling Sounds through singing and playing (Play and Perform) | | | | | | | | |
| Use voices expressively and creatively | Sing, echo simple songs/chants building rhythmic and melodic memory. | Use voices in different ways such as speaking, singing and chanting. Start and stop together on directions. | Sing expressively with a sense of awareness of pulse and rhythm. Use high, low and middle voices. | Sing songs in unison and two parts | Sing expressively in unison and rounds, becoming aware of pitch, pulse and rhythm. Use a wider vocal range. | To sing in unison, rounds, ostinatos maintaining the correct pitch and awareness at the expressive elements (timbre, tempo, dynamics). | To sing in unison and in parts with clear diction, controlled pitch and sense of phrase. Hold part in a round (pitch/structure). | To sing in solo, unison and in parts with clear diction, controlled pitch, breathing, posture and with sense of phrase. Awareness of phrasing. |
| Play tuned and un-tuned instruments | Use instruments to reflect a topic or add sound effects to a story. | Play un-tuned and tuned instruments, beginning to show awareness of beat. | Create and choose sounds for a specific effect and perform rhythmical patterns and accompaniments, keeping a steady pulse. Start and stop together on directions. | Play tuned and un-tuned instruments with control and accuracy | To perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes. Sustain rhythmic ostinato on an instrument. | To play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics. Sustain rhythmic ostinato on an instrument. | To play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression. Read and play at least 5 notes. | To play more complex instrumental parts and perform with accuracy, fluency, control and awareness of pitch, metre and expression. |
| Rehearse and perform with others | Perform movements to a steady beat while showing an awareness of others. | Think about others when performing. Join in and stop as appropriate. | Demonstrate awareness of others and recognise their own and others' contribution. | Practice, rehearse and perform with an awareness of the audience | Think about others while performing. Maintain a simple part in an ensemble. | Perform with control and awareness of others while Maintain an independent part within a group. | 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. |

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|---|--|---|--|--|---|---|--|---|
| EYFS & KS1 | EYFS | Year 1 | Year 2 | KS2 Skills | Year 3 | Year 4 | Year 5 | Year 6 |
| Creating and developing musical ideas (Create and Compose) | | | | | | | | |
| Create musical patterns | Use long and short sounds and copy simple rhythmic patterns. | Know about and experiment with sounds. Invent symbols to represent sound and create simple graphic score. | Create and clap own rhythmic and melodic patterns. Compose a four beat rhythmic pattern using simple notation. | Improvise, developing rhythmic and melodic material when performing | Compose 4 bars of music using 3 notes: note value time signature. Identify repeated patterns used in a variety of music. | Improvise and compose rhythmical and simple melodic patterns using an increased number of notes. | Compose and improvise increasingly complicated rhythmic melodic phrases within given structures. | Create and improvise melodic and rhythmic phrases as part of a group performance. |
| Explore, choose and organise sounds and musical ideas | To explore different sounds and recreated different moods using simple criteria e.g. loud, soft. | To recognise, explore and organise sounds using simple criteria e.g. loud, soft. | To begin to explore, choose and order sounds using the inter-related dimensions of music*. | 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. Begin to take part in improvisation sessions with confidence. | To join layers of sound, thinking about musical dynamics of each layer and understanding the effect. Create textures by combining sounds in different ways. | Explore, select combine and exploit a range of different sounds to compose a soundscape. | Recognise structures in known songs and develop ideas within a range of given musical structures. |

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| Responding and reviewing appraising skills | | | | | | | | |
| Explore and express ideas and feelings about music using movement, dance and expressive and musical language | Respond physically when performing music and choose sounds to represent different things (ideas, feelings). | Talk about how music makes you feel or want to move. E.g. it makes me want to jump, sleep/shout etc. | Respond to different moods in music and explain thinking about changes in sound. | 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. | 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 | Perform in front of others and as part of the group. | Think about and make simple suggestions about what could make their own work better. E.g: play faster or louder. | 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 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. |

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| Listening and applying knowledge and understanding | | | | | | | | |
| To listen with concentration and recall sounds within increasing aural memory | Remember short songs and sounds and repeat patterns of sounds. | Begin to identify simple repeated patterns and follow basic musical instructions. | 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 sounds 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 | Understand the difference between fast and slow (tempo), soft and loud (dynamics) and the importance of silence (rest). | To begin to understand that musical elements can be used to create different moods and effects. To begin to differentiate between rhythm and beat. | To understand how musical elements create different moods and effects. Identify the rhythm and beat as two separate musical elements. | 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. Create music with an understanding of pitch/texture/structure) | To identify and explore the relationship between sound and how music can reflect different meanings. Use knowledge of musical dimensions to know how to best combine them. |

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| To understand that sounds can be made in different ways and described using given signs and symbols | To begin to represent sounds using images, shapes, colours and syllable recognition. | Start representing sounds with a range of symbols, shapes or marks, including simple rhythmic notation (e.g. crotchet). | Confidently represent sounds with a wide range of symbols, shapes or marks, including simple rhythmic notation (e.g. frog=crotchet). | To know that music is produced in different ways and described through relevant established and invented notations. | To begin to recognise simple notations (duration) 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 know how music is used for particular purposes | Respond to music in a variety of ways and choose the most appropriate sound to match a theme. | Listen to short, simple pieces of music and talk about when and why they may hear it, Eg: a lullaby. | Listen to pieces of music and discuss where and when they may be heard explaining why using simple musical vocabulary. E.g. It's quiet and smooth so it would be good for a lullaby. Know music can be played or listened to for a variety of purposes (in history/different cultures). | To understand how time and place can influence the way music is created. | Listen to and begin to respond to music drawn from different traditions and great composers and musicians. Describe different purposes of music in history/other cultures. | To listen to, understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians. Describe different purposes of music in history/other cultures. | To listen to a range of high quality, live and recorded music from different traditions, composers and musicians and begin to discuss their differences and how music may have changed over time. | To develop an understanding of the history of music from different, cultures, traditions, composers and musicians evaluating how venue, occasion and purpose effects the way that music is created and performed. |

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* Inter-related dimensions of music:

- **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.